



VIRGINIA BOARD OF EDUCATION

2011 ANNUAL REPORT

**2011
ANNUAL REPORT ON THE
CONDITION AND NEEDS
OF PUBLIC SCHOOLS IN VIRGINIA**

**PRESENTED TO
THE GOVERNOR AND
THE GENERAL ASSEMBLY**

**NOVEMBER 29, 2011
VIRGINIA BOARD OF EDUCATION**

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November 29, 2011

The Honorable Robert F. McDonnell, Governor
Members of the Virginia General Assembly
Commonwealth of Virginia
Richmond, Virginia 23219

Dear Governor McDonnell and Members of the Virginia General Assembly:

On behalf of the Board of Education, I am pleased to transmit the *2011 Annual Report on the Condition and Needs of Public Schools in Virginia*, submitted pursuant to § 22.1-18 of the *Code of Virginia*. The report contains information on Virginia's public schools, including an analysis of student academic performance and a report on the school divisions' compliance with the requirements of the Standards of Quality and the Standards of Accreditation.


The core of the Board of Education's mission is to develop and implement policies to ensure every student graduates from high school prepared for success in postsecondary and a career.

This report contains compelling evidence that our schools and our students are achieving at impressive levels. While we see gratifying progress, significant areas of need remain if Virginia is to compete and excel nationally and internationally. The report points to critical areas of need that will undermine our public schools' future success if not addressed quickly and effectively.

Continued improvement in our public schools will require continued investment. This is not simply a matter of putting more money into our schools; rather it is a matter of carefully and thoughtfully focusing all available resources where they can be most effective for student learning. Every decision and every policy must be focused on where it can do the most good for student achievement in the classroom.

The Board of Education is grateful for the support that the Governor and General Assembly give to Virginia's school improvement efforts. As we look to the future, the members of the Board of Education pledge to remain focused on providing the best educational opportunities and the brightest future for the young people enrolled in Virginia's public schools.

Sincerely,



Eleanor B. Saslaw, President
Board of Education

Statutory Requirement for the Annual Report

§ 22.1-18. Report on education and standards of quality for school divisions; when submitted and effective.

By November 15 of each year, the Board of Education shall submit to the Governor and the General Assembly a report on the condition and needs of public education in the Commonwealth and shall identify any school divisions and the specific schools therein which have failed to establish and maintain schools meeting the existing prescribed standards of quality. Such standards of quality shall be subject to revision only by the General Assembly, pursuant to Article VIII, Section 2 of the Constitution of Virginia. Such report shall include a complete listing of the current standards of quality for the Commonwealth's public schools, together with a justification for each particular standard, how long each such standard has been in its current form, and whether the Board recommends any change or addition to the standards of quality.

§ 22.1-253.13:6. Standard 6. Planning and public involvement.

In the annual report required by § 22.1-18, the Board shall include an analysis of the extent to which these Standards of Quality have been achieved and the objectives of the statewide comprehensive plan have been met

For Additional Copies

Additional copies of the report are available by contacting the executive assistant to the Board of Education at the Virginia Department of Education, P.O. Box 2120, Richmond, VA 23218; phone: 804/ 225-2924; or e-mail Policy@doe.virginia.gov.

The report may be viewed online at: <http://www.doe.virginia.gov/boe/reports/index.shtml>

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EXECUTIVE SUMMARY

Overview

The *2011 Annual Report on the Condition and Needs of the Public Schools in Virginia* is a companion document to the Board of Education’s *Comprehensive Plan: 2011-2016*, which sets forth the Board’s goals for public education in Virginia.¹

The first section of this report gives a concise and comprehensive assessment of the extent to which the Board’s goals are being accomplished. Highlights of the policy decisions made by the Board of Education to address each of its seven goals are shown. Major actions to implement the policy decisions are briefly described, along with a candid snapshot of the current condition and needs of the public schools in Virginia.

In addition, the report highlights some of the impressive gains made by our students and our public schools. It is clear that Virginians have much to be proud of in the achievement of its schools and young people. The caveat to this success is that the good news should not mask the fact that Virginia’s public schools have serious needs that remain to be tackled.

This report also contains the information required to be included by the *Code of Virginia*: information on compliance with the Standards of Quality and the Standards of Accreditation, report on charter schools, and the multidivision online provider report.

Overarching Goal: College and Career Ready Graduates

Schools must meet the increasingly diverse needs of students who will live, compete, and work in an expanding and complex global, technology-driven economy. To that end, the Board of Education’s overarching goal is for all of Virginia’s public school graduates to be college and career ready. Stated succinctly:

... “college and career readiness” refers to the content knowledge and skills high school graduates must possess in English and mathematics—including, but not limited to, reading, writing communications, teamwork, critical thinking and problem solving—to be successful in any and all future endeavors. Of course, readiness for college and careers depends on more than English and mathematics knowledge; to be successful after high school, all graduates must possess the knowledge, habits and skills that can only come from a rigorous, rich and well-rounded high school curriculum.²

Using Limited Fiscal Resources Effectively

¹ The full document may be retrieved from <http://www.doe.virginia.gov/boe/plan/comprehensiveplan.pdf>.

² Achieve. 2011. *What Is College- and Career-Ready?* Retrieved from <http://www.achieve.org/files/CollegeandCareerReady.pdf>

and Efficiently for Student Learning

Raising student achievement is a priority that overrides fiscal difficulties. Virginia, as with most states, is experiencing unprecedented fiscal challenges at both the state and local levels. While funding adequacy and equity must remain a priority, ensuring that limited resources are used as effectively as possible is paramount.

Virginia's economic condition is better than most states, which has mitigated the impact of reductions to public education funding. Small budget surpluses were realized for both FY10 and FY11, indicative of the budgetary stability Virginia has accomplished through targeted reductions throughout state government and conservative revenue and expenditure budgeting by the administration and the legislature. While reductions had to be made to K-12 funding during the 2009 and 2010 legislative sessions, these reductions were focused on minimizing disruptions to classroom instruction. Unlike many states, Virginia was able to increase state support for K-12 education by over \$200 million from last year (FY11) to this year (FY12). Additional information on K-12 funding is shown in Appendix F.

As the economy and revenues improve, Virginia will have the opportunity to reinvest in public K-12 education. While Virginia leaders should look to fund basic operational funds to schools where warranted, with a focus on classroom instruction, new funding provides opportunities to implement new approaches in public education that increase innovation, choice, and flexibility, and that have demonstrated impacts on student achievement. Some of these approaches that will be priorities for Virginia to consider include:

- Providing incentives to focus and redirect local K-12 spending and SOQ spending on teaching and learning;
- Supporting value-added instructional delivery such as STEM, dual enrollment, industry credentials, and extended instructional time during and beyond the current instructional year;
- Combining increases in base teacher pay with differentiated compensation models based on difficulty of assignments and teacher impact on student achievement (e.g., hard-to-staff schools);
- Supporting innovative public school delivery approaches that provide choice and quality options such as charter, college lab, and virtual schools, and flexible funding that follows students choosing these approaches;
- Providing cost-effective models for the use of instructional time; and
- Reviewing the number of diploma types being offered and determining whether each type effectively meets its intended purpose.

Continued Improvement Requires Continued Investment

Virginia may be headed in the right direction in terms of student achievement, but schools have a long way to go if Virginia is to remain competitive nationally and internationally. This annual report points toward critical areas of need that will undermine our public schools' future success if not addressed quickly and effectively. Any decision regarding the allocation of time, money, or people must be focused on proven, effective policies and actions to reach the Board's goals. This is especially important during this time of tight budgets at the local, state, and federal levels.

The point that cannot be missed is this: Continued improvement in our public schools will require continued investment. This is not simply a matter of putting more money into our schools; rather it is a matter of carefully and thoughtfully focusing all available resources where they can be most effective.

The Board's Performance Measures: Are Goals Being Met?

The Board of Education's *Comprehensive Plan: 2011-2016* defined seven goals and the strategies it will implement to meet its goals. The goals directly address the realities and challenges our public schools face in ensuring all graduates are ready for college and a career. In the body of this annual report, the Board's recent policy actions related to each of its goals are highlighted. Along with each goal, the Board set performance measures in order to gauge its progress in meeting its goals.

The following pages summarize the Board's performance measures and where Virginia's public education system stands in terms of results for each of the seven goals, including a brief overview of programs and initiatives in place that address each goal. Also included is a summary of the needs of Virginia's public schools as seen from an examination and analysis of data and assessment results.

A Report Card on the Board's Performance Measures

Performance Measures to Gauge Progress in Meeting Goals	Results	One Year Trend	3 Year Trend ³
	Performance Improving ↑ Performance Declining ↓ Performance Maintained ↔ Data Not Available X		
Percent of third-grade students reading on grade level	83%	↔	↓ (-3%)
Percent of middle school students enrolled in Algebra I or higher	48.8%	↑ (3.9%)	↑ (9.4%)
Virginia On Time Graduation Rate	86.6%	↑ (1.1%)	↑ (3.3%)
High school dropout rate	7.2%	↑ (-0.6%) ⁴	↑ (-0.8%)
Students earning Advanced Studies or Standard Diplomas in at least four years ⁵	81.6%	↑ (1.7%)	↑ (4.7%)
Percent of graduates earning advanced studies diplomas	47%	↑ (1.6%)	↑ (3.1%)
Percent of graduates who enroll in institutions of higher education (IHE) nationwide ⁶	58%	↓ (-2%)	↓ (-4%)
Percent of students scoring advanced proficient on statewide assessments			
English (Reading and Writing)	36.2%	↓ (-0.2)	↑ (0.1%)
Mathematics	39.1%	↓ (-0.3)	↑ (1.3%)
History and Social Science	28.6%	NA ⁷	NA
Science	28.5%	↓ (-0.2%)	↑ (0.9%)
Percent of schools rated fully accredited	96%	↓ (-2%) ⁸	↓ (-2%)
Number and percent of schools and divisions that demonstrate relatively high growth in student achievement ⁹	X	X	X
Number of schools earning recognition under the Virginia Index of Performance	728 schools	↑ (6 schools)	↓ (-256 schools) ¹⁰
Number of schools that are chronically low performing by state and federal standards	7 schools	↑ (2 schools)	↑ (4 schools)
Number and percent of schools and divisions meeting or exceeding federal accountability measures ¹¹	38% schools	↓ (-22%)	↓ (-33%)
	3% divisions	↓ (-6%)	↓ (-43%)

³ Change since the 2008-2009 school year

⁴ The high school dropout rate fell from 7.8% in 2010 to 7.2% in 2011

⁵ Federal Graduation Indicator

⁶ Data are based on annual high school graduates. Postsecondary enrollment data based on information from the National Student Clearinghouse

⁷ New History and Social Science tests were implemented in 2010-2011. Comparisons are not appropriate.

⁸ The Board of Education introduced a "graduation and completion index" in 2010-2011 as a new accountability factor for high schools, in addition to student achievement on state tests

⁹ Growth measure is currently under development

¹⁰ The Board of Education changed the criteria for the 2010 implementation

¹¹ The benchmarks were five points higher in reading and six points higher in mathematics in 2010-2011 than the objectives for assessments taken by students during 2009-2010

Goal 1: Expanded Opportunities to Learn: The Board of Education will continue to improve the standards for public schools in Virginia in order to expand learning opportunities needed for Virginia’s public schools. Our schools will lead the nation in rigor and quality and our students will compete and excel in postsecondary education and/or in the global workplace.

Major Policy Actions to Address Goal 1:

Policy actions include adopting policies on charter school application criteria and procedures, and procedures for college partnership laboratory school applications; reaffirming recommendations on revisions to the Standards of Quality; adopting criteria for approving multidivision providers of online courses and virtual school programs; approving additional Governor’s STEM academies; and approving additional industry certification examinations to meet graduation requirements.

Major Actions to Implement Policies for Goal 1:

Governor’s STEM Academies: Virginia has 10 Governor’s STEM academies up and running, all approved using the Board’s criteria.

Charter Schools: The Board’s Charter School Committee developed procedures for receiving and reviewing charter school applications and criteria used in reviewing applications. The four charter schools currently operating in Virginia all earned full accreditation and all made the Adequate Yearly Progress (AYP) targets.

College Partnership Laboratory Schools: The Board’s College Partnership Laboratory School Committee developed procedures for receiving college partnership laboratory school applications as well as criteria used in reviewing applications.

Multidivision Online Providers: In 2011, the Board approved criteria for the first set of multidivision online providers. Fourteen organizations submitted applications and course correlation documents. Thirteen of these organizations were approved by the superintendent of public instruction to offer online instruction.

Standards of Quality: The Board of Education reaffirmed its recommendations for flexibility for divisions to use funds provided in the appropriation act for certain staffing standards related to instructional staff in mathematics, limited English proficiency, reading, technology and assistant principals. The term “Support services” was also clarified. The Board’s recommendations were subsequently adopted by the 2011 General Assembly.

What the Data Showed:

On-Time Graduation Rate Improved: Virginia’s on-time high school graduation rate rose one point this year to 86.6 percent, and the statewide dropout rate fell 0.6 percent to 7.2 percent. The graduation rate for black students rose 6.3 points, and the rate for Hispanic students rose 7.9 points since 2008. However, the dropout rates for blacks, Hispanics, and students with limited English proficiency remain unacceptably high compared to their white and Asian peers. This is also true for economically disadvantaged students and for students with disabilities. For example, the dropout rate for black students is more than twice that for white students. For Hispanic students the rate is three times higher.

Higher Percentage of Graduates Earned the Advanced Studies Diploma: The percentage of Virginia students graduating with an Advanced Studies Diploma increased by 1.6 percent, and the number of advanced diplomas awarded exceeded the number of Standard Diplomas. However, 71 percent of Virginia’s Asian graduates earned the Advanced Studies diploma, while 55 percent of white students, 37 percent of Hispanic students, and 29 percent of black students earned the Advanced Studies diploma.

The Needs of the Public Schools: What Remains to be Done to Accomplish Goal 1?

Types of Diplomas Offered: Is Each Fulfilling Its Intended Purpose? The Board of Education needs to consider the various types of diplomas offered in Virginia and determine if each type is fulfilling its intended and original purpose. The Board also needs to explore effective models for the use of instructional time.

The Achievement Gap Continues to Limit Opportunities for Some Students: Economically disadvantaged students and minority students are less likely than all students to graduate in four years and the subgroups show disparities on tests and assessments.

Goal 2: Accountability of Student Learning: The Board of Education will support accountability for all public schools by providing leadership and by establishing policies that help schools and school divisions increase the academic success of all students, especially those who are at-risk or in underperforming school systems. Using improved longitudinal data systems, the Board will monitor schools' progress in closing achievement gaps among groups of students.

Major Policy Decisions to Address Goal 2: Policy actions include adopting a supplement to the Curriculum Framework for the 2009 Mathematics Standards of Learning to fully align with national and international standards; criteria for the Virginia Index of Performance to promote student achievement in science, technology, engineering, and mathematics (STEM); new cut scores for History and Social Science Standards of Learning tests in Virginia Studies, U. S. History; the Virginia Grade Level Alternative (VGLA), and the Virginia Alternate Assessment Program; and modifying the Academic Review Process for low performing high schools.

Major Actions to Implement Policies for Goal 2:

New Ways of Assessing Student Progress: New mathematics, English, and science assessments will be administered primarily online, and will include technology-enhanced items that require students to demonstrate content mastery in ways that were not possible with multiple-choice tests, enabling the Board to establish new and challenging cut scores as a part of the Virginia College and Career Readiness Initiative.

Growth Measures: Virginia's growth measure, currently under development, will provide information about student progress relative to other students with similar achievement the previous year.

Requirements Will Become More Rigorous: Students will take more rigorous Standards of Learning mathematics tests beginning in 2011-2012 and more rigorous tests in reading, writing, and science the following year.

What the Data Showed:

Important National Comparisons: Results from the 2011 National Assessment of Educational Progress (NAEP) show that Virginia public school students continue to rank among the nation's highest achievers in reading and mathematics and outperform their peers nationwide, and Virginia now ranks among the top on Advanced Placement Results. Virginia now ranks third in the nation in achievement on Advanced Placement (AP) examinations. Only Maryland and New York had higher percentages. Nonetheless, disparities among subgroups remain. For example, NAEP results show that that black and Hispanic students trail their white peers by more than 22 test-score points on the reading assessments at 4th and 8th grades. In mathematics, NAEP results at the 4th and 8th grades show, respectively, a 22- and 29- test-score point difference between black students and their white peers.

Students Earning Industry Credentials Increased: In 2011, students passed more than 36,000 industry certification, occupational competency, or workplace readiness exams, or achieved state licensure in areas eligible for student-selected certified credits.

The Needs of Public Schools: What Remains to be Done To Accomplish Goal 2?

Raising the Rigor of Virginia's Academic Standards: Virginia's fourth- and eighth-graders perform better in reading and mathematics than their peers nationwide; however, less than two-fifths have a solid grasp of reading and less than half have a solid grasp of mathematics based on NAEP's definition of proficiency.

As schools implement more rigorous standards and tests in English and mathematics, starting with mathematics this year and followed by English during 2012-2013, there may be further declines in accreditation. As more rigorous standards and assessments become effective, a new trend line will begin, but we must not become alarmed or discouraged. We must not give into temptation to preserve the status quo. Raising standards is the right thing to do and our teachers and schools will rise to the challenge and Virginia students will be better prepared as a result.

Virginia and the Nation: Far Behind in International Comparisons: Studies suggest that for Virginia and the nation to remain competitive in the global economy, the U.S. is going to need to make substantial gains in mathematics and science achievement.

Eliminating Achievement Gaps: Persistent achievement gaps show up in on-time graduation rates, dropout rates, Standards of Learning test performance, NAEP, SAT, Advanced Studies diploma rates.

Goal 3: Nurturing Young Learners

The Board of Education will work cooperatively with partners and will promote new and innovative partnerships to help ensure that all young children are ready to enter kindergarten with the skills they need for success.

Major Policy Decisions to Address Goal 3:

Policy actions include affirming that teacher competencies for the PreK-3 and PreK-6 teaching endorsements were aligned with Virginia's *Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year-Olds* and the recently produced document from the state's Early Childhood Education's Alignment Project, *Milestones of Child Development and Competencies for Early Childhood Professionals*. Additional policy actions include augmenting the *Foundation Blocks* with indicators for the physical and motor and personal and social domains, in addition to the existing domains in reading and writing, mathematics, science, and history and social science.

Actions to Meet the Goal:

Board of Education member Rob Krupicka serves on the Virginia Early Childhood Advisory Council, and Dr. Virginia McLaughlin serves on the Virginia Early Childhood Foundation.

What the Data Showed:

Participation in Virginia Preschool Initiative (VPI) Increased: In 2011, VPI served 15,881 children. This represents a six percent increase for one year and a 21 percent increase in the percentage of children served since the 2007-2008 school year.

Virginia Preschool Initiative (VPI) funded program attendance is beneficially associated with a reduced likelihood of repeating kindergarten. In terms of literacy skills, attending a VPI-funded program showed a beneficial association for all students. This positive effect is maintained through first grade for Blacks and Hispanics, and students with disabilities.¹² In this study, analysis of preschool and kindergarten literacy Phonological Awareness Literacy Screening (PALS) results showed a strong association between VPI participation and PALS scores. In addition, more than 91 percent of principals surveyed said that the positive effects of students' participation in preschool continue through at least first grade.¹³

The number of school divisions participating in the Virginia Preschool Initiative (VPI) has grown from 75 in the 2001-2002 school year, to 113 school divisions in the 2011-2012 school year. More than 17,000 Virginia teachers are using PALS to assess the readiness of their students.

The Needs of Public Schools: What Remains to be Done To Accomplish Goal 3:

Despite the growth in the number of school divisions participating in VPI and in the number of children served, the number of at-risk four-year-olds in Virginia continues to be a concern because an estimated 6,700 qualified children remain unserved. Without providing high quality preschool to all at-risk four-year-olds, many at-risk five-year-old children will continue to enter kindergarten without adequate preparation to be fully ready to learn.

¹² *Differential Effects of Preschool: Evidence in Virginia Early Childhood*. Research Quarterly-Curry School of Education (Francis L. Huang, Marcia A. Invernizzi, E. Allison Drake -April 2011).

¹³ Joint Legislative Audit and Review Commission (JLARC) Findings 2007. Retrieved from: <http://jlarc.virginia.gov/reports/Rpt364.pdf>.

Goal 4: Strong Literacy and Mathematics Skills

The Board of Education will establish policies that support the attainment of literacy and mathematics skills for all students, pre-K through grade 12.

Major Policy Decisions to Address Goal 4:

The Board's policy actions include revising Virginia's textbook review process; adopting the process for state approval of textbooks for K-12 English/Language Arts and K-12 Science; adopting the list of state-approved textbooks for K-12 mathematics; adopting *Guidelines for Local Textbook Approval*; and reaffirming its support for College and Career Ready Standard.

Actions to Meet the Goal:

College and Career Readiness Initiative (CCRI): The Virginia College and Career Readiness Initiative builds on the revised standards and is designed to: a) ensure that college and career ready learning standards in reading, writing, and mathematics are taught in every Virginia high school classroom; and b) strengthen students' preparation for college and the work force before leaving high school.

Virginia Index of Performance: The recent revision made by the Board added components that provide additional incentives for school divisions and schools to promote student achievement in the STEM areas and college and career readiness in general. The revisions also increased the importance of foreign language instruction in elementary schools.

Textbook Review and Selection Procedures: In 2011, the Virginia Board of Education approved a revised and strengthened textbook approval process. The new process places primary responsibility on publishers to ensure the accuracy of their textbooks. It is the Board's intent to incorporate the procedures to regulations as soon as possible.

Helping Students Meet Academic Standards: Current programs that have helped students meet and exceed existing standards include the Virginia Preschool Initiative; K-3 Class Size Reduction; At-Risk Add-on; SOQ English as a Second Language programs; Early Intervention Reading Initiative; the Algebra Readiness Initiative; Project Graduation; Remedial Summer School; SOQ Prevention, Intervention, and Remediation; and the Regional Alternative Education Programs.

What the Data Show:

Increased Rigor: The most recent SOL revisions (2009 and 2010) led to more rigorous content standards that are supported as college and career ready by nationally recognized organizations, the College Board, ACT, and Achieve. New end-of-course mathematics assessments will be implemented in 2011-2012 and new reading and writing assessments will be implemented in 2012-2013. The new assessments will be administered online, and include technology-enhanced items that require students to demonstrate content mastery in ways that were not possible with multiple-choice tests.

Increased Proficiency in Mathematics: The percentage of grade-8 students who met or exceeded the rigorous NAEP standard for proficiency increased by a statistically significant four points to 40 percent in 2011, compared with 36 percent in 2009 when the national tests were last administered. Forty-six percent of Virginia fourth-grade students scored proficient or above in mathematics — six points higher than the percentage nationwide and a three-point increase since 2009.

What Remains to be Done to Accomplish Goal 4:

For the College and Career Ready Initiative to be successful, educators must have access to and participate in appropriate professional development. The Virginia Department of Education has identified existing funds that allow the agency to work with our partners—such as institutions of higher education—to develop and implement high quality professional development to support local educators and to implement the revised mathematics and English Standards of Learning. In the next few years, as new resources are limited, continued emphasis on programs for at-risk students will be even more critical for Virginia's students, as the more rigorous standards are put in place and tested.

As schools implement more rigorous standards and tests in English and mathematics, starting with mathematics this year and followed by English during 2012-2013, there may be further declines in accreditation.

Goal 5: Highly Qualified and Effective Teachers and Administrators

The Board of Education will establish policies and standards that improve the preparation, recruitment, and retention of Virginia's educational personnel, including meaningful and ongoing professional development, especially in teacher shortage areas and in hard-to-staff schools.

Major Policy Decisions to Address Goal 5:

Policy actions include criteria for identifying quality alternative routes to teacher licensure; cut scores for the Praxis Braille Proficiency Test, the Praxis Technology Education Assessment, the Praxis Art: Content Knowledge Assessment, the Reading for Virginia Educators (RVE): Elementary and Special Education Teachers Assessment, the Reading Specialist Assessment, and the Special Education Teachers Assessment. Policy actions also include establishing *Guidelines Pertaining to the Employment of Substitute Teachers* and revising the *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers* and *Virginia Standards for the Professional Practice of Teachers*.

Actions to Meet the Goal:

Teacher Evaluation Guidelines: The *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers* provide school divisions with a model evaluation system, including sample forms and templates that may be implemented "as is" or used to refine existing local teacher evaluation systems. The model recommends that 40 percent of teachers' evaluations be based on student academic progress, as determined by multiple measures of learning and achievement, including, when available and applicable, student-growth data.

Performance-Pay Initiative: Twenty-five schools across Virginia are participating in performance-pay pilot programs during the 2011-2012 and 2012-2013 school years. The participating schools must implement the performance standards and model teacher-evaluation system approved by the Board of Education in April 2011. With participating schools located in 13 of the 132 school divisions in the Commonwealth, or 10 percent of Virginia's school divisions, the program will have a broad debut for a pilot effort.

What the Data Show:

Highly Qualified Teachers and Administrators: In 2010-2011, 99 percent of teachers in core academic classes were considered highly qualified. For the first time, these teachers are distributed evenly among high poverty and low poverty schools statewide. This is an improvement from 2006-2007, when 5 percent of core academic classes in high-poverty schools were taught by teachers who were not highly qualified, compared to 2 percent of core classes in low-poverty schools.

What Remains to be Done to Accomplish Goal 5:

Though certainly not new, issues of teacher quality and effectiveness will be front and center in 2011 as Virginia's school divisions work to improve student readiness and success. Data on teacher effectiveness are to be used to identify and reward effective teachers as well as to inform professional development. In that regard, results of the performance pay pilots will be crucial to shaping this program into a solid, useable one.

The current economic downturn for the state and the localities will impact teacher recruitment and retention. Due to budget limitations, many localities are proceeding with slimmed-down teacher recruitment and hiring. For some divisions, teacher and staff layoffs may be unavoidable. At least in part a result of economic hard times, hiring new teachers will likely decrease because current classroom teachers will stay put by holding on to their jobs or by deferring retirement.

Additional underlying demographics will impact teacher recruitment and retention. Finding and retaining qualified teachers in chronic shortage areas have been persistent problems for many local divisions. Shortage areas include special education, mathematics, some foreign languages, and teachers of English as a Second Language. Of particular concern, too, is recruiting and retaining teachers for STEM programs.

Goal 6: Sound Policies for Student Success

The Board of Education will provide leadership to develop and implement the provisions of state and federal laws and regulations in ways that improve and expand opportunities for all of Virginia's schoolchildren to excel academically.

Major Policy Decisions to Address Goal 6:

Policy actions include applying to the U.S. Department of Education for waivers from specific requirements of No Child Left Behind and engaging stakeholders in this process; and revising and consolidating Board of Education regulations governing local school divisions, pupil transportation, career and technical education programs, residential programs for students with disabilities, Standards of Accreditation, driver's education programs, and competitive foods in the schools.

Actions to Meet the Goal:

Alternative Federal Accountability Model: The Board is drafting an alternate federal accountability model that is based on Virginia's successful Standards of Learning accountability program, including, but not limited to:

- College- and career-ready Standards of Learning and corresponding assessments being implemented in Virginia's mature and validated Standards of Accreditation (SOA) accountability program;
- Annual determinations for schools and divisions that make valid and meaningful performance distinctions and recognize overall student and subgroup growth;
- Accountability provisions that accurately identify schools and divisions most in need of support or interventions and recognize and reward exemplary performance;
- Support and interventions, identified through diagnostic reviews, designed to remedy the specific conditions that may cause schools and divisions to underperform;
- Capacity-building to allow divisions to support their underperforming schools in sustainable ways; and
- Aggressive reform for the lowest-performing schools and divisions.

Board Regulations and Local Reporting Requirements: The Board is focused on eliminating any duplication or unnecessary reporting requirements placed on local divisions by revising and updating a number of its current regulations, including new regulations entitled *Regulations Governing Local School Boards and School Divisions*. This regulatory action will repeal or consolidate 13 of the Board's current regulations into one comprehensive regulation, thus eliminating outdated provisions and streamlining requirements to a considerable degree.

What the Data Show:

Fiscal Realities: Small budget surpluses were realized for both FY10 and FY11, indicative of the budgetary stability Virginia has accomplished through targeted reductions throughout state government and conservative revenue and expenditure budgeting by the Administration and the legislature. Unlike many states, Virginia was able to increase state support for K-12 education by over \$200 million from last year (FY11) to this year (FY12).

Reporting Requirements Streamlined: A comprehensive review of all reports required from local divisions has eliminated any reports not required by federal or state law or those reports necessary to determine funding levels for certain programs.

What Remains to be Done to Accomplish Goal 6:

Develop Realistic Accountability Model: Virginia needs a new model for federal accountability that maintains high expectations for student achievement, recognizes growth—overall and by subgroup—and accurately identifies schools most in need of improvement.

Fiscal Challenges: As the economy and revenues continue to improve, Virginia will have the opportunity to reinvest in public K-12 education. While Virginia leaders should look to restore basic operational funds to schools where warranted, with a focus on minimizing disruptions to teaching and learning, new funding provides opportunities to implement new approaches in public education that increase innovation, choice, and flexibility, and that have demonstrated impacts on student achievement.

Goal 7: Safe and Secure Schools

The Board of Education will provide leadership to create safe and secure school environments.

Major Policy Decisions to Address Goal 7:

Policy actions include policies on *Guidelines for Policies on Concussions in Student-Athletes*, *Guidelines for the Prevention of Sexual Misconduct and Abuse in Virginia Public Schools*, and *Elementary School Gun Safety Guidelines and Curriculum*. Policy actions also include continuing to support Bullying Prevention programs and examination of data on effective discipline initiatives.

Actions to Meet the Goal:

Guidelines for Interactions between Students and Teachers: The Board of Education adopted *Guidelines for the Prevention of Sexual Misconduct and Abuse in Virginia Public Schools* to help school divisions create and implement policies and procedures that establish clear and reasonable boundaries for interactions between students and teachers, other school board employees, and adult volunteers.

Policies on Student-Athlete Concussions: On the student health front, the Board of Education worked with the state's health care leaders and other interested stakeholders to develop guidelines for concussions in student-athletes.

Cyberbullying: The Virginia Department of Education has provided its own research and resources by focusing on the use of online, interactive, story-based lessons on various Internet safety issues, including cyberbullying. The resulting research demonstrated that these lessons had a positive impact on the behavior of fourth-grade students. Subsequently, this project has been continued using Garfield characters and created in cooperation with the Professor Garfield Foundation.

The Board has expressed its interest in a discipline program called Effective Schoolwide Discipline as a proven effective way to not only improve student behavior, but also to improve academic performance.

What the Data Show:

Incidents of Crime and Violence in Public Schools Drop: In 2009-2010, there were 41,913 fewer required reporting incidents than reported in 2008-2009. Comparison of the most frequently reported incidents shows a decline in incidents of attendance, classroom/campus disruption, disrespect, other school violations, bullying, obscene language/gestures, and minor insubordinations. Incidents that show an increase were incidents of defiance, cellular phones, inappropriate personal property, possession of obscene/disruptive literature, and drug use possession or sales/distribution of Schedule I or II.

What Remains to be Done to Accomplish Goal 7:

A high priority for the Board is dealing effectively with the realities of schooling for some children who face difficult personal circumstances such as high poverty, high crime in their neighborhoods, high rates of unhealthy behaviors, poor nutrition, and other circumstances that obstruct their learning at school. The Board must continue to stress the importance of successful, communitywide partnerships in the development of procedures and policies that most effectively support healthy, safe, orderly and disciplined school environments.

As more and more research in Internet safety shows, it is clear that bullying behavior and cyberbullying are among the most pressing issues involved in keeping public schools and the children in them safe.

Integral to safe and healthy school environments is parent and family involvement. To do this, schools need to promote and enhance cooperative partnerships in which families are allies in the efforts of teachers and schools.

Critical Needs of the Public Schools in Virginia

The data and performance measures in this report show that, while the Board of Education has made progress in meeting its goals, much remains to be done. A challenging year is ahead as Virginia's public schools face the economic headwinds that have developed in recent years. With fiscal challenges as the reality, the Board of Education must redouble its efforts to help schools raise student achievement by focusing policies and targeting resources in the most effective place for student learning: in the classroom.

Studies suggest that for Virginia and the nation to remain competitive in the global economy, the U.S. is going to need to make substantial gains in mathematics and science achievement. A recent study found that “the percentages of high-achieving students in the United States—and in most of its individual states—are shockingly below those of many of the world’s leading industrialized nations.”¹⁴

Another study, which also provided a state-by-state comparison, showed that even the top performing state—Massachusetts—is behind 14 countries who participated in the Program for International Student Assessment (PISA) assessment.¹⁵ Virginia ranks 6th in the U.S., but there remain 22 countries in which more students reach advanced levels of mathematics than in Virginia.¹⁶

With that perspective, the critical needs of Virginia’s public schools may be summarized as follows:

- Schools need continued investment in resources that are integral to improving student performance, closing achievement gaps, and graduating all students college and career ready. School leaders are struggling with how to best allocate resources essential to their core mission of educating young people in this era of limited state, federal, and local resources.
- The need to comply with federal laws, programs, rules, and regulations has led to a significant strain on fiscal and staff resources at the state and local levels. Virginia needs a new model for federal accountability that maintains high expectations for student achievement, recognizes growth—overall and by subgroup—and accurately identifies schools most in need of improvement. To that end during the fall of 2011, the Superintendent of Public Instruction and the Board of Education are engaging

¹⁴ Hanushek, E.A., Peterson, P.E., & Woessmann, L. (2010). Teaching math to the talented. Which countries--and states--are producing high-achieving students? Reported by: Educationnext, Winter 2011/Vol 11, No. 1. <http://educationnext.org/teaching-math-to-the-talented/>. Cambridge, MA: Program on Education Policy and Governance, Harvard Kennedy School.

¹⁵ PISA is a triennial survey of the knowledge and skills of 15-year-olds. More than 400,000 students from 57 countries making up close to 90% of the world economy take part. The focus was on science but the assessment also included reading and mathematics.

¹⁶ Phillips, Gary W., (2007). Chance Favors the Prepared Mind: Mathematics and Science Indicators for Comparing States and Nations. American Institutes for Research: Washington, DC.

stakeholders in discussing process options and parameters for developing a request for federal regulatory relief while maintaining and strengthening Virginia's educational accountability program. This will be a critically important discussion with far-reaching outcomes for Virginia's public schools.

- Schools need help and resources to implement new learning opportunities for students, including an emphasis on Science, Technology, Engineering, and Mathematics (STEM) programs; charter school programs; college partnership laboratory programs; and online learning programs. And these programs must thrive along with the more traditional courses, such as the arts and foreign languages.
- Raising the rigor of Virginia's academic standards is a challenge faced by the Board of Education in its drive to focus on college and career readiness standards—including workplace skills and knowledge—that are internationally competitive. This is what citizens and parents expect and what our students deserve.
- One of the most pressing education-policy challenges that Virginia currently faces is the persistent achievement gaps that exist among subgroups of students. The disparity shows up on statewide and national measures of achievement, including on-time graduation rates, dropout rates, Standards of Learning test performance, NAEP, SAT, Advanced Studies diploma rates. Some specific examples of the gaps include:
 - Economically disadvantaged students and minority students are less likely than all students to graduate in four years. There is a 9-, 11-, and 12- point achievement gap for black, Hispanic, and economically disadvantaged students, respectively, compared to the overall graduation rate.
 - The most recent results of the National Assessment of Educational Progress (NAEP) show that that black and Hispanic students trailed their white peers by more than 22 test-score points on the reading assessments at 4th and 8th grades. In mathematics, NAEP results at the 4th and 8th grades show, respectively, a 22- and 29- test-score point difference between black students and their white peers. Similar gaps exist for economically disadvantaged and for limited English proficient students, which are two of Virginia's fastest growing subgroups.
 - These gaps persisted in the NAEP results even though the score differentials between black and white students narrowed between 1992 and 2007 in 4th grade mathematics and reading and 8th grade mathematics.
 - Seventy-one percent of Virginia's Asian graduates earned the Advanced Studies diploma, while 55 percent of white students, 37 percent of Hispanic students, and 29 percent of black students earned the Advanced Studies diploma. Eight percent of students with disabilities and 26 percent of economically disadvantaged students earned the Advanced Studies diploma.
- Another form of achievement gap is the gap between the academic performance of students in the United States compared to other countries. For Virginia and the nation to remain competitive in the global economy, the U.S. is going to need to make substantial gains in mathematics and science achievement.

- Promoting high-quality preschool programs is important. Almost 16,000 children are now served by the Virginia Preschool Initiative (VPI); however, almost 6,700 more eligible children are not served. In terms of literacy skills, attending a VPI program showed a beneficial association for all students. This effect is maintained through first grade for blacks and Hispanics, and students with disabilities.¹⁷ Thus, increasing the number of children served by the VPI program is of critical importance to preparing Virginia's students for success early in their school years.
- A high priority for the public schools is dealing effectively with the realities of schooling for some children who face difficult personal circumstances such as high poverty, high crime in their neighborhoods, high rates of unhealthy behaviors, poor nutrition, and other circumstances that obstruct their learning at school. The Board must help local divisions by providing solid, workable guidelines and policies to assist those who are being tripped up by factors that go beyond the school doors.
- Attracting the best and the brightest individuals into the teaching profession is a high priority. Finding and retaining qualified teachers in chronic shortage areas have been persistent problems for many local divisions. Shortage areas include special education, mathematics, some foreign languages, and teachers of English as a Second Language. Of particular concern, too, is recruiting and retaining teachers for STEM programs.
- As schools implement more rigorous standards and tests in English and mathematics, starting with mathematics this year and followed by English during 2012-2013, there may be further declines in accreditation. As more rigorous standards and assessments become effective, a new trend line will begin, but we must not become alarmed or discouraged. We must not give into temptation to preserve the status quo. Raising standards is the right thing to do, and our teachers and schools will rise to the challenge. Virginia students will be better prepared as a result.

Multidivision Online Providers

In 2010, the Virginia General Assembly passed legislation authorizing the establishment of virtual school programs. The legislation required the Superintendent of Public Instruction to develop and the Virginia Board of Education to approve criteria for approving, monitoring, and, if necessary, revoking the contracts of multidivision providers of online courses and virtual school programs. It stipulated that the courses or programs must meet certain requirements with regard to accreditation and staffing and that the educational objectives and assessments meet or exceed the Virginia Standards of Learning (SOL) and Standards of Accreditation.

Throughout 2011, the Department of Education produced and implemented the multidivision online provider application process, including the development of *Criteria for Approval of Multidivision Online Providers* and the application, appeal, and

¹⁷ Understanding the Head Start Impact Study. (2011). Retrieved from: http://developingchild.harvard.edu/index.php/resources/briefs/evaluation_science_briefs

monitoring process. The application window was open for 30 days, beginning on February 1, 2011. During that time, 14 organizations submitted applications and course correlation documents. After a thorough review, 13 of these organizations were approved to offer online instruction as multidivision online providers. For the one rejected application, review teams noted significant deficiencies in policy, pupil performance standards, Section 508 compliance, teacher licensure requirements, and correlation to the SOL. Please see Appendix G for the full report on multidivision online providers.

Compliance with the Standards of Quality

One hundred-four divisions (listed in Appendices A and B) reported full compliance with the provisions of the Standards of Quality (SOQ) in the 2010-2011 school year. Last year, ninety-four divisions reported full compliance. Appendix B contains a list of school divisions that reported noncompliance with certain provisions of the SOQ.

As in previous years, the standard that shows the most divisions in noncompliance is Standard 3: Accreditation, other standards and evaluation. Thirteen divisions reported noncompliance because not all schools in the division were fully accredited, as required by the SOQ. Twelve divisions reported noncompliance with Standard 2: Instructional, administrative, and support personnel because each had teachers teaching in classes outside of their endorsement areas.

Compliance with the Standards of Accreditation

Ninety-six percent of Virginia's 1,838 public schools are fully accredited and meeting all state standards for achievement in English, mathematics, history and science—and graduation, in the case of high schools. Ninety-eight percent of Virginia's elementary schools and 97 percent of middle schools are fully accredited for the 2011-2012 school year, based on the performance of students on Standards of Learning (SOL) and other state assessments during 2010-2011. Schools failing to meet the accreditation requirements are listed in Appendix C.

The percentage of fully accredited high schools dropped to 86 percent, compared with 99 percent last year, as the Board of Education introduced a "graduation and completion index" as a new accountability factor for high schools, in addition to student achievement on state tests. The index system awards full credit for students who earn a board-recognized diploma and partial credit for students who earn General Education Diplomas (GEDs) and local credentials, as well as for students who are still enrolled and expected to return for a fifth year of high school. High schools must have a graduation and completion index of at least 85 for full accreditation.

Closing Statement by the Virginia Board of Education

The condition and needs of Virginia’s public schools described in this report should be viewed as guideposts for action. The information in this report points toward critical areas of need that will undermine Virginia’s future success if not addressed quickly and effectively. Public education benefits everyone. It is the key to ensuring quality of life and economic prosperity for Virginia’s citizens both now and in the future.

The encouraging progress made by Virginia’s schools and students should not mask the realities of schooling for some children who may face difficult personal circumstances such as high poverty, high crime in their neighborhoods, and other circumstances that obstruct their learning at school. Moreover, the condition and needs of schools surely reflect the condition and needs found in their communities. While the achievement gaps that exist among groups of students are narrowing, the gaps persist and provide a huge challenge to our public schools.

Raising the rigor of Virginia’s academic standards is a challenge faced by the Board of Education in its drive to focus on college and career readiness standards that are internationally competitive. As schools implement more rigorous standards and tests in English and mathematics, there may be further declines in accreditation. We must not become alarmed or discouraged. We must not give into temptation to preserve the status quo. Raising standards is the right thing to do and our teachers and schools will rise to the challenge and Virginia students will be better prepared as a result.

The Board of Education is bold in its expectations and the actions taken as a result. It also acknowledges the challenges our students will face as they grow into productive adult citizens of the global economy—the rapid growth in technology, the changing demographics of our communities, and greater demands for skills for all citizens.

With its comprehensive plan of action as its roadmap, the Board of Education’s overarching goal is for all of Virginia’s public school graduates to be college and career ready.

2011 Annual Report on the Condition and Needs of Public Schools in Virginia

The Board's Goals: Meeting the Critical Needs of Virginia's Public Schools

The Board of Education has adopted a comprehensive plan of action for the coming years. The comprehensive plan outlines the seven goals shown in the following pages. The goals were set by the Board to address the complex needs and challenges that impact our schools and our young people. More details on the Board of Education's

Comprehensive Plan: 2011-2016, may be viewed at:

http://www.doe.virginia.gov/VDOE/VA_Board/comprehensiveplan.pdf.

The following pages contain an assessment of the Board's policy decisions to address each of its goals. For each goal, highlights of data to assess the results of recent policy decisions and a brief description of the areas that need continued attention are shown.

Goal 1: Expanded Opportunities to Learn: The Board of Education will continue to improve the standards for public schools in Virginia in order to expand learning opportunities needed for Virginia's public schools. Our schools will lead the nation in rigor and quality and our students will compete and excel in postsecondary education and/or in the global workplace.

Goal 2: Accountability of Student Learning: The Board of Education will support accountability for all public schools by providing leadership and by establishing policies that help schools and school divisions increase the academic success of all students, especially those who are at-risk or in underperforming school systems. Using improved longitudinal data systems, the Board will monitor schools' progress in closing achievement gaps among groups of students.

Goal 3: Nurturing Young Learners: The Board of Education will work cooperatively with partners and will promote new and innovative partnerships to help ensure that all young children are ready to enter kindergarten with the skills they need for success.

Goal 4: Strong Literacy and Mathematics Skills: The Board of Education will establish policies that support the attainment of literacy and mathematics skills for all students, pre-K through grade 12.

Goal 5: Highly Qualified and Effective Teachers and Administrators: The Board of Education will establish policies and standards that improve the preparation, recruitment, and retention of Virginia's educational personnel, including meaningful and ongoing professional development, especially in teacher shortage areas and in hard-to-staff schools.

Goal 6: Sound Policies for Student Success: The Board of Education will provide leadership to develop and implement the provisions of state and federal laws and regulations in ways that improve and expand opportunities for all of Virginia's schoolchildren to excel academically.

Goal 7: Safe and Secure Schools: The Board of Education will provide leadership to create safe and secure school environments.

Goal 1: Expanded Opportunities to Learn

The Board of Education will continue to improve the standards for public schools in Virginia in order to expand learning opportunities needed for Virginia's public schools. Our schools will lead the nation in rigor and quality and our students will compete and excel in postsecondary education and/or in the global workplace.

Board of Education Policy Decisions

- Developed and adopted criteria for charter schools, along with the application for charter schools, and the procedures for receiving and reviewing charter school applications.
- Developed and adopted the application for college partnership laboratory schools, and the procedures for receiving, reviewing, and ruling on college partnership laboratory school applications.
- Reaffirmed the Board of Education's 2009 recommendations to the Standards of Quality.
- Approved criteria for approving, monitoring, and, if necessary, revoking the contracts of multidivision providers of online courses and virtual school programs.
- Approved the establishment of additional Governor's STEM academies, bringing the total to 10 statewide.
- Adopted revisions to the list of industry, professional, or trade association certification examinations and occupational competency assessments to meet the requirements for the Board of Education's Career and Technical Education and Advanced Mathematics and Technology Seals and the Student-Selected Verified Credit.

Actions to Meet the Goal

The Board of Education is putting in place new policies and guidelines for initiatives that expand learning opportunities for all children. These policies relate to high-quality charter schools, college partnership laboratory schools, online learning programs, and additional Governor's Science, Technology, Engineering, and Mathematics (STEM) academies.

The Board's work on guidelines for charter schools and college partnership laboratory schools has shown that these programs can provide options for parents and students while allowing communities and educators to create innovative instructional programs that can be replicated elsewhere in the public school system. The Board's challenge is to ensure that its policies and the manner in which they are implemented are student-centered,

effective, cost-efficient, and practical.

Governor's STEM Academies

Virginia now has 10 Governor's STEM academies up and running. The Board has reviewed Governor's STEM academy applications since 2008 and has emphasized the critical role that STEM education plays in enabling Virginia and the U.S. to be competitive in the global marketplace. The Board's review process strengthens STEM-related programs and effectively promotes the study of mathematics, science, engineering, and technology in applied settings. The Board has also supported local and state level investments in these programs to inspire young people to pursue careers in STEM fields.

Another important option for students is Career and Technical Education (CTE) programs. CTE programs provide the skills and training that address the needs of high-growth industries, such as healthcare, renewable energy, and STEM fields.

Charter Schools

The Department of Education collected information on the number of public charter school applications approved and denied by local school boards during 2010-2011. Local divisions reported that no charter school applications were denied; no new charter school applications were approved; no operating charter school closed; and four charter schools operated for students in 2010-2011.

Charter schools provide options for parents and students while allowing communities and educators to create innovative instructional programs that can be replicated elsewhere in the public school system. All charter schools in Virginia are nonsectarian alternative public schools located within a school division and under the authority of a local school board. To carry out its responsibilities, the Board's Charter School Committee developed procedures for receiving and reviewing charter school applications and criteria used in reviewing applications. Of the four charter schools currently operating in Virginia, all earned full accreditation, and all made the Adequate Yearly Progress (AYP) targets. Additional information may be viewed in Appendix E.

College Partnership Laboratory Schools

College partnership laboratory schools are public schools established by contract between the governing board of a college or university and the Board of Education. Legislation passed in 2010 allows any public institution of higher education in the Commonwealth with an approved teacher-preparation program to establish a college partnership laboratory school. The Board's College Partnership Laboratory School Committee developed procedures for receiving college partnership laboratory school applications as well as criteria used in reviewing applications.

Multidivision Online Providers

In 2011, the first set of multidivision online providers were approved. Legislation in 2010 required the Superintendent of Public Instruction to develop, and the Board to approve, criteria for approving and monitoring multidivision online providers of virtual school programs. The legislation allows local school boards to enter into contracts with approved multidivision online providers to deliver virtual programs. Using the process

approved by the Board during the past year, the Department of Education produced and implemented the multidivision online provider application process, including the development of *Criteria for Approval of Multidivision Online Providers* and the application, appeal, and monitoring process (see Appendix G).

Fourteen organizations submitted applications and course correlation documents. After a thorough review, 13 of these organizations were approved to offer online instruction as multidivision online providers. For the one rejected application, review teams noted significant deficiencies in policy, pupil performance standards, Section 508 compliance, teacher licensure requirements, and correlation to the SOL.

Reviewing and Updating Standards of Quality

The Board of Education regularly reviews and revises the Standards of Quality (SOQ), Standards of Accreditation (SOA), and Standards of Learning (SOL). Throughout this process, the Board collects data and information that support its ability to thoughtfully and deliberately make revisions that are designed to enhance the quality of the standards to which Virginia's students are held.

In 2011, the Board of Education recommended that flexibility be given to divisions to use funds provided in the appropriation act for certain staffing standards related to instructional staff in mathematics, limited English proficiency, reading, technology and assistant principals. The Board also recommended clarification of the term "support services." The Board's recommendations were subsequently adopted by the 2011 General Assembly.

Performance Measures for Goal 1: What the Data Show

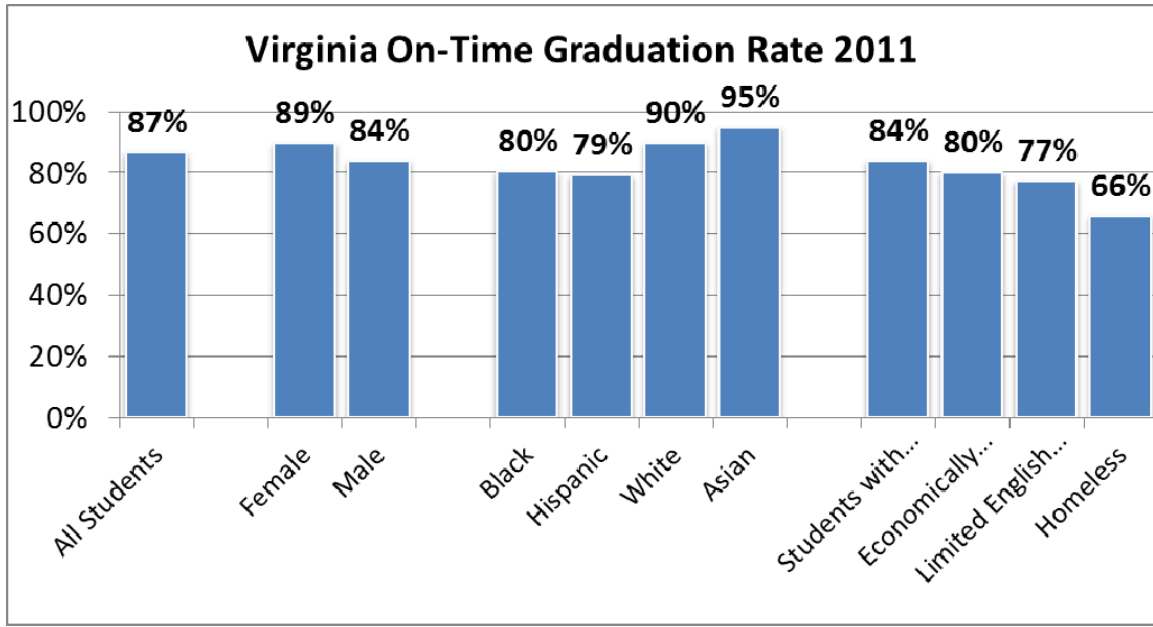
On-Time Graduation Rate

Virginia's on-time high school graduation rate rose one point this year to 86.6 percent, and the statewide dropout rate fell 0.6 percent to 7.2 percent. On-time graduation has increased by 4.5 points since 2008, the first year the Virginia Department of Education (VDOE) reported graduation rates for the state, school divisions and high schools based on student-level data that fully account for student mobility, promotion and retention. A one-point increase in the graduation rate means that nearly 1,000 more young Virginians are beginning their adult lives with the diploma they need to pursue further education and training or an entry-level job.

Virginia's federal graduation indicator, which just includes the Standard and Advanced Studies Diploma, rose 1.7 percent to 81.6 percent for all students. Additional information on graduation rates may be viewed in Appendix H.

High schools must now meet an annual benchmark for graduation and completion to earn full accreditation under Virginia's Standards of Learning (SOL) accountability program. Schools receive full credit for students who earn diplomas and partial credit for students who remain enrolled, earn GEDs or otherwise complete high school. The ratings announced last month were the first to include this new accountability factor for high schools.

New data for the class of 2010 show that 1,176 students returned for a fifth year of high school and earned diplomas. Their achievement resulted in a five-year graduation rate for the class of 2010 of 87 percent compared with a four-year, on-time rate of 85.5 percent.



Gap in Graduation Rate for Student Subgroups: Improving But Persistent

In 2011 compared to 2010, the rate for black students increased 1.4 points to 80.3 percent, and on-time graduation for Hispanic students increased 3 points to 79.1 percent. The on-time graduation rate for black students has risen 6.3 points, and the rate for Hispanic students has risen by 7.9 points since 2008, the first year cohort graduation rates were reported. For economically disadvantaged students, the rate has risen by 9.3 percent during that time period.

Nonetheless, a gap in the graduation rate of subgroups of students is a problem that has persisted in time, as shown in the following table. Economically disadvantaged students and minority students are less likely than all students to graduate in four years. There is a 6-, 7-, and 6-point achievement gap for black, Hispanic, and economically disadvantaged students, respectively, compared to the overall graduation rate.

Virginia On-Time Graduation Rate Four-Year Graduation Rate: 2011 Data as of September 26, 2011							
	2008	2009	2010	2011		One-Year change	Change since 2008
All Students	82.1%	83.2%	85.7%	86.6%		0.9%	4.5%
Female	85.1%	86.5%	88.3%	89.5%		1.2%	4.4%
Male	79.2%	80.1%	83.3%	83.9%		0.6%	4.7%
Black	74.0%	75.7%	79.3%	80.3%		1.0%	6.3%
Hispanic	71.2%	72.2%	76.9%	79.2%		2.3%	8.0%
White	85.9%	87.0%	89.0%	89.7%		0.7%	3.8%
Asian	93.4%	93.3%	94.2%	94.7%		0.5%	1.3%
Students with Disabilities	81.3%	82.1%	83.5%	83.8%		0.3%	2.5%
Economically Disadvantaged	70.7%	73.2%	78.2%	79.9%		1.7%	9.3%
Limited English Proficient anytime	75.4%	74.7%	77.3%	77.2%		-0.1%	1.9%
Homeless anytime	57.7%	61.6%	66.0%	65.7%		-0.3%	8.0%

Dropout Rate Falls; Disparities Remain Among Subgroups

The statewide dropout rate fell by 0.6 percent. The dropout rates for blacks, Hispanics, and students with limited English proficiency remain unacceptably high compared to their white and Asian peers. This is also the case for economically disadvantaged students and for students with disabilities. For example, the dropout rate for black students is more than twice that for white students. For Hispanic students the rate is three times higher. Compounding the dropout problem is the high dropout rate for economically disadvantaged students and limited English proficient students.

Subgroup	Percent Dropout
All Students	7.2%
Female	5.7%
Male	8.6%
Black	10.9%
Hispanic	14.9%
White	4.8%
Asian	3.3%
American Indian	7.5%
Native Hawaiian	7.0%
Two or more races	2.0%
Students with Disabilities	11.5%

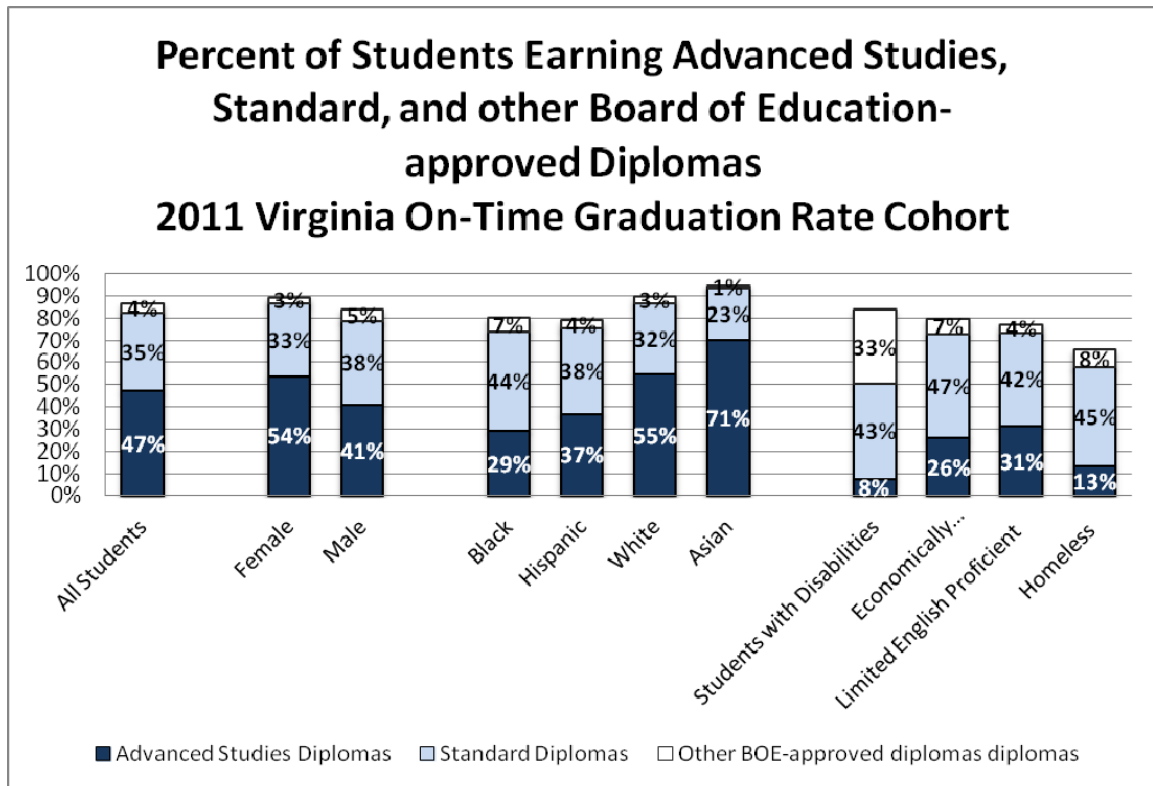
Economically Disadvantaged	10.4%
Limited English	18.9%
Homeless	15.7%

Higher Percent Earning the Advanced Studies Diploma; Achievement Gaps are Evident

The percentage of Virginia students graduating with an Advanced Studies Diploma again increased, and the number of advanced diplomas awarded exceeded the number of Standard Diplomas. Of the 97,865 students in the 2011 cohort, 84,742, or 86.6 percent, earned a Board of Education-approved diploma.

- 47.3 percent, earned an Advanced Studies Diploma (including International Baccalaureate), compared with 45.7 percent of the 2010 cohort and 44.2 percent of the 2009 cohort.
- 35.4 percent, earned a Standard Diploma.
- 1.7 percent, earned a Modified Standard Diploma.
- 2.2 percent, earned a Special Diploma.

Digging deeper, however, the data show significant gaps among subgroups of students. As shown in the chart below, 71 percent of Virginia’s Asian graduates earned the Advanced Studies diploma, while 55 percent of white students, 37 percent of Hispanic students, and 29 percent of black students earned the Advanced Studies diploma. Eight percent of students with disabilities and 26 percent of economically disadvantaged students earned the Advanced Studies diploma.



The Needs of Public Schools: What Remains to be Done To Accomplish Goal 1

Renewed Focus on STEM Programs

The focus on developing and expanding programs in science, technology, engineering, and mathematics (STEM) is critical. Integral to this is the need to engage more women and minorities in to STEM areas early in their schooling. We need to recruit and retain more STEM teachers. International studies show that the United States is falling seriously behind other countries in this regard. Ultimately, the challenge for our schools is to offer the necessary and rigorous training needed to prepare students for today's global work force and continuous training throughout the course of a career. STEM education programs, such as those being implemented by the Governor's STEM Academies, are essential. Such programs, which also include a focus on healthcare, lead to the good jobs of the future. This is imperative, not just for ensuring that all students have the tools to succeed in postsecondary education and the work force, but also to ensure that Virginia has a strong technical work force, and a competitive economy.

Examine the Types of Diplomas Offered: Is Each fulfilling Its Intended Purpose?

In addition, the Board of Education needs to consider the various types of diplomas offered in Virginia and determine if each type is fulfilling its intended and original purpose, and the Board also needs to explore effective models for the use of instructional time.

Narrow the Achievement Gap

As shown in the data above, achievement gaps among subgroups of students are persistent. The achievement gap shows up in dropout rates, on-time graduation rates, and in the percent of Virginia's graduates earning the Advanced Studies diploma. The troubling performance gaps persist between black and Hispanic students, at the lower end of the performance scale, and their non-Hispanic white peers, and the similar academic disparity between students from low-income families and other subgroups.

Economically disadvantaged students and minority students are less likely than all students to graduate in four years. There is a 6-, 7-, and 6-point achievement gap for black, Hispanic, and economically disadvantaged students, respectively, compared to the overall graduation rate. While the achievement gaps that exist among groups of students are narrowing, the gaps persist and provide a huge challenge to our public schools.

Goal 2: Accountability of Student Learning

The Board of Education will support accountability for all public schools by providing leadership and by establishing policies that help schools and school divisions increase the academic success of all students, especially those who are at-risk or in underperforming school systems. Using improved longitudinal data systems, the Board will monitor schools' progress in closing achievement gaps among groups of students.

Board of Education Policy Decisions

- Adopted revised cut scores for end-of-course history Standards of Learning tests based on the 2008 history standards.
- Adopted a supplement to the Curriculum Framework for the 2009 Mathematics Standards of Learning.
- Revised the criteria for the Virginia Index of Performance, Virginia's incentive program to encourage and recognize outstanding achievement, to include performance objectives and measures that promote student achievement in science, technology, engineering, and mathematics (STEM).
- Added Asian students as a subgroup for the purposes of calculating Adequate Yearly Progress (AYP) in Virginia's Consolidated State Application Accountability Plan under the *No Child Left Behind Act of 2001*.
- Set new cut scores for the grade 3 history, Virginia Studies, U. S. History to 1965, and U.S. History: 1865 to the Present Standards of Learning tests based on the 2008 history standards.
- Set cut scores for history for the Virginia Grade Level Alternative (VGLA).
- Set cut Scores for the Virginia Alternate Assessment Program for history and writing.
- Modified the Academic Review Process for high schools.

Actions to Meet the Goal

New Ways of Assessing Student Progress

Actions related to this goal are closely related to the actions for goal one. With the Board's adoption of revised Standards of Learning in English, science, and mathematics, VDOE is developing new tests that will measure students' mastery of the more rigorous content standards. The new mathematics, English, and science assessments will be administered primarily online, and will include technology-enhanced items that require students to demonstrate content mastery in ways that were not possible with multiple-choice tests. The result of the standards revision, therefore, will be that students will have to demonstrate mastery of more rigorous content in mathematics, English, and science in order to pass the revised SOL tests.

In addition to the standards revisions, the Virginia Department of Education is developing the new tests to enable the Board to establish college ready achievement levels on certain end-of-course assessments in English and mathematics. The Board is considering proposals for minimum cut scores for the achievement levels of *pass/proficient* and *pass/advanced* for the Algebra I and Geometry tests and *pass/proficient* and *pass/college path* for the Algebra II test. These actions are part of the Virginia College and Career Readiness Initiative. This action is intended to expand opportunities for students, such as dual enrollment.

Growth Measures

The Virginia Department of Education is also working to provide mathematics and English teachers in tested grades with information about the growth of their students based on Standards of Learning test scores. Virginia's growth measure, which is currently under development, will provide teachers with information about the progress of their students, relative to other students with similar achievement the previous year. This information will help teachers and administrators understand how much progress their students make each year. When used appropriately as one component of comprehensive performance evaluation, the growth measure can provide information about the contribution of teacher activities to student progress.

Requirements Will Become More Rigorous

Students will take more rigorous Standards of Learning mathematics tests beginning in 2011-2012 and more rigorous tests in reading, writing, and science the following year. Taken together, these steps will represent a substantial increase in the rigor of Virginia's accountability program. The accreditation ratings the Board and the Virginia Department of Education will announce a year from now will mark a new beginning as schools advance toward goals aligned with the latest national expectations for college and career readiness.

Performance Measures for Goal 2: What the Data Show

Since 2008, statewide passing rates for the SOL assessments in English and mathematics have remained essentially flat, with a couple of notable exceptions. In 2011, the pass rate in English for students with disabilities dropped by 6 points from the previous two years and by 7 points in mathematics from the previous year. For limited English proficient students, the statewide average score dropped by 4 points over the previous year.

Statewide SOL Assessment Results for English and Mathematics: 2008-2011

	2008-2009 Percent Passing	2009-2010 Percent Passing	2010-2011 Percent Passing
English Performance			
All Students	89	89	88
Black	81	81	80
Hispanic	85	85	84
White	93	93	92
Students with Disabilities	73	73	67
Economically Disadvantaged	81	81	80
Limited English Proficient	83	83	79
Mathematics Performance			
All Students	86	88	87
Black	77	79	77
Hispanic	79	82	83
White	90	91	90
Students with Disabilities	71	73	66
Economically Disadvantaged	77	80	78
Limited English Proficient	79	82	82

In 2011, the statewide pass rates for History and Social Science dropped for all subgroups. This is due, in large part, to the increased rigor of new Standards of Learning assessments. As with the English and mathematics assessment results, achievement gaps are apparent among subgroups. As the following table shows, the pass rates for black, Hispanic, limited English proficient, and low income students are 12 to 17 points lower than the rate for white students. The pass rate for students with disabilities is 28 points lower than their white peers.

Statewide SOL Assessment Results in History and Social Science: 2008-2011

	2008-2009 Percent Passing	2009-2010 Percent Passing	2010-2011 Percent Passing
Black	81	81	73
Hispanic	82	82	77
White	93	93	89
Students with Disabilities	72	72	61
Economically Disadvantaged	80	80	72
Limited English Proficient	80	80	73

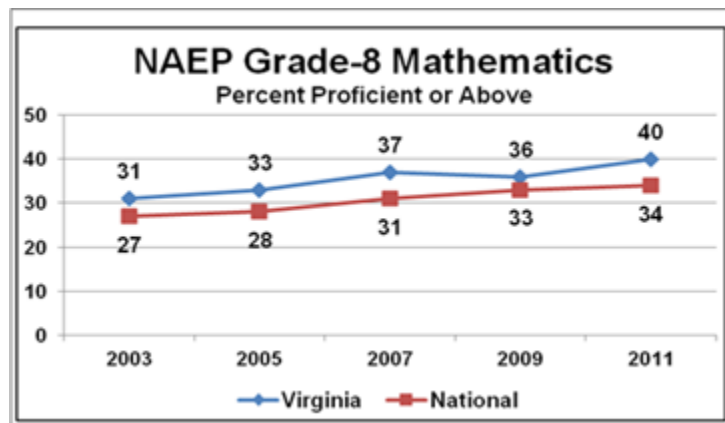
Increases in Students Earning Industry Credentials

Course enrollment in Virginia’s Career and Technical Education (CTE) programs now exceeds 550,000. CTE programs provide the skills and training that address the needs of high-growth industries, such as healthcare, renewable energy and STEM fields. The Board of Education has approved for the student-selected verified credit option 150 credentials for career and technical education courses and/or course sequences. When the Virginia Board of Education began identifying industry credentials in 2002, only a small percent of Virginia students were enrolled in courses with the potential for achieving an industry credential. In 2011, students passed more than 36,000 industry certification, occupational competency, or workplace readiness exams, or achieved state licensure in areas eligible for student-selected certified credits.

Important National Comparisons: Virginia Students Increase Achievement in Critical Reading, Mathematics, Science, and Writing

Results from the 2011 National Assessment of Educational Progress (NAEP) show that Virginia public school students continue to rank among the nation’s highest achievers in reading and mathematics and outperform their peers nationwide. NAEP, also known as the Nation’s Report Card, is a national measure of student achievement. Results reflect the performance of representative samples of students in each state and nationwide. The 2011 NAEP sampling of Virginia students included approximately 7,600 fourth-grade students from 120 elementary schools and 5,500 eighth graders from 100 middle schools. NAEP results are not reported by division or for individual schools.¹⁸

Eighth-grade students in Virginia made noteworthy gains in mathematics. The percentage of eighth-grade students who met or exceeded the rigorous NAEP standard for proficiency increased by a statistically significant four points to 40 percent in 2011, compared with 36 percent in 2009 when the national tests were last administered.

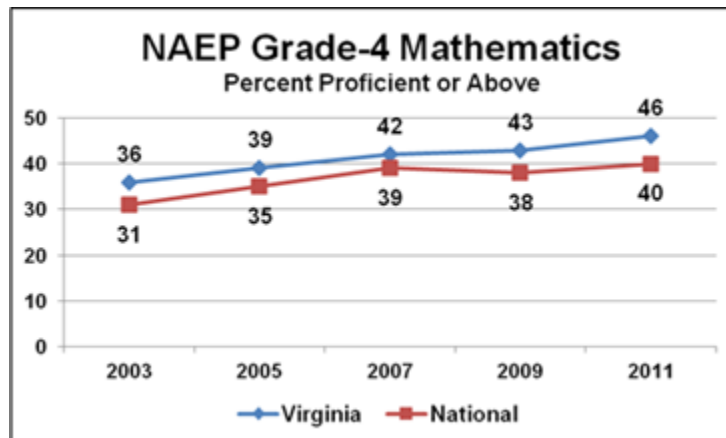


¹⁸ Reading and mathematics tests are administered every two years and provide a means of comparing the progress of states in raising student achievement. According to the National Center for Education Statistics (NCES), a proficient NAEP score represents solid performance on challenging subject matter — a more rigorous standard than grade-level achievement.

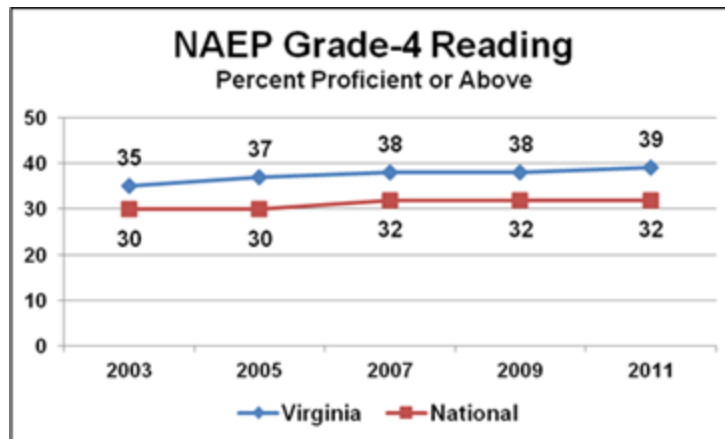
The percentage of eighth graders achieving at the advanced level in mathematics rose three points, to 11 percent, which also represents a statistically significant improvement in performance since 2009. The average mathematics score for Virginia students in grade 8 increased by three points to 289, compared with the national public school average of 283. Since 2005, the average score of Virginia eighth graders has increased a statistically significant five points.

Superintendent of Public Instruction Patricia I. Wright attributed the gains to revisions in Virginia’s Standards of Learning (SOL) program. The 2011 NAEP results confirm the gains we have already seen on middle school and Algebra I SOL tests. The mathematics SOL tests students take in spring 2012 will be based on the new standards.

Forty-six percent of Virginia fourth-grade students scored proficient or above in mathematics — six points higher than the percentage nationwide and a three-point increase since 2009. Since 2005, the percentage of Virginia fourth graders achieving at proficient or above has risen by a statistically significant seven points. The percentage of fourth graders achieving at the advanced level in mathematics rose from seven percent in 2009, to nine percent. A three-point increase in advanced achievement on the fourth grade mathematics test since 2005 is regarded as significant.

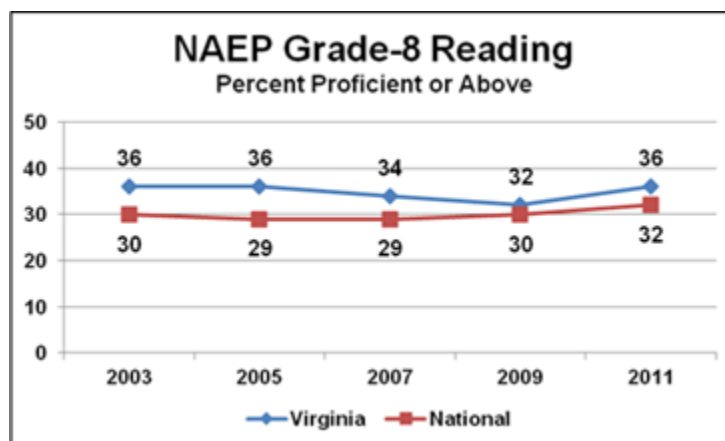


The average mathematics score of Virginia fourth graders was 245, a statistically significant five points higher than the national average of 240, and a two-point increase in fourth grade mathematics achievement since 2009. The average score of Virginia fourth graders has increased a statistically significant five points since 2005.



Reading achievement of Virginia fourth-grade students on the 2011 NAEP was statistically similar to performance on the 2009 test. The percentage of Virginia fourth-grade students scoring proficient or above increased from 38 to 39 percent. The percentage performing at the advanced level increased two points to 11 percent. Since 2005, advanced reading achievement for Virginia fourth graders is up by a significant three points.

Fourth-grade Virginia students achieved an average score of 226 in reading, which was significantly higher than the average for the nation. Only three states, Massachusetts, New Hampshire and New Jersey, had statistically higher fourth grade reading scores. Two years ago, only Massachusetts outperformed Virginia in fourth grade reading. The change in the average score of Virginia fourth graders since 2009 — from 227 to 226 in 2011 — is not statistically significant.



The reading performance of Virginia eighth graders was flat compared with achievement in 2009 and since 2003. Thirty-six percent of Virginia eighth-grade students performed at the proficient level or above in reading in 2011, a four-point, but statistically insignificant, increase since 2009. The increase in the percentage of Virginia eighth graders reading at the advanced level — from two percent in 2009 to four percent in 2011 — was statistically significant.

Virginia eighth-grade students achieved an average reading score of 267, which was higher than the national average, but statistically similar to the 2009 state average of 266.

The revised English standards that schools will begin implementing in 2012-2013 place increased emphasis on comprehension, vocabulary and research — areas critical to strengthening adolescent literacy and building college readiness. As schools implement these more challenging standards, it is the Board’s expectation that the reading performance of Virginia eighth graders on the NAEP will improve.

Achievement Gap in NAEP Results for 2011

While NAEP results show that, over time, black and Hispanic students have made great strides in improving performance in reading and mathematics, a breach still separated them from their white peers. The gap also exists with economically disadvantaged students. Specifically:

Virginia: Grade 4 Mathematics:

- Black students had an average score that was 22 points lower than white students. This performance gap was narrower than that in 1992 (29 points).
- Hispanic students had an average score that was 14 points lower than white students. (Data were not reported for Hispanic students in 1992)
- Economically disadvantaged students had an average score that was 22 points lower than non-disadvantaged peers. This performance gap was not significantly different from that in 1996 (24 points).

Virginia: Grade 8 Mathematics:

- Black students had an average score that was 29 points lower than white students. This performance gap was not significantly different from that in 1990 (29 points).
- Hispanic students had an average score that was 18 points lower than white students. (Data are not reported for Hispanic students in 1990)
- Economically disadvantaged students had an average score that was 28 points lower than students who were not economically disadvantaged. This performance gap was not significantly different from that in 1996 (31 points).

Virginia: Grade 4 Reading:

- Black students had an average score that was 25 points lower than white students. This performance gap was not significantly different from that in 1992 (26 points).
- Hispanic students had an average score that was 26 points lower than white students. (Data are not reported for Hispanic students in 1992).
- Economically disadvantaged students had an average score that was 30 points lower than their non-disadvantaged peers. This performance gap was not significantly different from that in 1998 (27 points).

Virginia: Grade 8 Reading:

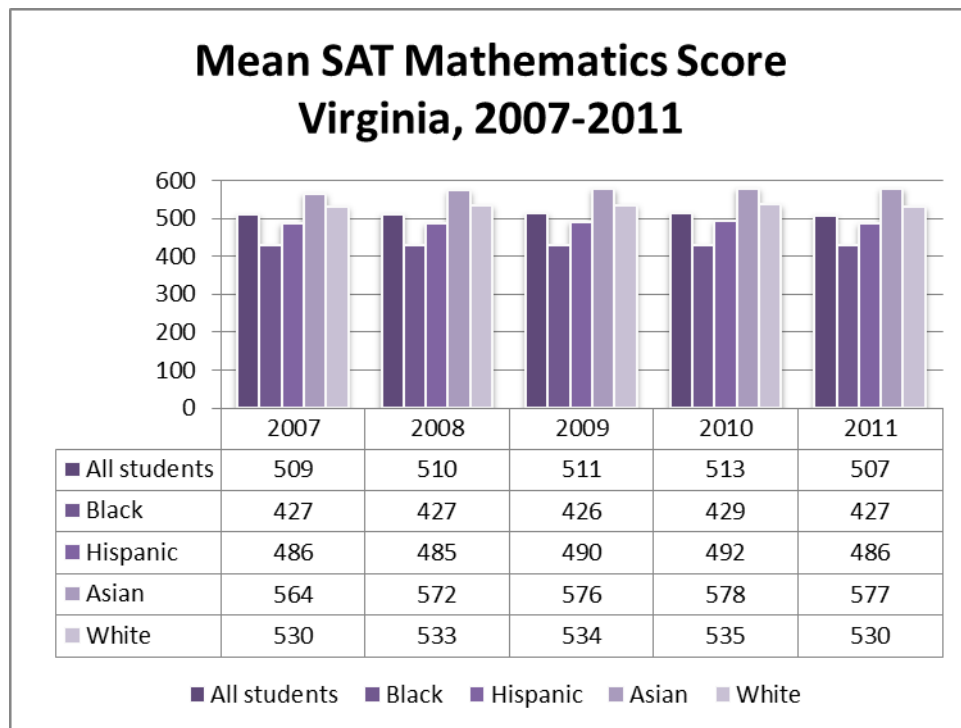
- Black students had an average score that was 22 points lower than white students. This performance gap was not significantly different from that in 1998 (24 points).

- Hispanic students had an average score that was 14 points lower than white students. This performance gap was not significantly different from that in 1998 (8 points).
- Economically disadvantaged students had an average score that was 26 points lower. This performance gap was not significantly different from that in 1998 (25 points).

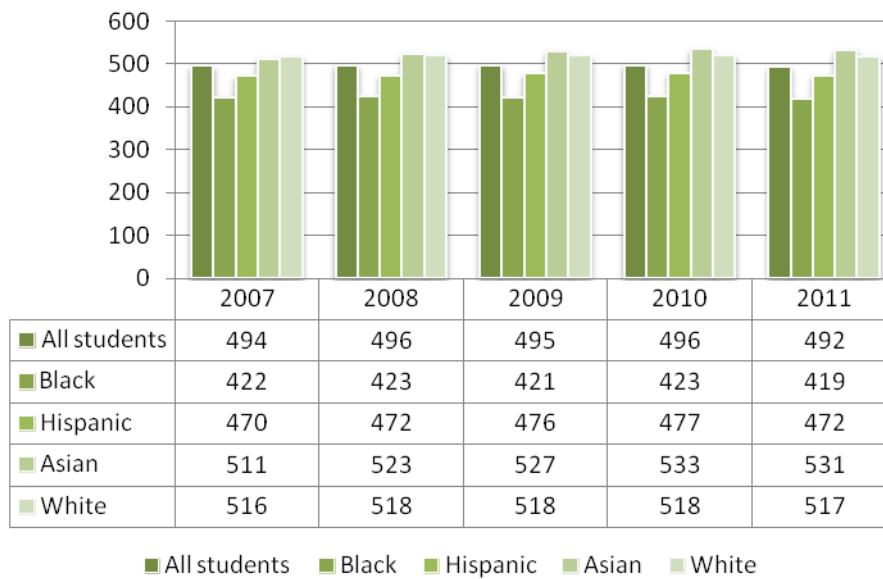
Virginia Students Outperform Peers Nationwide on SAT

Virginia’s 2011 public school graduates outperformed their peers nationwide on the SAT college-admissions test. Virginia’s graduating seniors achieved higher levels than public school students nationwide on all three SAT subsections:

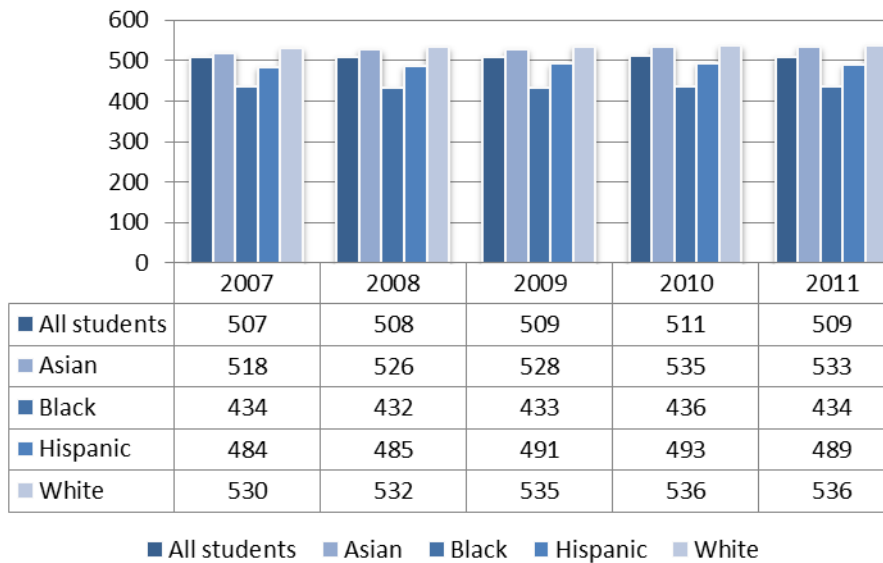
- The average reading score of 509 for Virginia public school students is 15 points higher than the national average.
- The average mathematics score of 507 for Virginia public school students is one point higher.
- The average writing score of 492 for Virginia public school students is nine points higher.



Mean SAT Writing Score Virginia, 2007-2011



Mean SAT Critical Reading Score Virginia, 2007-2011



Even though Virginia’s students did well compared to their peers across the country, it should be noted that overall scores were down from the previous year. The increase in the number and diversity of test takers in Virginia and nationwide, and a decline in the number of students retaking the SAT and improving on their initial performance, were cited by the College Board as contributing to one-year declines in the average scores of

public school graduates in the Commonwealth and nationwide. Specifically, the average scores for 2011 Virginia public school graduates dropped by one point in critical reading, four points in mathematics and two points in writing. Among public school students nationwide, achievement dropped by three points in critical reading, four points in mathematics and three points in writing.

Achievement Gaps in SAT Results

Asian, black and Hispanic Virginia public school graduates outperformed their peers nationwide on all three SAT subsections. Virginia's 2011 graduates represented the largest and most diverse pool of college-bound students in the state's history; four out of every 10 Virginia public school graduates who took the SAT were members of a minority group. Nonetheless, achievement gaps persist. For example, in Virginia:

SAT Reading:

- Average scores for black and Hispanic students are 102 and 57 points, respectively, lower than for white students.

SAT Mathematics:

- Average scores for black and Hispanic students are 103 and 54 points, respectively, lower than for white students. Asian students outperformed their peers by 47 points.

SAT Writing:

- Average scores for black and Hispanic students are 98 and 45 points, respectively, lower than for white students. Asian students outperformed their peers by 14 points.

Virginia Ranks Among the Top on Advanced Placement Results

The College Board's February 2011 Advanced Placement Report to the Nation ranked Virginia third in the nation in achievement on Advanced Placement (AP) examinations. Only Maryland and New York had higher percentages. The number of Virginia public school students who took at least one examination during their high school career increased by 7.4 percent this year and the number of tests taken increased by 8.8 percent. The number of AP examinations taken by 2011 public school graduates that qualified for college credit increased by 7 percent.

The number of African-American seniors graduating from high school having taken an AP exam has more than doubled in the last five years. In 2005, the percent of black students taking the AP exam increased more than 3 points, from 9.4 percent in 2005 to 12.5 percent in 2010. Additionally, the percentage of black seniors scoring a three or higher rose 1.7 points, from 5.2 percent in 2005 to 6.9 percent in 2010.

The number of low-income seniors participating in AP courses has more than doubled since 2006 (the first year that information was available), when 1,199 took one or more AP exams in high school compared with 2,478 in 2010.

Virginia Students Score Higher than Peers on ACT

Virginia public high school graduates achieved significantly higher scores on the ACT this year, and the number of public school seniors taking the college-admissions examination continued to grow. Public school students in Virginia improved in all subjects. The percentage of Virginia public school students meeting ACT college-readiness benchmarks was seven or more points higher than the percentage nationwide.

The Needs of Public Schools: What Remains to be Done To Accomplish Goal 2

Raising the Rigor of Virginia’s Academic Standards

The news on the most recent NAEP results for Virginia is encouraging, and even though Virginia’s fourth- and eighth-graders perform better in reading and mathematics than their peers nationwide, we cannot ignore the fact that less than two-fifths have a solid grasp of reading and less than half have a solid grasp of mathematics.

The Board wishes to be clear in its intent to lead the country in the rigor and quality of standards. This clarity of intent is especially important in light of the national discussion on Common Core State Standards. Detailed and externally validated reviews have documented that Virginia’s standards meet or exceed Common Core Standards in English as well as in mathematics. The Board’s goal is to ensure that Virginia’s academic standards are second to none.

Virginia and the Nation: Far Behind in International Comparisons

Studies suggest that for Virginia and the nation to remain competitive in the global economy, the U.S. is going to need to make substantial gains in mathematics and science achievement. A recent study found that “the percentages of high-achieving students in the United States—and in most of its individual states—are shockingly below those of many of the world’s leading industrialized nations.” The report shows that 30 industrialized nations have proportionally more students reaching advanced achievement levels in mathematics than the United States. This study, which also provided a state-by-state comparison, showed that even the top performing state—Massachusetts—is behind 14 countries who participated in the PISA assessment. Virginia ranks 6th in the U.S., but there remain 22 countries in which more students reach advanced levels of mathematics than in Virginia.¹⁹

Another study provided an international comparison of state-by-state eighth-grade students in mathematics (2007) and science (2005) by linking NAEP data with results from Trends in International Mathematics and Science Study (TIMSS) assessments worldwide. In this study, students in six nations performed better than the United States in mathematics. In science, eight nations outperformed the United States, and ten countries showed similar proportions of students showing similar levels of performance.²⁰

¹⁹ Hanushek, Peterson, & Woessmann, L. (2010). Ibid.

²⁰ Phillips. (2007). Ibid.

Assisting Chronically Low-Performing Schools

Assisting chronically low-performing schools is a central issue in the Board of Education's school improvement efforts and accountability system. As the Board moves to increase the rigor for full accreditation, continuing the technical assistance and interventions by the Virginia Department of Education to assist divisions previously identified as low-performing may become increasingly difficult, especially in this time of agency budget and staffing restrictions.

Eliminating Achievement Gaps

As seen through Virginia's assessment results and other objective measures, achievement gaps persist among student subgroups. As shown above and in the data related to graduation rates and Advanced Studies diploma rates shown under Goal 1, eliminating achievement gap is one of the most pressing challenges that Virginia's public schools face.

Gaps in graduation rates and test results exist between Virginia's black and Hispanic students and their white and Asian counterparts. This is equally true for students who are economically disadvantaged. Although improving, gaps also persist on the statewide assessments among Virginia's black and Hispanic students and their white and Asian counterparts. For a second consecutive year, Virginia as a state did not make Adequate Yearly Progress as black students, economically disadvantaged students, Hispanic students, limited-English proficient students and students with disabilities fell short of the higher benchmarks in reading and mathematics.

Goal 3: Nurturing Young Learners

The Board of Education will work cooperatively with partners and will promote new and innovative partnerships to help ensure that all young children are ready to enter kindergarten with the skills they need for success.

Board of Education Policy Decisions

- Affirmed that teacher competencies for the PreK-3 and PreK-6 teaching endorsements were aligned with Virginia's *Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year-Olds* and the recently produced document from the state's Early Childhood Education's Alignment Project, *Milestones of Child Development and Competencies for Early Childhood Professionals*.
- Augmented the *Foundation Blocks* with indicators for the physical and motor and personal and social domains, in addition to the existing domains in literacy, mathematics, science, and history and social science.

Actions to Meet the Goal

Board of Education member Rob Krupicka serves on the Virginia Early Childhood Advisory Council, and Dr. Virginia McLaughlin serves on the Virginia Early Childhood Foundation. These advisory groups are designed to provide increased collaboration and efficiency among state agencies, communities, and private sector organizations that focus on the multiple facets of early childhood health, education and development; the training of early childhood professionals; and issues related to long-term work force development.

Phonological Awareness Literacy Screening (PALS)

Early literacy screening is the key to providing effective literacy instruction and preventing future reading problems. PALS provides a comprehensive assessment of young children’s knowledge of the important literacy fundamentals that are predictive of future reading success. PALS is the state-provided screening tool for Virginia’s Early Intervention Reading Initiative (EIRI) and is used by more than 17,000 teachers in 99 percent of school divisions across Virginia on a voluntary basis. As the result of the intervention services, the essential reading skills of the identified students can be monitored and improved by the end of each grade level, kindergarten through third grade. This initiative assists school divisions in their ongoing efforts to have all children reading well and on grade level by the third grade.

Performance Measures for Goal 3: What the Data Show

Participation in Virginia Preschool Initiative (VIP) Increased

The state and Virginia’s school divisions have continued their efforts in early childhood education. In the 2010-2011 school year, the Virginia Preschool Initiative (VPI) served 15,881 children. This represents a six percent increase for one year and a 21 percent increase in the percentage of children served since the 2007-2008 school year. Students who participate in public preschool programs, including the VPI, continue to have fewer needs for extra support in learning how to read when they enter kindergarten compared to the entire kindergarten class.

Virginia Preschool Initiative funded program attendance is beneficially associated with a reduced likelihood of repeating kindergarten. In terms of literacy skills, attending a VPI-funded program showed a beneficial association for all students. This positive effect is maintained through first grade for blacks and Hispanics, and students with disabilities.²¹ In this study, analysis of preschool and kindergarten literacy Phonological Awareness Literacy Screening (PALS) results showed a strong association between VPI participation and PALS scores. In addition, more than 91 percent of principals surveyed said that the positive effects of students’ participation in preschool continue through at least first grade.²²

Virginia Preschool Initiative: Participation Levels in Virginia

	2007-	2008-	2009-	2010-	2011-2012
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²¹ *Differential Effects of Preschool: Evidence in Virginia Early Childhood*. Research Quarterly-Curry School of Education (Francis L. Huang, Marcia A. Invernizzi, E. Allison Drake -April 2011).

²² Joint Legislative Audit and Review Commission (JLARC) Findings 2007. Retrieved from: <http://jlarc.virginia.gov/reports/Rpt364.pdf>.

	2008	2009	2010	2011	est.
Number of localities	136	136	136	136	136
Number of localities eligible for funding	124	124	125	127	127
Number of participating localities	105	112	112	113	114
Number of eligible, but not participating localities	19	12	13	14	13
Number of localities not eligible	12	12	11	9	9
Number of eligible children based on funding formula	18,929	20,705	21,072	23,177	23,443
Number of participating children	13,125	14,569	14,944	15,881	16,179

For the most recent year that statewide data are available (fall 2010) 85.7 percent of entering Kindergarten students were determined to be on track to learn to read by third grade as measured by an approved screening instrument used for the Early Intervention Reading Initiative (EIRI). The percentage of Kindergarten students not meeting the benchmark for this same point in time, indicating a need for intervention services, was 14.3 percent. This figure represents a .3 percent improvement in Kindergarten readiness from the prior year (2009), and a 2.1 percent improvement over a three-year period (2008-2010).

The Needs of Public Schools: What Remains to be Done To Accomplish Goal 3

The number of school divisions participating in the Virginia Preschool Initiative (VPI) has grown from 75 in the 2001-2002 school year, to 113 school divisions in the 2011-2012 school year. More than 17,000 Virginia teachers are using PALS to assess the readiness of their students. Also, the number of children served has grown from 5,966 in 2001-2002 to more than 15,800 children in 2011. Despite the growth in the number of school divisions participating in VPI and in the number of children served, the number of at-risk four-year-olds in Virginia continues to be a concern because an estimated 6,700 qualified children remain unserved. Without providing high quality preschool to all at-risk four-year-olds, many at-risk five-year-old children will continue to enter kindergarten without adequate preparation to be fully ready to learn.

Goal 4: Strong Literacy and Mathematics Skills

The Board of Education will establish policies that support the attainment of literacy and mathematics skills for all students, pre-K through grade 12.

Board of Education Policy Decisions

- Revised Virginia’s textbook review process.
- Adopted the process for state approval of textbooks for K-12 English/Language Arts and K-12 Science.
- Adopted the list of state-approved textbooks for K-12 mathematics.
- Examined history and social science textbooks published by Five Ponds Press.
- Adopted *Guidelines for Local Textbook Approval*.
- Reaffirmed its support for College and Career Ready Standards.

Actions to Meet the Goal

College and Career Readiness Initiative

The Virginia College and Career Readiness Initiative (CCRI) builds on the revised Standards of Learning in mathematics and English adopted in 2009 and 2010, respectively. The revised standards reflect the substantial input and recommended changes provided by college faculty and other experts from the College Board, ACT, the American Diploma Project, and the business community. These groups support Virginia’s revisions and have validated the standards as college and career ready. The Virginia College and Career Readiness Initiative builds on the revised standards and is designed to:

1. Ensure that college and career ready learning standards in reading, writing, and mathematics are taught in every Virginia high school classroom; and
2. Strengthen students’ preparation for college and the work force before leaving high school.

The findings so far of the College and Career Readiness Initiative show the indicators of college readiness. In short, students who meet the following indicators are likely to enroll in college, and upon enrollment, be permitted to enter directly into entry-level, credit-bearing courses in college:

1. Earned an advanced studies diploma;
2. Earned advanced proficient scores on the English reading and writing assessments;
3. Achieved advanced proficient on the Algebra I assessment, participated in Algebra II, and near advanced proficient or above on the Algebra II SOL assessment; and
4. Participated in chemistry.

Virginia Index of Performance

The Board of Education established the *Virginia Index of Performance (VIP)* incentive program to recognize and reward fully accredited schools and school divisions that make significant progress toward achieving specific measurable goals and objectives established by the Board of Education and supported by the Governor. The recent revision made by the Board added components that provide additional incentives for school divisions and schools to promote student achievement in the STEM areas and college and career readiness in general. The revisions also increased the importance of foreign language instruction in elementary schools.

Programs for Children At-Risk of School Failure

The Governor and General Assembly have supported the Board's effort to increase literacy skills for all students with a variety of programs that support students who may struggle in school because:

- They have not had opportunities comparable to those of other students. They have a history of poor performance in certain content areas that warrants intervention to prevent further decline;
- They have struggled unsuccessfully to meet higher graduation requirements;
- They come from non-English speaking homes; or
- Their life circumstances make it difficult to succeed.

Textbook Review and Selection Procedures

In 2011, the Virginia Board of Education approved a revised and strengthened textbook approval process. The new process places primary responsibility on publishers to ensure the accuracy of their textbooks. It is the Board's intent to incorporate the procedures to regulations as soon as possible.

Helping Students Meet Academic Standards

Current programs that support students and that have helped students meet and exceed existing standards include the Virginia Preschool Initiative; K-3 Class Size Reduction; At-Risk Add-on; SOQ English as a Second Language programs; Early Intervention Reading Initiative; the Algebra Readiness Initiative; Project Graduation; Remedial Summer School; SOQ Prevention, Intervention, and Remediation; and the Regional Alternative Education Programs.

Performance Measures for Goal 4: What the Data Show

The CCRI builds on 15 years of establishing, implementing, and revising learning standards and assessment-based accountability. Rigorous content standards were developed and implemented in the 1990s; tests are in place for mathematics, English, science, and history and social science. The Board of Education revised the mathematics and English standards twice since implementation. The most recent revisions (2009 and 2010) led to more rigorous content standards that are supported as college and career ready by nationally recognized organizations, the College Board, ACT, and Achieve.

In addition to increased rigor, we also see more middle school students enrolled in Algebra I or higher courses. This year the percent of middle school students enrolled in Algebra I or higher was 48.8 percent of students, an increase of 3.9 percent from 2009-2010, and a 9.4 percent increase over the last three years.

Virginia is developing new SOL assessments that align to the revised mathematics and English Standards of Learning adopted in 2009 and 2010, respectively. New end-of-course mathematics assessments will be implemented in 2011-2012 and new reading and writing assessments will be implemented in 2012-2013. The new assessments will be administered online, and include technology-enhanced items that require students to demonstrate content mastery in ways that were not possible with multiple-choice tests. The result of the standards revision will be that students will have to demonstrate mastery of more rigorous content in order to pass the revised SOL tests. On relevant tests, the college ready score will replace the current advanced proficient score.

The Needs of Public Schools:

What Remains to be Done to Accomplish Goal 4

For the CCRI to be successful, educators must have access to and participate in appropriate professional development. The Virginia Department of Education has identified existing funds that allow the agency to work with our partners—such as institutions of higher education—to develop and implement high quality professional development to support local educators and to implement the revised mathematics and English Standards of Learning.

In the next few years, as new resources are limited, continued emphasis on programs for at-risk students will be even more critical for Virginia's students, as the more rigorous standards are put in place and tested.

Goal 5: Highly Qualified and Effective Teachers and Administrators

The Board of Education will establish policies and standards that improve the preparation, recruitment, and retention of Virginia's educational personnel, including meaningful and ongoing professional development, especially in teacher shortage areas and in hard-to-staff schools.

Board of Education Policy Decisions

- Adopted the recommendation of the Advisory Board on Teacher Education and Licensure (ABTEL) to approve the definitions and criteria for identifying alternative routes to teacher licensure as “Low Performing” or “At Risk of Becoming Low Performing” required by Title II of the Higher Education Opportunity Act.
- Adopted the recommendation of ABTEL to approve a cut score and implementation dates for the Praxis Braille Proficiency Test, the Praxis Technology Education Assessment, and the Praxis Art: Content Knowledge Assessment.
- Adopted the recommendation of ABTEL to approve a cut score for the following: Reading for Virginia Educators (RVE): Elementary and Special Education Teachers Assessment; the Reading Specialist Assessment; and the Special Education Teachers Assessment.
- Adopted the recommendation of ABTEL to approve education programs offered by Virginia institutions of higher education.
- Established *Guidelines Pertaining to the Employment of Substitute Teachers*. Revised the *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers* and *Virginia Standards for the Professional Practice of Teachers*

Actions to Meet the Goal

Teacher Evaluation Guidelines

In April 2011, the Board of Education approved the revised documents *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers* and the *Virginia Standards for the Professional Practice of Teachers*. The Guidelines and Standards will become effective on July 1, 2012; however, school boards and divisions are authorized to implement them prior to July 1, 2012. The *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers* provide school divisions with a model

evaluation system, including sample forms and templates that may be implemented “as is” or used to refine existing local teacher evaluation systems. Properly implemented, the evaluation system provides school divisions with the information needed to support systems of differentiated compensations or performance-based pay. The model recommends that 40 percent of teachers’ evaluations be based on student academic progress, as determined by multiple measures of learning and achievement, including, when available and applicable, student-growth data.

Performance-Pay Initiative

The *Guidelines* were put to immediate use. Local school boards determine how their teachers are to be evaluated and supervised, and as an option for the local boards, teachers in 25 schools across Virginia are participating in performance-pay pilot programs during the 2011-2012 and 2012-2013 school years. With participating schools located in 13 of the 132 school divisions in the Commonwealth, or 10 percent of Virginia’s school divisions, the program will have a broad debut for a pilot effort. The participating schools must implement the performance standards and model teacher-evaluation system approved by the Board of Education in April 2011. The Board-recommended system bases 40 percent of a teacher’s evaluation on student academic growth based on the Board’s *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers* and the *Virginia Standards for the Professional Practice of Teachers* for use in this pilot program.

Performance Measures for Goal 5: What the Data Show

Highly Qualified Teachers and Administrators

Highly qualified teachers and educational personnel are essential. In 2010-2011, 99 percent of teachers in core academic classes were considered highly qualified. For the first time, these teachers are distributed evenly among high poverty and low poverty schools statewide. This is an improvement from 2006-2007, when five percent of core academic classes in high-poverty schools were taught by teachers who were not highly qualified, compared to two percent of core classes in low-poverty schools. While Virginia has made measurable progress towards distributing highly qualified teachers evenly across high- and low-poverty schools, less is known about the effectiveness of such educators.

The Needs of Public Schools: What Remains to be Done to Accomplish Goal 5

Though certainly not new, issues of teacher quality and effectiveness will be front and center in 2011 as Virginia’s school divisions work to improve student readiness and success. Data on teacher effectiveness are to be used to identify and reward effective teachers as well as to inform professional development. In that regard, results of the performance pay pilots will be crucial to shaping this program into a solid, useable one.

The current economic downturn for the state and the localities will impact teacher recruitment and retention. Due to budget limitations, many localities are proceeding with slimmed-down teacher recruitment and hiring. For some divisions, teacher and staff layoffs may be unavoidable. At least in part a result of economic hard times, hiring new teachers will likely decrease because current classroom teachers will stay put by holding on to their jobs or by deferring retirement.

Digging deeper for the long term, additional underlying demographics will impact teacher recruitment and retention. Finding and retaining qualified teachers in chronic shortage areas have been persistent problems for many local divisions. Shortage areas include special education, mathematics, some foreign languages, and teachers of English as a Second Language. Of particular concern, too, is recruiting and retaining teachers for STEM programs.

Goal 6: Sound Policies for Student Success

The Board of Education will provide leadership to develop and implement the provisions of state and federal laws and regulations in ways that improve and expand opportunities for all of Virginia's schoolchildren to excel academically.

Board of Education Policy Decisions

- Endorsed Superintendent of Public Instruction's recommendation that it apply to the U.S. Department of Education for waivers from specific requirements of No Child Left Behind – while maintaining Virginia's commitment to rigorous academic standards, high-quality instruction, and accountability for raising the achievement of all students.
- Revising and consolidating Board of Education regulations governing local school divisions, pupil transportation, career and technical education programs, residential programs for students with disabilities, Standards of Accreditation, driver's education programs, and competitive foods in the schools.

Actions to Meet the Goal

The Board, through its Committee on School and Division Accountability, is working closely with the Governor, Virginia Department of Education, and stakeholder groups to draft an alternate federal accountability model that is based on Virginia's successful Standards of Learning accountability program, including, but not limited to:

- College- and career-ready Standards of Learning and corresponding assessments being implemented in Virginia's mature and validated Standards of Accreditation (SOA) accountability program;

- Annual determinations for schools and divisions that make valid and meaningful performance distinctions and recognize overall student and subgroup growth;
- Accountability provisions that accurately identify schools and divisions most in need of support or interventions and recognize and reward exemplary performance;
- Support and interventions, identified through diagnostic reviews, designed to remedy the specific conditions that may cause schools and divisions to underperform;
- Capacity-building to allow divisions to support their underperforming schools in sustainable ways; and
- Aggressive reform for the lowest-performing schools and divisions.

Streamlining Board Regulations and Local Reporting Requirements

During recent years, the Board of Education has focused much effort on streamlining and clarifying all regulations related to our schools to ensure that no regulation unnecessarily exceeds requirements of state or federal law. The Board is also focused on eliminating any duplication or unnecessary reporting requirements placed on local divisions.

The Board of Education is revising and updating a number of its current regulations, including new regulations entitled *Regulations Governing Local School Boards and School Divisions*. This regulatory action will repeal or consolidate 13 of the Board's current regulations into one comprehensive regulation, thus eliminating outdated provisions and streamlining requirements to a considerable degree. Additional regulatory actions include revising regulations that govern local textbook adoption procedures, fees and charges, career and technical education, unexcused absences and truancy, operation of private day schools for students with disabilities, competitive foods sold in schools, and pupil transportation.

Performance Measures for Goal 6: What the Data Show

Fiscal Realities

Virginia's economic condition is better than most states, which has mitigated some of the impact of reductions to public education funding. Small budget surpluses were realized for both FY10 and FY11, indicative of the budgetary stability Virginia has accomplished through targeted reductions throughout state government and conservative revenue and expenditure budgeting by the Administration and the legislature. While reductions had to be made to K-12 funding during the 2009 and 2010 legislative sessions, these reductions focused outside the classroom as much as possible. Unlike many states, Virginia was able to increase state support for K-12 education by over \$200 million from last year (FY11) to this year (FY12). Additional information on K-12 funding is shown in Appendix F.

Streamlining Reporting Requirements

The Virginia Department of Education has recently conducted a comprehensive review of all reports required from local divisions, and, as a result, has eliminated any reports not required by federal or state law or those reports necessary to determine funding levels for certain programs.

The Needs of Public Schools: What Remains to be Done to Accomplish Goal 6

Develop Realistic Accountability Model

The need to comply with federal laws, programs, rules, and regulations has led to a significant strain on fiscal and staff resources at the state and local levels. Virginia needs a new model for measuring yearly progress that maintains high expectations for student achievement, recognizes growth — overall and by subgroup — and accurately identifies schools most in need of improvement.

In his August 24, 2011, letter to U.S. Secretary of Education Arne Duncan, Governor McDonnell pointed out the flaws of NCLB and noted that “A model that increasingly misidentifies schools as low performing and confuses the public about the quality of their schools does not advance the cause of reform or accountability.” The prescriptive nature of the law, most visible in provisions such as Adequate Yearly Progress (AYP) and the requirement for all children to be proficient in mathematics and reading by the year 2014, has led to some serious unintended consequences. Only 38 percent of Virginia’s 1,838 schools made AYP based on results from the 2010-2011 assessments, compared to 61 percent of schools that made AYP in the previous year. Only four of Virginia’s 132 divisions made AYP based on 2010-2011 assessments, compared with 12 divisions that made AYP in the previous year. The AYP targets were five points higher (86 percent) in reading and six points higher in mathematics (85 percent) than the targets for assessments taken by students during 2009-2010. As a consequence, 342 schools that made AYP in the previous year, and would have made AYP had the targets not increased, were identified as not making AYP.

The number of schools making AYP dropped even though achievement levels on state tests were little changed during 2010-2011. There are schools that did not make AYP in which achievement in reading and mathematics actually increased, but not by enough to keep up with the benchmarks. With AYP targets scheduled to increase an additional five points in both reading and mathematics for the 2012 assessment cycle, it is anticipated that an even greater disproportionate percentage of schools and divisions will be misidentified as underperforming during the 2012-2013 year. The public is understandably confused and frustrated by this misleading and unrealistic model of accountability.

Raising student achievement is a priority that overrides fiscal difficulties. Virginia, as with most states, is experiencing unprecedented fiscal challenges at both the state and local levels. While funding adequacy and equity must remain a priority, ensuring that limited resources are used as effectively as possible is paramount.

Fiscal Challenges

As the economy and revenues improve, Virginia will have the opportunity to reinvest in public K-12 education. While Virginia leaders should look to fund basic operational funds to schools where warranted, with a focus on classroom instruction and minimizing

disruptions in teaching and learning, new funding provides opportunities to implement new approaches in public education that increase innovation, choice, and flexibility, and that have demonstrated impacts on student achievement. Some of these approaches that will be priorities for Virginia to consider include:

- Providing incentives to focus and redirect local K-12 spending and SOQ spending on teaching and learning;
- Supporting value-added instructional delivery such as STEM, dual enrollment, industry credentials, and extended instructional time during and beyond the current instructional year;
- Combining increases in base teacher pay with differentiated compensation models based on difficulty of assignments and teacher impact on student achievement (e.g., hard-to-staff schools);
- Supporting innovative public school delivery approaches that provide choice and quality options such as charter, college lab, and virtual schools, and flexible funding that follows students choosing these approaches;
- Providing cost-effective models for the use of instructional time; and
- Reviewing the number of diploma types being offered and determining whether each type effectively meets its intended purpose.

Goal 7: Safe and Secure Schools

The Board of Education will provide leadership to create safe and secure school environments.

Board of Education Policy Decisions

- Established *Guidelines for Policies on Concussions in Student-Athletes*.
- Established *Guidelines for the Prevention of Sexual Misconduct and Abuse in Virginia Public Schools*.
- Established *Elementary School Gun Safety Guidelines and Curriculum*.
- Continued to support Bullying Prevention programs.
- Examined data on the Virginia Department of Education's Effective Schoolwide Discipline (ESD) initiative

Actions to Meet the Goal

The Board of Education adopted *Guidelines for the Prevention of Sexual Misconduct and Abuse in Virginia Public Schools* to help school divisions meet their obligation under the law and create and implement policies and procedures that establish clear and reasonable boundaries for interactions between students and teachers, other school board employees, and adult volunteers. The model policies and best practices in the document draw from policies and legislation approved by school boards and legislatures in other states and policies and best practices implemented by private and parochial schools and national youth-service organizations.

On the student health front, the Board of Education worked with the state's health care leaders and other interested stakeholders to develop guidelines for concussions in student-athletes. This topic has garnered much national attention within the past year, and several other states have consulted VDOE staff because Virginia's guidelines are considered by some to be a national model.

The Virginia Department of Education has provided its own research and resources by developing a study focusing on the use of online, interactive, story-based lessons on various Internet safety issues, including cyberbullying. The resulting research, presented at the annual meeting of the American Educational Research Association, demonstrated that these lessons had a positive impact on the behavior of fourth-grade students. Subsequently, this project has been continued using Garfield characters and created in cooperation with the Professor Garfield Foundation.

Performance Measures for Goal 7: What the Data Show

Incidents of Crime and Violence in Public Schools

In 2009-2010, there were 41,913 fewer required reporting incidents than reported in 2008-2009. Comparison of the most frequently reported incidents reported in 2009-2010 with incidents reported in 2008-2009 shows a decline in incidents of attendance (-29,589), classroom/campus disruption (-3,172), disrespect (-2,323), other school violations (-1,268), bullying (-1,201) obscene language/gestures (-1,160), and minor insubordinations (-1,033).

Incidents that were reported in 2009-2010 in comparison with incidents reported in 2008-2009 show an increase in incidents of defiance (+1,787), cellular phones (+952), inappropriate personal property (+130), possession of obscene/disruptive literature (+129) and drug use possession or sales/distribution of Schedule I or II (+122).

Nationally and throughout Virginia, school personnel, parents, and the public express concern about students' classroom conduct and academic achievement. Traditional approaches to student discipline have had mixed results reducing disruptive behavior, vandalism, or the drop-out rate. The Board has expressed its interest in a discipline program called Effective Schoolwide Discipline. Over 20 years of classroom research supports Effective Schoolwide Discipline (ESD/PBIS) as a proven effective way to not only improve student behavior, but also to improve academic performance. Reductions in disciplinary consequences have increased the amount of time for classroom instruction.

Reductions in disciplinary consequences have increased the amount of time available to administrators for other duties.

The Needs of Public Schools: What Remains to be Done to Accomplish Goal 7

A high priority for the Board is dealing effectively with the realities of schooling for some children who face difficult personal circumstances such as high poverty, high crime in their neighborhoods, high rates of unhealthy behaviors, poor nutrition, and other circumstances that obstruct their learning at school. The Board of Education must help school divisions by providing solid, workable guidelines and policies to assist those who are responsible for the health and safety of students and staff while they are at school, on school grounds, on their way to and from school, and involved in school-sponsored activities. The Board must continue to stress the importance of successful, communitywide partnerships in the development of procedures and policies that most effectively support healthy, safe, orderly and disciplined school environments.

As more and more research in Internet safety shows, it is clear that cyberbullying is one of the most pressing issues involved in keeping public schools and the children in them safe. The Board of Education has supported the Virginia Department of Education's efforts to address this issue with the *Guidelines and Resources for Internet Safety in Schools*.

Integral to safe and healthy school environments is parent and family involvement. The family and the home are both critical education institutions where children begin learning long before they start school, and where they spend much of their time after they start school. Such involvement is critical if we are to improve the educational achievement of Virginia's students, promote safe and healthy school environments, and eliminate achievement gaps. To do this, schools need to promote and enhance cooperative partnerships in which families are allies in the efforts of teachers and schools.

Multidivision Online Providers

In 2010, the Virginia General Assembly passed legislation authorizing the establishment of virtual school programs. The legislation required the Superintendent of Public Instruction to develop and the Virginia Board of Education to approve criteria for approving, monitoring, and, if necessary, revoking the contracts of multidivision providers of online courses and virtual school programs. It stipulated that the courses or programs must meet certain requirements with regard to accreditation and staffing and that the educational objectives and assessments meet or exceed the Virginia Standards of Learning (SOL) and Standards of Accreditation.

Throughout 2011, the Department of Education produced and implemented the multidivision online provider application process, including the development of *Criteria for Approval of Multidivision Online Providers* and the application, appeal, and monitoring process. The application window was open for 30 days, beginning on February 1, 2011. During that time, 14 organizations submitted applications and course correlation documents. After a thorough review, 13 of these organizations were approved to offer online instruction as multidivision online providers. For the one rejected application, review teams noted significant deficiencies in policies, pupil performance standards, Section 508 compliance, teacher licensure requirements, and correlation to the Standards of Learning.

Please see Appendix G for the full report on multidivision online providers.

Compliance with the Requirements of the Standards of Quality

One hundred-four divisions reported full compliance with the provisions of the Standards of Quality (SOQ) in the 2010-2011 school year. Appendices A and B contain information and a list of school divisions that have reported noncompliance with any of the provisions of the SOQ. The appendices also provide additional information on the status of compliance over the last three years for these divisions.

Where divisions indicate less than full compliance with the standards, corrective action plans for the noncompliance items are required. Of the divisions that were not in full compliance, all have filed a corrective action plan. The data are for the 2010-2011 school year and for the Standards of Quality that were in effect as of July 1, 2010.

Appendix D contains a summary of the revisions to the Standards of Quality adopted by the 2011 General Assembly, and Appendix E contains the full text of the Standards of Quality, effective July 1, 2011.

Compliance with the Requirements of the Standards of Accreditation

Ninety-six percent of Virginia's 1,838 public schools are fully accredited and meeting all state standards for achievement in English, mathematics, history and science — and graduation, in the case of high schools. Ninety-eight percent of Virginia's elementary schools and 97 percent of middle schools are fully accredited for the 2011-2012 school year, based on the performance of students on Standards of Learning (SOL) and other state assessments during 2010-2011. The percentage of fully accredited high schools dropped to 86 percent, compared with 99 percent last year, as the Board of Education introduced a "graduation and completion index" as a new accountability factor for high schools, in addition to student achievement on state tests. More detailed information is contained in Appendix C.

Closing Statement by the Virginia Board of Education

The condition and needs of Virginia's public schools described in this report should be viewed as guideposts for action. The information in this report points toward critical areas of need that will undermine Virginia's future success if not addressed quickly and effectively. Public education benefits everyone. It is the key to ensuring quality of life and economic prosperity for Virginia's citizens both now and in the future.

The encouraging progress made by Virginia's schools and students should not mask the realities of schooling for some children who may face difficult personal circumstances such as high poverty, high crime in their neighborhoods, and other circumstances that obstruct their learning at school. Moreover, the condition and needs of schools surely reflect the condition and needs found in their communities. While the achievement gaps that exist among groups of students are narrowing, the gaps persist and provide a huge challenge to our public schools.

Raising the rigor of Virginia's academic standards is a challenge faced by the Board of Education in its drive to focus on college and career readiness standards that are internationally competitive. As schools implement more rigorous standards and tests in English and mathematics, there may be further declines in accreditation. We must not become alarmed or discouraged. We must not give into temptation to preserve the status quo. Raising standards is the right thing to do and our teachers and schools will rise to the challenge and Virginia students will be better prepared as a result.

The Board of Education is bold in its expectations and the actions taken as a result. It also acknowledges the challenges our students will face as they grow into productive adult citizens of the global economy—the rapid growth in technology, the changing demographics of our communities, and greater demands for skills for all citizens.

With its comprehensive plan of action as its roadmap, the Board of Education's overarching goal is for all of Virginia's public school graduates to be college and career ready.

Appendices

Appendix A: List of School Divisions Reporting Full Compliance with the SOQ: 2010-2011

Appendix B. List of School Divisions Reporting Noncompliance with any Provision of the SOQ: 2010-2011

Appendix C: Divisions with All Schools Fully Accredited, Schools Granted Conditional Accreditation, Schools Rated Accredited with Warning, Schools Rated Accreditation Denied: 2010- 2011

Appendix D: Standards of Quality, Effective July 1, 2011

Appendix E: Annual Charter School Report

Appendix F: Information on Rebenchmarking State Basic Aid

Appendix G: Report on Multidivision Online Providers

Appendix H: Virginia On-Time Graduation Rate Four Year Graduation Rate: 2011 Data as of September 26, 2011

APPENDIX A: Compliance with the Standards of Quality: 2010-2011

One hundred-four divisions (78%) reported full compliance with the provisions of the Standards of Quality (SOQ) in the 2010-2011 school year. Appendix B contains a list of school divisions that have reported non-compliance with any of the provisions of the SOQ. The appendix also provides additional information on the status of compliance over the last three years for these divisions.

Section 22.1-18 of the *Code of Virginia* requires the Board of Education to “identify any school divisions and the specific schools therein which have failed to establish and maintain schools meeting the existing prescribed standards of quality.” Each year, the Department of Education collects self-assessment data from school divisions on their compliance with the provisions of § 22.1-253.13:1 through 22.1-253.13:8 of the *Code of Virginia* (Standards of Quality). The chairman of the school board and division superintendent certify the level of compliance with the standards and the individual indicators within each standard to the Department of Education via an electronic data collection system.

Where divisions indicate less than full compliance with the standards, corrective action plans for the noncompliance items are required. Of the divisions that were not in full compliance, all have filed a corrective action plan. The data are for the 2010-2011 school year and for the Standards of Quality that were in effect as of July 1, 2010.

APPENDIX B:
Divisions Reporting Noncompliance with Certain Provisions
of the Standards of Quality for 2010-2011

104 Divisions Reporting Fully Compliant with All Provisions of
the Standards of Quality for 2010-2011

Accomack County	Giles County	Poquoson City
Alleghany County	Gloucester County	Powhatan County
Amelia County	Grayson County	Prince Edward County
Amherst County	Greene County	Prince George County
Appomattox County	Greensville County-Emporia City	Pulaski County
Arlington County	Halifax County	Radford City
Augusta County	Harrisonburg City	Rappahannock County
Bedford City-Bedford County	Henry County	Richmond City
Bland County	Highland County	Richmond County
Botetourt County	Isle of Wight County	Roanoke County
Bristol City	King George County	Rockbridge County
Brunswick County	King William County	Rockingham County
Buchanan County	King and Queen County	Russell County
Buckingham County	Lancaster County	Salem City
Campbell County	Lee County	Scott County
Caroline County	Lexington City	Shenandoah County
Charles City County	Loudoun County	Smyth County
Charlotte County	Louisa County	Southampton County
Charlottesville City	Lunenburg County	Spotsylvania County
Colonial Beach (Town)	Lynchburg City	Stafford County
Colonial Heights City	Madison County	Staunton City
Covington City	Manassas City	Suffolk City
Craig County	Manassas Park City	Surry County
Culpeper County	Mathews County	Tazewell County
Cumberland County	Mecklenburg County	Virginia Beach City
Dinwiddie County	Middlesex County	Warren County
Essex County	Montgomery County	Washington County
Falls Church City	Nelson County	Waynesboro City
Fauquier County	Newport News City	West Point
Floyd County	Northumberland County	Westmoreland County
Fluvanna County	Nottoway County	Williamsburg-James City County
Franklin City	Orange County	Winchester City
Franklin County	Patrick County	Wise County
Frederick County	Pittsylvania County	Wythe County
Fredericksburg City		York County

Divisions Reporting Non-Compliance with Any Provisions of the Standards of Quality for 2010-2011

§ 22.1-253.13:1 – Standard 2. Instructional, administrative, and support personnel. *Please note: The data collection for compliance with the Standards of Quality takes place during the spring of each year. A number of school divisions reported being out of compliance with the standard: “The school board employs licensed instructional personnel qualified in the relevant subject areas.” Given school division staffing patterns and turnover/vacancy issues, school divisions may be undertaking efforts to hire licensed instructional personnel in all areas but may not have completed all hiring processes or may be encountering difficulties with teacher shortages in certain areas.*

Requirement	School Division	2009-2010 Was Division Compliant?	2008-2009 Was Division Compliant?	2007-2008 Was Division Compliant?
The school board employs licensed instructional personnel qualified in the relevant subject areas.	Albemarle County	Yes	Yes	Yes
The school board employs licensed instructional personnel qualified in the relevant subject areas.	Dickenson County	No	No	No
The school board employs licensed instructional personnel qualified in the relevant subject areas.	Goochland County	Yes	Yes	Yes
The school board employs licensed instructional personnel qualified in the relevant subject areas.	Hopewell City	No	No	No
The school board employs licensed instructional personnel qualified in the relevant subject areas.	Martinsville City	No	No	No
The school board employs licensed instructional personnel qualified in the relevant subject areas.	Petersburg City	No	No	No
The school division provides all middle and high school teachers with one planning period per day or the equivalent, unencumbered of any teaching or supervisory duties.	Hopewell City	Yes	Yes	Yes

<p>The school board, annually, on or before January 1, reports to the public the actual pupil teacher ratios (excluding resource personnel) in elementary school classrooms by school for the current year. The board also reports the pupil/teacher ratio including resource teachers in the same report. The report includes identification of the schools but ensures confidentiality of all teacher and pupil identities.</p>	<p>Carroll County</p>	<p>Yes</p>	<p>Yes</p>	<p>Yes</p>
<p>The school division employs the required minimum number of licensed, full-time equivalent instructional personnel per 1,000 students in ADM with state and local basic, special education, gifted, and career and technical education funds as set forth in the Appropriation Act.</p>	<p>Chesapeake City</p>	<p>Yes</p>	<p>Yes</p>	<p>Yes</p>
<p>The school board employs, at a minimum, the following full-time equivalent positions for any school that reports average daily membership as delineated in the standards: 1) full-time principals; 2) assistant principals; 3) librarians; 4) guidance counselors; and 5) clerical personnel.</p> <p>Librarians in elementary schools, one part-time to 299 students, one full-time at 300 students; librarians in middle schools, one-half time to 299 students, one full-time at 300 students, two full-time at 1,000 students; librarians in high schools, one half-time to 299 students, one full-time at 300 students, two full-time at 1,000 students.</p>	<p>New Kent County</p>	<p>No</p>	<p>Yes</p>	<p>Yes</p>
<p>The school division employs in addition to the positions supported by basic aid and those in support of regular school year programs of prevention, intervention, and remediation, 17 full-time equivalent instructional positions for each 1,000 students identified as limited English proficient.</p>	<p>Bath County</p>	<p>Yes</p>	<p>Yes</p>	
<p>The school board employs two full-time equivalent positions per 1,000 students in grades K-12, one who provides technology support and one who serves as an instructional technology resource teacher.</p>	<p>Hanover County</p>	<p>No</p>	<p>No</p>	<p>No</p>

§ 22.1-253.13:3 – Standard 3. Accreditation, other standards and evaluation.

Requirement	School Division	2009-2010 Was Division Compliant?	2008-2009 Was Division Compliant?	2007-2008 Was Division Compliant?
All schools are fully accredited by the Board of Education.	Albemarle County	No	Yes	Yes
All schools are fully accredited by the Board of Education.	Alexandria City	No	No	No
All schools are fully accredited by the Board of Education.	Danville City	No	No	No
All schools are fully accredited by the Board of Education.	Fairfax County	Yes	No	No
All schools are fully accredited by the Board of Education.	Hampton City	No	No	No
All schools are fully accredited by the Board of Education.	Henrico County	No	No	No
All schools are fully accredited by the Board of Education.	Norfolk City	No	No	No
All schools are fully accredited by the Board of Education.	Northampton County	No	No	No
All schools are fully accredited by the Board of Education.	Page County	Yes	Yes	Yes
All schools are fully accredited by the Board of Education.	Petersburg City	No	No	No
All schools are fully accredited by the Board of Education.	Portsmouth City	Yes	No	No
All schools are fully accredited by the Board of Education.	Roanoke City	No	No	No
All schools are fully accredited by the Board of Education.	Sussex County	No	No	No

§ 22.1-253.13:4 – Standard 4.A.4. Student achievement and graduation requirements.

Requirement	School Division	2009-2010 Was Division Compliant?	2008-2009 Was Division Compliant?	2007-2008 Was Division Compliant?
The school board awards certificates of program completion to students who complete a prescribed course of study as defined by the school board when they do not meet the requirements for a standard, advanced studies, modified standard, or general achievement diploma.	Prince William County	No	No	No

§ 22.1-253.13:6 – Standard 6. Planning and Public Involvement.

Requirement	School Division	2009-2010 Was Division Compliant?	2008-2009 Was Division Compliant?	2007-2008 Was Division Compliant?
The school board revises, extends, and adopts a division-wide comprehensive, unified, long-range plan based on data collection, an analysis of the data, and how the data will be utilized to improve classroom instruction and student achievement. The plan is developed with staff and community involvement and includes, or is consistent with, all other division-wide plans required by state and federal laws and regulations. The plan is reviewed biennially and revised as necessary.	Clarke County	No	Yes	Yes

§ 22.1-253.13:6 – Standard 6. Planning and Public Involvement.

<p>The school board revises, extends, and adopts a division-wide comprehensive, unified, long-range plan based on data collection, an analysis of the data, and how the data will be utilized to improve classroom instruction and student achievement. The plan is developed with staff and community involvement and includes, or is consistent with, all other division-wide plans required by state and federal laws and regulations. The plan is reviewed biennially and revised as necessary.</p>	<p align="center">Galax City</p>	<p align="center">Yes</p>	<p align="center">Yes</p>	<p align="center">Yes</p>
<p>The school division's comprehensive plan is developed with staff and community involvement.</p>	<p align="center">Clarke County</p>	<p align="center">No</p>	<p align="center">Yes</p>	<p align="center">Yes</p>
<p>The school division's comprehensive plan is developed with staff and community involvement.</p>	<p align="center">Galax City</p>	<p align="center">Yes</p>	<p align="center">Yes</p>	<p align="center">Yes</p>
<p>The school board posts such plan or revisions on the division's Internet website if practicable, and, in any case, makes a hard copy of the plan or revisions available for public inspection and copying, and conducts at least one public hearing to solicit public comment on the divisionwide plan or revisions.</p>	<p align="center">Clarke County</p>	<p align="center">No</p>	<p align="center">Yes</p>	<p align="center">Yes</p>

<p>The school board posts such plan or revisions on the division's Internet website if practicable, and, in any case, makes a hard copy of the plan or revisions available for public inspection and copying, and conducts at least one public hearing to solicit public comment on the divisionwide plan or revisions.</p>	Galax City	Yes	Yes	Yes
<p>The school board reports to the public by November 1 of each odd-numbered year the extent to which the objectives of the division-wide comprehensive plan have been met during the previous two school years.</p>	Buena Vista City	Yes	Yes	Yes
<p>The school board reports to the public by November 1 of each odd-numbered year the extent to which the objectives of the division-wide comprehensive plan have been met during the previous two school years.</p>	Clarke County	No	Yes	Yes
<p>Each school in the division prepares a comprehensive, unified, long-range plan that was considered by the board in developing the division-wide comprehensive plan.</p>	Clarke County	No	Yes	Yes

§ 22.1-253.13:7 – Standard 7. School Board Policies.

Requirement	School Division	2009-2010 Was Division Compliant?	2008-2009 Was Division Compliant?	2007-2008 Was Division Compliant?
<p>The school board's policies, which have been developed giving consideration to the views of teachers, parents and other concerned citizens, address the following:</p> <p style="padding-left: 40px;">Information about procedures for addressing concerns with the school division and recourse available for parents for a judicial review of a school board action as provided for in § 22.1-87 of the <i>Code</i>.</p>	Chesterfield County	Yes	Yes	Yes

§ 22.1-253.13:8 – Standard 8. Compliance.

Requirement	School Division	2009-2010 Was Division Compliant?	2008-2009 Was Division Compliant?	2007-2008 Was Division Compliant?
<p>The school board provides, as a minimum, the programs and services, as provided in the Standards of Quality, with state and local funds as apportioned by the General Assembly in the appropriation act and to the extent funding is provided by the General Assembly.</p>	Norton City	Yes	Yes	Yes

Appendix C:

Divisions with All Schools Fully Accredited, Schools Rated Accredited with Warning, Schools Rated Accreditation Denied 2011- 2012

Ninety-six percent of Virginia’s 1,838 public schools are fully accredited and meeting all state standards for achievement in English, mathematics, history and science — and graduation, in the case of high schools. Ninety-eight percent of Virginia’s elementary schools and 97 percent of middle schools are fully accredited for the 2011-2012 school year, based on the performance of students on Standards of Learning (SOL) and other state assessments during 2010-2011.

The percentage of fully accredited high schools dropped to 86 percent, compared with 99 percent last year, as the Board of Education introduced a “graduation and completion index” as a new accountability factor for high schools, in addition to student achievement on state tests.

The index system awards full credit for students who earn a board-recognized diploma and partial credit for students who earn GEDs and local credentials, as well as for students who are still enrolled and expected to return for a fifth year of high school. High schools must have a graduation and completion index of at least 85 for full accreditation.

2011-2012 SOL Accreditation Ratings

Grade Span	Fully Accredited	Accredited with Warning	Provisionally Accredited	Conditional (New Schools)	Accreditation Denied
Elementary	1,157	11	0	5	1
Middle	298	8	0	1	1
High	266	11	30	1	0
Combined	47	0	0	0	0
Total	1,768 (96%)	30 (2%)	30 (2%)	7 (<1%)	2 (<1%)

In 30 provisionally accredited high schools, achievement in English, mathematics, history and science met state standards, and graduation was within five points of the 85-point benchmark. Ten of the 11 high schools accredited with warning for 2011-2012 are warned solely because of graduation and completion indices below this year’s 80-point benchmark for provisional accreditation. Provisional accreditation will not be available after 2015-2016.

In addition to high school-exit data, the accreditation ratings for 2011-2012 are based on the achievement of students on SOL assessments and approved substitute tests in English, mathematics, history and science administered during the summer and fall of 2010 and the spring of 2011, or on overall achievement during the three most recent academic years. The results of tests administered in each subject area are combined to produce overall school passing percentages in English, mathematics, history and science.

In middle schools and high schools, a pass rate of at least 70 percent in all four subject areas is required for full accreditation. In elementary schools, a combined pass rate of at least 75 percent on English tests in grades 3-5 is required for full accreditation. Elementary schools also must achieve pass rates of at least 70 percent in mathematics, grade-5 science and grade-5 history, and pass rates of at least 50 percent in grade-3 science and grade-3 history.

Accreditation ratings also may reflect adjustments made for schools that successfully remediate students who failed reading or mathematics tests during the previous year. Adjustments also may be made for students with limited-English proficiency and for students who have recently transferred into a Virginia public school.

The percentage of schools earning full accreditation for 2011-2012 is two points lower than the percentage that earned the highest rating for 2010-2011. The state superintendent expects further declines in accreditation as schools implement more rigorous standards and tests in English and mathematics, starting with mathematics this year and followed by English during 2012-2013.

Schools accredited with warning

The number of schools accredited with warning rose to 30, compared with 15 last year.

Schools denied accreditation

Three schools were denied accreditation this year because of chronically low student achievement:

- Peabody Middle in Petersburg for a sixth consecutive year;
- Ellen W. Chambliss Elementary in Sussex County for a third consecutive year; and
- Lafayette Winona Middle School in Norfolk

One school — J.E.B. Stuart Elementary in Petersburg — earned full accreditation for 2011-2012 after being denied accreditation for three consecutive years.

Lindenwood Elementary School in Norfolk City School Board and Kiptopeke Elementary School in Northampton County were granted conditional Accreditation

Schools granted conditional accreditation

Five newly opened schools are automatically rated as conditionally accredited for 2011-2012. Under Virginia's SOL accountability program, a school that has been on academic warning for three consecutive years and fails to meet state standards for a fourth consecutive year can apply to the Board of Education for conditional accreditation — if the local school board agrees to reconstitute the school's leadership, staff, governance or student population. A reconstituted school can retain conditional accreditation for up to three years if it is making acceptable progress toward meeting state standards.

Divisions in which all schools are fully accredited

In 97 of the commonwealth's 132 school divisions, all schools are fully accredited, compared with 119 last year. Divisions with all schools fully accredited (other than new schools that automatically receive conditional accreditation) are:

Albemarle County	Greene County	Shenandoah County
Alleghany County	Greensville County	Smyth County
Amelia County	Halifax County	Southampton County
Amherst County	Hanover County	Spotsylvania County
Appomattox County	Henry County	Stafford County
Augusta County	Highland County	Surry County
Bath County	Isle of Wight County	Warren County
Bedford County	King George County	Washington County
Bland County	King William County	Waynesboro
Botetourt County	Lancaster County	West Point
Bristol	Lee County	Williamsburg-James City County
Buchanan County	Lexington	Winchester
Buckingham County	Loudoun County	Wise County
Buena Vista	Louisa County	Wythe County
Campbell County	Madison County	York County
Caroline County	Manassas Park	
Carroll County	Martinsville	
Charles City County	Mathews County	
Charlotte County	Mecklenburg County	
Charlottesville	Middlesex County	
Chesapeake	Montgomery County	
Clarke County	Nelson County	
Colonial Beach	New Kent County	
Colonial Heights	Norton	
Craig County	Nottoway County	
Culpeper County	Orange County	
Cumberland County	Patrick County	
Danville	Pittsylvania County	
Essex County	Poquoson	
Falls Church	Powhatan County	
Fauquier County	Prince George County	
Floyd County	Pulaski County	
Fluvanna County	Radford	
Franklin	Rappahannock County	
Franklin County	Richmond County	
Frederick County	Roanoke County	
Fredericksburg	Rockbridge County	
Galax	Rockingham County	
Gloucester County	Russell County	
Goochland County	Salem	
Grayson County	Scott County	

**Appendix D:
STANDARDS OF QUALITY: EFFECTIVE JULY 1, 2011**

The 2011 General Assembly revised Standards 2, 3, 4, and 9 of the SOQ through the following legislation:

<p>HB 1554; SB 810</p>	<p>Impacts Standard 4 by providing for the delayed implementation until July 1, 2012, of certain statutes and regulations upon which the accreditation of Virginia’s schools is based.</p> <p>Exceptions to this delay are: 1) the graduation and completion index currently in effect; 2) the economics and financial literacy graduation requirement for the Standard and Advanced Studies diplomas beginning in the 2011-2012 school year; and 3) increases and changes to the credit requirements for the Advanced Studies Diploma and changes to the credit requirements for the Standard Diploma beginning in the 2011-2012 school year. Please see Superintendent’s Memorandum No. 112-11 for additional information.</p> <p>Reference: § 22.1-253.13:4 of the Code.</p>
<p>HB 1792 SB 1270</p>	<p>Amends Standard 2 in a number of areas to provide flexibility to school divisions:</p> <p>Mathematics Specialists (Item E) – Standard 2 provides that “In addition to the positions supported by basic aid in support of regular school year programs of prevention, intervention and remediation, state funding, pursuant to the appropriation act, shall be provided to fund certain full-time equivalent instructional positions for each 1,000 students in grades K through 12 who are identified as needing prevention, intervention, and remediation services. State funding for prevention, intervention, and remediation programs provided pursuant to this subsection and the appropriation act may be used to support programs for educationally at-risk students as identified by the local school boards.”</p> <p>HB 1792 and SB 1270 add the following language to this Item: “To provide flexibility in the provision of mathematics intervention services, school divisions may use the Standards of Learning Algebra Readiness Initiative funding and the required local matching funds to employ mathematics teacher specialists to provide the required mathematics intervention services. School divisions using the Standards of Learning Algebra Readiness Initiative funding in this manner shall only employ instructional personnel licensed by the Board of Education.” (This language is similar to language in the 2011 Appropriation Act, Item 132.B.2.f .</p> <p>English Language Learners (Item F) - Standard 2 provides that “In addition to the positions supported by basic aid and those in support of regular school year programs of prevention, intervention, and remediation, state funding, pursuant to the appropriation act, shall be provided to support 17 full-time equivalent instructional positions for each 1,000 students identified as having limited English proficiency.”</p> <p>HB 1792 and SB 1270 add the following language: “To provide flexibility in the instruction of English language learners who have limited English proficiency and who are at risk of not meeting state accountability standards, school divisions may use state and local funds from the Standards of Quality Prevention, Intervention, and Remediation account to employ additional English language learner teachers to provide instruction to identified limited English proficiency students. Using these funds in this manner is intended to supplement the instructional services provided in this section. School divisions using SOQ Prevention, Intervention, and Remediation funds in this manner shall employ only instructional personnel licensed by the Board of Education.” (This language is similar to language in the 2011 Appropriation Act, Item 132.C.9.d – See Attachment B.)</p> <p>Reading Specialists (Item G) - Standard 2 provides that “In addition to the full-time equivalent positions required elsewhere in this section, each local school board shall employ the following reading specialists in elementary schools, one full-time in each elementary school at the discretion of the local school</p>

board.”

[HB 1792](#) and [SB 1270](#) add the following language: “To provide flexibility in the provision of reading intervention services, school divisions may use the state Early Reading Intervention Initiative funding and the required local matching funds to employ reading specialists to provide the required reading intervention services. School divisions using the Early Reading Intervention Initiative funds in this manner shall only employ instructional personnel licensed by the Board of Education.” (This language is similar to language in the 2011 Appropriation Act, [Item 132.B.2.e](#) – See Attachment B.)

Assistant Principals (Item H) - Standard 2 provides that “Assistant principals in elementary schools, one half-time at 600 students, one full-time at 900 students; assistant principals in middle schools, one full-time for each 600 students; assistant principals in high schools, one full-time for each 600 students;”

[HB 1792](#) and [SB 1270](#) add the following language “... and school divisions that employ a sufficient number of assistant principals to meet this staffing requirement may assign assistant principals to schools within the division according to the area of greatest need, regardless of whether such schools are elementary, middle, or secondary.”

Data Coordinator (Item J) - Standard 2 provides that “Local school boards shall employ two full-time equivalent positions per 1,000 students in grades kindergarten through 12, one to provide technology support and one to serve as an instructional technology resource teacher.”

[HB 1792](#) and [SB 1270](#) add the following language: “To provide flexibility, school divisions may use the state and local funds for instructional technology resource teachers to employ a data coordinator position, an instructional technology resource teacher position, or a data coordinator/instructional resource teacher blended position. The data coordinator position is intended to serve as a resource to principals and classroom teachers in the area of data analysis and interpretation for instructional and school improvement services, as well as for overall data management and administration of state assessments. School divisions using these funds in this manner shall only employ instructional personnel licensed by the Board of Education.” (This language is similar to language in the 2011 Appropriation Act, [Item 132.B.2.d](#) – See Attachment B.)

Support Services (Item O) - [HB 1792](#) and [SB 1270](#) change provisions related to support services by including categories of support personnel, which are as follows:

- Executive policy and leadership positions, including school board members, superintendents and assistant superintendents;
- Fiscal and human resources positions, including fiscal and audit operations;
- Student support positions, including (i) social workers and social work administrative positions; (ii) guidance administrative positions not included in subdivision H 4; (iii) homebound administrative positions supporting instruction; (iv) attendance support positions related to truancy and dropout prevention; and (v) health and behavioral positions, including school nurses and school psychologists;
- Instructional personnel support, including professional development positions and library and media positions not included in subdivision H 3;
- Technology professional positions not included in subsection J;
- Operation and maintenance positions, including facilities; pupil transportation positions; operation and maintenance professional and service positions; and security service, trade, and laborer positions;
- Technical and clerical positions for fiscal and human resources, student support, instructional personnel support, operation and maintenance, administration, and technology; and
- School-based clerical personnel in elementary schools; part-time to 299 students, one full-time at 300 students; clerical personnel in middle schools; one full-time and one additional full-time for each 600 students beyond 200 students and one full-time for the library at 750 students; clerical personnel in high schools; one full-time and one additional full-time for each 600 students beyond 200 students

	<p>and one full-time for the library at 750 students. (These ratios are the same ratios that were included in Standard 2 prior to July 1, 2011.)</p> <p>The bills also provide that school divisions may use the state and local funds for support services to provide additional instructional services, which is current practice for school divisions.</p> <p>Reference: § 22.1-253.13:2 of the <i>Code</i>.</p>
HB 1793	<p>Amends Standard 4 by allowing local school boards to award the Seal for Excellence in Civics Education to a student receiving a modified standard diploma.</p> <p>Reference: § 22.1-253.13:4 of the <i>Code</i>.</p>
HB 2077	<p>Amends Standard 3 by clarifying that the Board of Education’s review or investigation of any alleged breach in security, unauthorized alteration, or improper administration of tests includes the exclusion of students from testing who are required to be assessed, by local school board employees responsible for the distribution or administration of the tests.</p> <p>Reference: § 22.1-253.13:3 of the <i>Code</i>.</p>
HB 2172 SB 953	<p>Amends Standard 9 by requiring the Board of Education to take into account in its guidelines for the Virginia Index of Performance program a school division's increase in enrollments and elective course offerings in science, technology, engineering, and mathematics (STEM).</p> <p>Reference: § 22.1-253.13:9 of the <i>Code</i>.</p>
HB 2494	<p>Amends Standard 3 by providing that any school board, on behalf of one or more of its schools, may request from the Board of Education release from state regulations and approval of an individual School Accreditation Plan.</p> <p>Reference: § 22.1-253.13:3 of the <i>Code</i>.</p>

Appendix D:
Code of Virginia – Standards of Quality
Effective July 1, 2011

§ 22.1-253.13:1. Standard 1. Instructional programs supporting the Standards of Learning and other educational objectives.

A. The General Assembly and the Board of Education believe that the fundamental goal of the public schools of this Commonwealth must be to enable each student to develop the skills that are necessary for success in school, preparation for life, and reaching their full potential. The General Assembly and the Board of Education find that the quality of education is dependent upon the provision of (i) the appropriate working environment, benefits, and salaries necessary to ensure the availability of high-quality instructional personnel; (ii) the appropriate learning environment designed to promote student achievement; (iii) quality instruction that enables each student to become a productive and educated citizen of Virginia and the United States of America; and (iv) the adequate commitment of other resources. In keeping with this goal, the General Assembly shall provide for the support of public education as set forth in Article VIII, Section 1 of the Constitution of Virginia.

B. The Board of Education shall establish educational objectives known as the Standards of Learning, which shall form the core of Virginia's educational program, and other educational objectives, which together are designed to ensure the development of the skills that are necessary for success in school and for preparation for life in the years beyond. At a minimum, the Board shall establish Standards of Learning for English, mathematics, science, and history and social science. The Standards of Learning shall not be construed to be regulations as defined in § 2.2-4001.

The Board shall seek to ensure that the Standards of Learning are consistent with a high-quality foundation educational program. The Standards of Learning shall include, but not be limited to, the basic skills of communication (listening, speaking, reading, and writing); computation and critical reasoning including problem solving and decision making; proficiency in the use of computers and related technology; and the skills to manage personal finances and to make sound financial decisions.

The English Standards of Learning for reading in kindergarten through grade three shall be based on components of effective reading instruction, to include, at a minimum, phonemic awareness, phonics, fluency, vocabulary development, and text comprehension.

The Standards of Learning in all subject areas shall be subject to regular review and revision to maintain rigor and to reflect a balance between content knowledge and the application of knowledge in preparation for eventual employment and lifelong learning. The Board of Education shall establish a regular schedule, in a manner it deems appropriate, for the review, and revision as may be necessary, of the Standards of Learning in all subject areas. Such review of each subject area shall occur at least once every seven years. Nothing in this section shall be construed to prohibit the Board from conducting such review and revision on a more frequent basis.

To provide appropriate opportunity for input from the general public, teachers, and local school boards, the Board of Education shall conduct public hearings prior to establishing revised Standards of Learning. Thirty days prior to conducting such hearings, the Board shall give notice of the date, time, and place of the hearings to all local school boards and any other persons requesting to be notified of the hearings and publish notice of its intention to revise the Standards of Learning in the Virginia Register of Regulations. Interested parties shall be given reasonable opportunity to be heard and present information prior to final adoption of any revisions of the Standards of Learning.

In addition, the Department of Education shall make available and maintain a website, either separately or through an existing website utilized by the Department of Education, enabling public elementary, middle, and high school educators to submit recommendations for improvements relating to the Standards of Learning, when under review by the Board according to its established schedule, and related assessments required by the Standards of Quality pursuant to this chapter. Such website shall facilitate the submission of recommendations by educators.

School boards shall implement the Standards of Learning or objectives specifically designed for their school divisions that are equivalent to or exceed the Board's requirements. Students shall be expected to achieve the educational objectives established by the school division at appropriate age or grade levels. The curriculum adopted by the local school division shall be aligned to the Standards of Learning.

The Board of Education shall include in the Standards of Learning for history and social science the study of contributions to society of diverse people. For the purposes of this subsection, "diverse" shall include consideration of disability, ethnicity, race, and gender.

With such funds as are made available for this purpose, the Board shall regularly review and revise the competencies for career and technical education programs to require the full integration of English, mathematics, science, and history and social science

Standards of Learning. Career and technical education programs shall be aligned with industry and professional standard certifications, where they exist.

C. Local school boards shall develop and implement a program of instruction for grades K through 12 that is aligned to the Standards of Learning and meets or exceeds the requirements of the Board of Education. The program of instruction shall emphasize reading, writing, speaking, mathematical concepts and computations, proficiency in the use of computers and related technology, and scientific concepts and processes; essential skills and concepts of citizenship, including knowledge of Virginia history and world and United States history, economics, government, foreign languages, international cultures, health and physical education, environmental issues and geography necessary for responsible participation in American society and in the international community; fine arts, which may include, but need not be limited to, music and art, and practical arts; knowledge and skills needed to qualify for further education, gainful employment, or training in a career or technical field; and development of the ability to apply such skills and knowledge in preparation for eventual employment and lifelong learning and to achieve economic self-sufficiency.

Local school boards shall also develop and implement programs of prevention, intervention, or remediation for students who are educationally at risk including, but not limited to, those who fail to achieve a passing score on any Standards of Learning assessment in grades three through eight or who fail an end-of-course test required for the award of a verified unit of credit. Such programs shall include components that are research-based.

Any student who achieves a passing score on one or more, but not all, of the Standards of Learning assessments for the relevant grade level in grades three through eight may be required to attend a remediation program.

Any student who fails to achieve a passing score on all of the Standards of Learning assessments for the relevant grade level in grades three through eight or who fails an end-of-course test required for the award of a verified unit of credit shall be required to attend a remediation program or to participate in another form of remediation. Division superintendents shall require such students to take special programs of prevention, intervention, or remediation, which may include attendance in public summer school programs, in accordance with clause (ii) of subsection A of § 22.1-254 and § 22.1-254.01.

Remediation programs shall include, when applicable, a procedure for early identification of students who are at risk of failing the Standards of Learning assessments in grades three through eight or who fail an end-of-course test required for the award of a verified unit of credit. Such programs may also include summer school for all elementary and middle school grades and for all high school academic courses, as defined by regulations promulgated by the Board of Education, or other forms of remediation. Summer school remediation programs or other forms of remediation shall be chosen by the division superintendent to be appropriate to the academic needs of the student. Students who are required to attend such summer school programs or to participate in another form of remediation shall not be charged tuition by the school division.

The requirement for remediation may, however, be satisfied by the student's attendance in a program of prevention, intervention or remediation that has been selected by his parent, in consultation with the division superintendent or his designee, and is either (i) conducted by an accredited private school or (ii) a special program that has been determined to be comparable to the required public school remediation program by the division superintendent. The costs of such private school remediation program or other special remediation program shall be borne by the student's parent.

The Board of Education shall establish standards for full funding of summer remedial programs that shall include, but not be limited to, the minimum number of instructional hours or the equivalent thereof required for full funding and an assessment system designed to evaluate program effectiveness. Based on the number of students attending and the Commonwealth's share of the per pupil instructional costs, state funds shall be provided for the full cost of summer and other remediation programs as set forth in the appropriation act, provided such programs comply with such standards as shall be established by the Board, pursuant to § 22.1-199.2.

D. Local school boards shall also implement the following:

1. Programs in grades K through three that emphasize developmentally appropriate learning to enhance success.
2. Programs based on prevention, intervention, or remediation designed to increase the number of students who earn a high school diploma and to prevent students from dropping out of school. Such programs shall include components that are research-based.
3. Career and technical education programs incorporated into the K through 12 curricula that include:
 - a. Knowledge of careers and all types of employment opportunities including, but not limited to, apprenticeships, entrepreneurship and small business ownership, the military, and the teaching profession, and emphasize the advantages of completing school with marketable skills;
 - b. Career exploration opportunities in the middle school grades; and
 - c. Competency-based career and technical education programs that integrate academic outcomes, career guidance and job-seeking skills for all secondary students. Programs must be based upon labor market needs and student interest. Career guidance shall include counseling about available employment opportunities and placement services for students exiting school. Each school board shall develop and implement a plan to ensure compliance with the provisions of this subdivision. Such plan shall be developed with the input of area business and industry representatives and local community colleges and shall be submitted to the Superintendent of Public Instruction in accordance with the timelines established by federal law.
4. Educational objectives in middle and high school that emphasize economic education and financial literacy pursuant to § 22.1-200.03.
5. Early identification of students with disabilities and enrollment of such students in appropriate instructional programs consistent with state and federal law.
6. Early identification of gifted students and enrollment of such students in appropriately differentiated instructional programs.
7. Educational alternatives for students whose needs are not met in programs prescribed elsewhere in these standards. Such students shall be counted in average daily membership (ADM) in accordance with the regulations of the Board of Education.
8. Adult education programs for individuals functioning below the high school completion level. Such programs may be conducted by the school board as the primary agency or through a collaborative arrangement between the school board and other agencies.
9. A plan to make achievements for students who are educationally at risk a divisionwide priority that shall include procedures for measuring the progress of such students.
10. A plan to notify students and their parents of the availability of dual enrollment and advanced placement classes, the International Baccalaureate Program, and Academic Year Governor's School Programs, the qualifications for enrolling in such classes and programs, and the availability of financial assistance to low-income and needy students to take the advanced placement and International Baccalaureate examinations.
11. Identification of students with limited English proficiency and enrollment of such students in appropriate instructional programs.
12. Early identification, diagnosis, and assistance for students with reading and mathematics problems and provision of instructional strategies and reading and mathematics practices that benefit the development of reading and mathematics skills for all students.
13. Incorporation of art, music, and physical education as a part of the instructional program at the elementary school level.
14. A program of physical fitness available to all students with a goal of at least 150 minutes per week on average during the regular school year. Such program may include any combination of (i) physical education classes, (ii) extracurricular athletics, or (iii) other programs and physical activities deemed appropriate by the local school board. Each local school board shall incorporate into its local wellness policy a goal for the implementation of such program during the regular school year.
15. A program of student services for grades kindergarten through 12 that shall be designed to aid students in their educational, social, and career development.
16. The collection and analysis of data and the use of the results to evaluate and make decisions about the instructional program.

E. From such funds as may be appropriated or otherwise received for such purpose, there shall be established within the Department of Education a unit to (i) conduct evaluative studies; (ii) provide the resources and technical assistance to increase the capacity for school divisions to deliver quality instruction; and (iii) assist school divisions in implementing those programs and practices that will enhance pupil academic performance and improve family and community involvement in the public schools. Such unit shall identify and analyze effective instructional programs and practices and professional development initiatives; evaluate the success of programs encouraging parental and family involvement; assess changes in student outcomes prompted by family involvement; and collect and disseminate among school divisions information regarding effective instructional programs and practices, initiatives promoting family and community involvement, and potential funding and support sources. Such unit may also provide resources supporting professional development for administrators and teachers. In providing such information, resources, and other services to school divisions, the unit shall give priority to those divisions demonstrating a less than 70 percent passing rate on the Standards of Learning assessments.

§ 22.1-253.13:2. Standard 2. Instructional, administrative, and support personnel.

A. The Board shall establish requirements for the licensing of teachers, principals, superintendents, and other professional personnel.

B. School boards shall employ licensed instructional personnel qualified in the relevant subject areas.

C. Each school board shall assign licensed instructional personnel in a manner that produces divisionwide ratios of students in average daily membership to full-time equivalent teaching positions, excluding special education teachers, principals, assistant principals, counselors, and librarians, that are not greater than the following ratios: (i) 24 to one in kindergarten with no class being larger than 29 students; if the average daily membership in any kindergarten class exceeds 24 pupils, a full-time teacher's aide shall be assigned to the class; (ii) 24 to one in grades one, two, and three with no class being larger than 30 students; (iii) 25 to one in grades four through six with no class being larger than 35 students; and (iv) 24 to one in English classes in grades six through 12.

Within its regulations governing special education programs, the Board shall seek to set pupil/teacher ratios for pupils with mental retardation that do not exceed the pupil/teacher ratios for self-contained classes for pupils with specific learning disabilities.

Further, school boards shall assign instructional personnel in a manner that produces schoolwide ratios of students in average daily memberships to full-time equivalent teaching positions of 21 to one in middle schools and high schools. School divisions shall provide all middle and high school teachers with one planning period per day or the equivalent, unencumbered of any teaching or supervisory duties.

D. Each local school board shall employ with state and local basic, special education, gifted, and career and technical education funds a minimum number of licensed, full-time equivalent instructional personnel for each 1,000 students in average daily membership (ADM) as set forth in the appropriation act. Calculations of kindergarten positions shall be based on full-day kindergarten programs. Beginning with the March 31 report of average daily membership, those school divisions offering half-day kindergarten with pupil/teacher ratios that exceed 30 to one shall adjust their average daily membership for kindergarten to reflect 85 percent of the total kindergarten average daily memberships, as provided in the appropriation act.

E. In addition to the positions supported by basic aid and in support of regular school year programs of prevention, intervention, and remediation, state funding, pursuant to the appropriation act, shall be provided to fund certain full-time equivalent instructional positions for each 1,000 students in grades K through 12 who are identified as needing prevention, intervention, and remediation services. State funding for prevention, intervention, and remediation programs provided pursuant to this subsection and the appropriation act may be used to support programs for educationally at-risk students as identified by the local school boards.

To provide flexibility in the provision of mathematics intervention services, school divisions may use the Standards of Learning Algebra Readiness Initiative funding and the required local matching funds to employ mathematics teacher specialists to provide the required mathematics intervention services. School divisions using the Standards of Learning Algebra Readiness Initiative funding in this manner shall only employ instructional personnel licensed by the Board of Education.

F. In addition to the positions supported by basic aid and those in support of regular school year programs of prevention, intervention, and remediation, state funding, pursuant to the appropriation act, shall be provided to support 17 full-time equivalent instructional positions for each 1,000 students identified as having limited English proficiency.

To provide flexibility in the instruction of English language learners who have limited English proficiency and who are at risk of not meeting state accountability standards, school divisions may use state and local funds from the Standards of Quality Prevention, Intervention, and Remediation account to employ additional English language learner teachers to provide instruction to identified limited English proficiency students. Using these funds in this manner is intended to supplement the instructional services provided in this section. School divisions using the SOQ Prevention, Intervention, and Remediation funds in this manner shall employ only instructional personnel licensed by the Board of Education.

G. In addition to the full-time equivalent positions required elsewhere in this section, each local school board shall employ the following reading specialists in elementary schools, one full-time in each elementary school at the discretion of the local school board.

To provide flexibility in the provision of reading intervention services, school divisions may use the state Early Reading Intervention Initiative funding and the required local matching funds to employ reading specialists to provide the required reading intervention services. School divisions using the Early Reading Intervention Initiative funds in this manner shall employ only instructional personnel licensed by the Board of Education.

H. Each local school board shall employ, at a minimum, the following full-time equivalent positions for any school that reports fall membership, according to the type of school and student enrollment:

1. Principals in elementary schools, one half-time to 299 students, one full-time at 300 students; principals in middle schools, one full-time, to be employed on a 12-month basis; principals in high schools, one full-time, to be employed on a 12-month basis;

2. Assistant principals in elementary schools, one half-time at 600 students, one full-time at 900 students; assistant principals in middle schools, one full-time for each 600 students; assistant principals in high schools, one full-time for each 600 students; and school divisions that employ a sufficient number of assistant principals to meet this staffing requirement may assign assistant principals to schools within the division according to the area of greatest need, regardless of whether such schools are elementary, middle, or secondary;

3. Librarians in elementary schools, one part-time to 299 students, one full-time at 300 students; librarians in middle schools, one-half time to 299 students, one full-time at 300 students, two full-time at 1,000 students; librarians in high schools, one half-time to 299 students, one full-time at 300 students, two full-time at 1,000 students; and

4. Guidance counselors in elementary schools, one hour per day per 100 students, one full-time at 500 students, one hour per day additional time per 100 students or major fraction thereof; guidance counselors in middle schools, one period per 80 students, one full-time at 400 students, one additional period per 80 students or major fraction thereof; guidance counselors in high schools, one period per 70 students, one full-time at 350 students, one additional period per 70 students or major fraction thereof.

I. Local school boards shall employ five full-time equivalent positions per 1,000 students in grades kindergarten through five to serve as elementary resource teachers in art, music, and physical education.

J. Local school boards shall employ two full-time equivalent positions per 1,000 students in grades kindergarten through 12, one to provide technology support and one to serve as an instructional technology resource teacher.

To provide flexibility, school divisions may use the state and local funds for instructional technology resource teachers to employ a data coordinator position, an instructional technology resource teacher position, or a data coordinator/instructional resource teacher blended position. The data coordinator position is intended to serve as a resource to principals and classroom teachers in the area of data analysis and interpretation for instructional and school improvement purposes, as well as for overall data management and administration of state assessments. School divisions using these funds in this manner shall employ only instructional personnel licensed by the Board of Education.

K. Local school boards may employ additional positions that exceed these minimal staffing requirements. These additional positions may include, but are not limited to, those funded through the state's incentive and categorical programs as set forth in the appropriation act.

L. A combined school, such as kindergarten through 12, shall meet at all grade levels the staffing requirements for the highest grade level in that school; this requirement shall apply to all staff, except for guidance counselors, and shall be based on the school's total enrollment; guidance counselor staff requirements shall, however, be based on the enrollment at the various school organization levels, i.e., elementary, middle, or high school. The Board of Education may grant waivers from these staffing levels upon request from local school boards seeking to implement experimental or innovative programs that are not consistent with these staffing levels.

M. School boards shall, however, annually, on or before January 1, report to the public the actual pupil/teacher ratios in elementary school classrooms by school for the current school year. Such actual ratios shall include only the teachers who teach the grade and class on a full-time basis and shall exclude resource personnel. School boards shall report pupil/teacher ratios that include resource teachers in the same annual report. Any classes funded through the voluntary kindergarten through third grade class size reduction program shall be identified as such classes. Any classes having waivers to exceed the requirements of this subsection shall also be identified. Schools shall be identified; however, the data shall be compiled in a manner to ensure the confidentiality of all teacher and pupil identities.

N. Students enrolled in a public school on a less than full-time basis shall be counted in ADM in the relevant school division. Students who are either (i) enrolled in a nonpublic school or (ii) receiving home instruction pursuant to § 22.1-254.1, and who are enrolled in public school on a less than full-time basis in any mathematics, science, English, history, social science, career and technical education, fine arts, foreign language, or health education or physical education course shall be counted in the ADM in the relevant school division on a pro rata basis as provided in the appropriation act. Each such course enrollment by such students shall be counted as 0.25 in the ADM; however, no such nonpublic or home school student shall be counted as more than one-half a student for purposes of such pro rata calculation. Such calculation shall not include enrollments of such students in any other public school courses.

O. Each local school board shall provide those support services that are necessary for the efficient and cost-effective operation and maintenance of its public schools.

For the purposes of this title, unless the context otherwise requires, "support services positions" shall include the following:

1. Executive policy and leadership positions, including school board members, superintendents and assistant superintendents;
 2. Fiscal and human resources positions, including fiscal and audit operations;
 3. Student support positions, including (i) social workers and social work administrative positions; (ii) guidance administrative positions not included in subdivision H 4; (iii) homebound administrative positions supporting instruction; (iv) attendance support positions related to truancy and dropout prevention; and (v) health and behavioral positions, including school nurses and school psychologists;
 4. Instructional personnel support, including professional development positions and library and media positions not included in subdivision H 3;
 5. Technology professional positions not included in subsection J;
 6. Operation and maintenance positions, including facilities; pupil transportation positions; operation and maintenance professional and service positions; and security service, trade, and laborer positions;
 7. Technical and clerical positions for fiscal and human resources, student support, instructional personnel support, operation and maintenance, administration, and technology; and
 8. School-based clerical personnel in elementary schools; part-time to 299 students, one full-time at 300 students; clerical personnel in middle schools; one full-time and one additional full-time for each 600 students beyond 200 students and one full-time for the library at 750 students; clerical personnel in high schools; one full-time and one additional full-time for each 600 students beyond 200 students and one full-time for the library at 750 students.
- Pursuant to the appropriation act, support services shall be funded from basic school aid.

School divisions may use the state and local funds for support services to provide additional instructional services.

P. Notwithstanding the provisions of this section, when determining the assignment of instructional and other licensed personnel in subsections C through J, a local school board shall not be required to include full-time students of approved virtual school programs.

§ 22.1-253.13:3. Standard 3. Accreditation, other standards and evaluation.

A. The Board of Education shall promulgate regulations establishing standards for accreditation pursuant to the Administrative Process Act (§ 2.2-4000 et seq.), which shall include, but not be limited to, student outcome measures, requirements and guidelines for instructional programs and for the integration of educational technology into such instructional programs, administrative and instructional staffing levels and positions, including staff positions for supporting educational technology, student services, auxiliary education programs such as library and media services, course and credit requirements for graduation from high school, community relations, and the philosophy, goals, and objectives of public education in Virginia.

The Board shall review annually the accreditation status of all schools in the Commonwealth.

Each local school board shall maintain schools that are fully accredited pursuant to the standards for accreditation as prescribed by the Board of Education. Each local school board shall review the accreditation status of all schools in the local school division annually in public session. Within the time specified by the Board of Education, each school board shall submit corrective action plans for any schools within its school division that have been designated as not meeting the standards as approved by the Board.

When the Board of Education has obtained evidence through the school academic review process that the failure of schools within a division to achieve full accreditation status is related to division level failure to implement the Standards of Quality, the Board may require a division level academic review. After the conduct of such review and within the time specified by the Board

of Education, each school board shall submit for approval by the Board a corrective action plan, consistent with criteria established by the Board and setting forth specific actions and a schedule designed to ensure that schools within its school division achieve full accreditation status. Such corrective action plans shall be part of the relevant school division's comprehensive plan pursuant to § 22.1-253.13:6.

With such funds as are appropriated or otherwise received for this purpose, the Board shall adopt and implement an academic review process, to be conducted by the Department of Education, to assist schools that are accredited with warning. The Department shall forward a report of each academic review to the relevant local school board, and such school board shall report the results of such academic review and the required annual progress reports in public session. The local school board shall implement any actions identified through the academic review and utilize them for improvement planning.

B. The Superintendent of Public Instruction shall develop and the Board of Education shall approve criteria for determining and recognizing educational performance in the Commonwealth's public school divisions and schools. Such criteria, when approved, shall become an integral part of the accreditation process and shall include student outcome measurements. The Superintendent of Public Instruction shall annually identify to the Board those school divisions and schools that exceed or do not meet the approved criteria. Such identification shall include an analysis of the strengths and weaknesses of public education programs in the various school divisions in Virginia and recommendations to the General Assembly for further enhancing student learning uniformly across the Commonwealth. In recognizing educational performance in the school divisions, the Board shall include consideration of special school division accomplishments, such as numbers of dual enrollments and students in Advanced Placement and International Baccalaureate courses, and participation in academic year Governor's Schools.

The Superintendent of Public Instruction shall assist local school boards in the implementation of action plans for increasing educational performance in those school divisions and schools that are identified as not meeting the approved criteria. The Superintendent of Public Instruction shall monitor the implementation of and report to the Board of Education on the effectiveness of the corrective actions taken to improve the educational performance in such school divisions and schools.

C. With such funds as are available for this purpose, the Board of Education shall prescribe assessment methods to determine the level of achievement of the Standards of Learning objectives by all students. Such assessments shall evaluate knowledge, application of knowledge, critical thinking, and skills related to the Standards of Learning being assessed. The Board shall (i) in consultation with the chairpersons of the eight regional superintendents' study groups, establish a timetable for administering the Standards of Learning assessments to ensure genuine end-of-course and end-of-grade testing and (ii) with the assistance of independent testing experts, conduct a regular analysis and validation process for these assessments.

In prescribing such Standards of Learning assessments, the Board shall provide local school boards the option of administering tests for United States History to 1877, United States History: 1877 to the Present, and Civics and Economics. The last administration of the cumulative grade eight history test will be during the 2007-2008 academic school year. Beginning with the 2008-2009 academic year, all school divisions shall administer the United States History to 1877, United States History: 1877 to the Present, and Civics and Economics tests. The Board shall also provide the option of industry certification and state licensure examinations as a student-selected verified credit.

The Board of Education shall make publicly available such assessments in a timely manner and as soon as practicable following the administration of such tests, so long as the release of such assessments does not compromise test security or deplete the bank of assessment questions necessary to construct subsequent tests, or limit the ability to test students on demand and provide immediate results in the web-based assessment system.

The Board shall include in the student outcome measures that are required by the Standards for Accreditation end-of-course or end-of-grade tests for various grade levels and classes, as determined by the Board, in accordance with the Standards of Learning. These Standards of Learning assessments shall include, but need not be limited to, end-of-course or end-of-grade tests for English, mathematics, science, and history and social science.

In addition, to assess the educational progress of students, the Board of Education shall (i) develop appropriate assessments, which may include criterion-referenced tests and alternative assessment instruments that may be used by classroom teachers; (ii) select appropriate industry certification and state licensure examinations and (iii) prescribe and provide measures, which may include nationally normed tests to be used to identify students who score in the bottom quartile at selected grade levels. An annual justification that includes evidence that the student meets the participation criteria defined by the Virginia Department of Education shall be provided for each student considered for the Virginia Grade Level Alternative. Each Individual Education Program team shall review such justification and make the final determination as to whether or not the Virginia Grade Level Alternative is appropriate for the student. The superintendent and the school board chairman shall certify to the Board of Education, as a part of certifying compliance with the Standards of Quality, that there is a justification in the Individual Education Program for every student who takes the Virginia Grade Level Alternative. Compliance with this requirement shall be monitored as a part of the special education monitoring process conducted by the Department of Education. The Board shall report to the Governor and General Assembly in its annual reports pursuant to § 22.1-18 any school division that is not in compliance with this requirement.

The Standard of Learning requirements, including all related assessments, shall be waived for any student awarded a scholarship under the Brown v. Board of Education Scholarship Program, pursuant to § 30-231.2, who is enrolled in a preparation program for the General Education Development (GED) certificate or in an adult basic education program to obtain the high school diploma.

The Board of Education may adopt special provisions related to the administration and use of any SOL test or tests in a content area as applied to accreditation ratings for any period during which the SOL content or assessments in that area are being revised and phased in. Prior to statewide administration of such tests, the Board of Education shall provide notice to local school boards regarding such special provisions.

D. The Board of Education may pursue all available civil remedies pursuant to § 22.1-19.1 or administrative action pursuant to § 22.1-292.1 for breaches in test security and unauthorized alteration of test materials or test results.

The Board may initiate or cause to be initiated a review or investigation of any alleged breach in security, unauthorized alteration, or improper administration of tests, including the exclusion of students from testing who are required to be assessed, by local school board employees responsible for the distribution or administration of the tests.

Records and other information furnished to or prepared by the Board during the conduct of a review or investigation may be withheld pursuant to subdivision 12 of § 2.2-3705.3. However, this section shall not prohibit the disclosure of records to (i) a local school board or division superintendent for the purpose of permitting such board or superintendent to consider or to take personnel action with regard to an employee or (ii) any requester, after the conclusion of a review or investigation, in a form that (a) does not reveal the identity of any person making a complaint or supplying information to the Board on a confidential basis and (b) does not compromise the security of any test mandated by the Board. Any local school board or division superintendent receiving such records or other information shall, upon taking personnel action against a relevant employee, place copies of such records or information relating to the specific employee in such person's personnel file.

Notwithstanding any other provision of state law, no test or examination authorized by this section, including the Standards of Learning assessments, shall be released or required to be released as minimum competency tests, if, in the judgment of the Board, such release would breach the security of such test or examination or deplete the bank of questions necessary to construct future secure tests.

E. With such funds as may be appropriated, the Board of Education may provide, through an agreement with vendors having the technical capacity and expertise to provide computerized tests and assessments, and test construction, analysis, and security, for (i) web-based computerized tests and assessments for the evaluation of student progress during and after remediation and (ii) the development of a remediation item bank directly related to the Standards of Learning.

F. To assess the educational progress of students as individuals and as groups, each local school board shall require the use of Standards of Learning assessments and other relevant data, such as industry certification and state licensure examinations, to evaluate student progress and to determine educational performance. Each local school shall require the administration of appropriate assessments to all students for grade levels and courses identified by the Board of Education, which may include criterion-referenced tests, teacher-made tests and alternative assessment instruments and shall include the Standards of Learning Assessments and the National Assessment of Educational Progress state-by-state assessment. Each school board shall analyze and report annually, in compliance with any criteria that may be established by the Board of Education, the results from the Stanford Achievement Test Series, Ninth Edition (Stanford Nine) assessment, if administered, industry certification examinations, and the Standards of Learning Assessments to the public.

The Board of Education shall not require administration of the Stanford Achievement Test Series, Ninth Edition (Stanford Nine) assessment, except as may be selected to facilitate compliance with the requirements for home instruction pursuant to § 22.1-254.1.

The Board shall include requirements for the reporting of the Standards of Learning assessment scores and averages for each year as part of the Board's requirements relating to the School Performance Report Card. Such scores shall be disaggregated for each school by student subgroups on the Virginia assessment program as appropriate and shall be reported to the public within three months of their receipt. These reports (i) shall be posted on the portion of the Department of Education's website relating to the School Performance Report Card, in a format and in a manner that allows year-to-year comparisons, and (ii) may include the National Assessment of Educational Progress state-by-state assessment.

G. Each local school division superintendent shall regularly review the division's submission of data and reports required by state and federal law and regulations to ensure that all information is accurate and submitted in a timely fashion. The Superintendent of Public Instruction shall provide a list of the required reports and data to division superintendents annually. The status of compliance with this requirement shall be included in the Board of Education's annual report to the Governor and the General Assembly as required by § 22.1-18.

H. Any school board, on behalf of one or more of its schools, may request the Board of Education for releases from state regulations and for approval of an Individual School Accreditation Plan for the evaluation of the performance of one or more of its schools as authorized for certain other schools by the Standards of Accreditation pursuant to 8 VAC 20-131-280 C of the Virginia Administrative Code.

§ 22.1-253.13:4. Standard 4. Student achievement and graduation requirements.

A. Each local school board shall award diplomas to all secondary school students, including students who transfer from nonpublic schools or from home instruction, who earn the units of credit prescribed by the Board of Education, pass the prescribed tests, and meet such other requirements as may be prescribed by the local school board and approved by the Board of Education. Provisions shall be made to facilitate the transfer and appropriate grade placement of students from other public secondary schools, from nonpublic schools, or from home instruction as outlined in the standards for accreditation. Course credits earned for online courses taken in the Department of Education's Virtual Virginia program shall transfer to Virginia public schools in accordance with provisions of the standards for accreditation. Further, reasonable accommodation to meet the requirements for diplomas shall be provided for otherwise qualified students with disabilities as needed.

In addition, each local school board may devise, vis-a-vis the award of diplomas to secondary school students, a mechanism for calculating class rankings that takes into consideration whether the student has taken a required class more than one time and has had any prior earned grade for such required class expunged.

Each local school board shall notify the parents of rising eleventh and twelfth grade students of (i) the number and subject area requirements of standard and verified units of credit required for graduation pursuant to the standards for accreditation and (ii) the remaining number and subject area requirements of such units of credit the individual student requires for graduation.

B. Students identified as disabled who complete the requirements of their individualized education programs shall be awarded special diplomas by local school boards.

Each local school board shall notify the parent of such students with disabilities who have an individualized education program and who fail to meet the requirements for a standard or advanced studies diploma of the student's right to a free and appropriate education to age 21, inclusive, pursuant to Article 2 (§ 22.1-213 et seq.) of Chapter 13 of this title.

C. Students who have completed a prescribed course of study as defined by the local school board shall be awarded certificates of program completion by local school boards if they are not eligible to receive a standard, advanced studies, modified standard, special, or general achievement diploma.

Each local school board shall provide notification of the right to a free public education for students who have not reached 20 years of age on or before August 1 of the school year, pursuant to Chapter 1 (§ 22.1-1 et seq.) of this title, to the parent of students who fail to graduate or who have failed to achieve the number of verified units of credit required for graduation as provided in the standards for accreditation. If such student who does not graduate or achieve such verified units of credit is a student for whom English is a second language, the local school board shall notify the parent of the student's opportunity for a free public education in accordance with § 22.1-5.

D. In establishing course and credit requirements for a high school diploma, the Board shall:

1. Provide for the selection of integrated learning courses meeting the Standards of Learning and approved by the Board to satisfy graduation credit requirements, which shall include Standards of Learning testing, as necessary.

2. Establish the requirements for a standard, modified standard, or advanced studies high school diploma, which shall include one credit in fine or performing arts or career and technical education and one credit in United States and Virginia history. The requirements for a standard high school diploma shall, however, include at least two sequential electives chosen from a concentration of courses selected from a variety of options that may be planned to ensure the completion of a focused sequence of elective courses. Students may take such focused sequence of elective courses in consecutive years or any two years of high school. Such focused sequence of elective courses shall provide a foundation for further education or training or preparation for employment, shall be identified in the Academic and Career Plan as described in Board of Education regulations, and shall be developed by the school division, consistent with Board of Education guidelines and as approved by the local school board.

3. Establish the requirements for a technical diploma. This diploma shall meet or exceed the requirements of a standard diploma and will include a concentration in career and technical education, as established in Board regulations. A student who meets the requirement for the advanced studies diploma who also fulfills a concentration in career and technical education shall receive an advanced technical diploma, or if he chooses, he shall receive an advanced studies diploma. The Board may develop or designate assessments in career and technical education for the purposes of awarding verified credit pursuant to subdivision 6.

4. Provide, in the requirements for the verified units of credit stipulated for obtaining the standard or advanced studies diploma, that students completing elective classes into which the Standards of Learning for any required course have been integrated may

take the relevant Standards of Learning test for the relevant required course and receive, upon achieving a satisfactory score on the specific Standards of Learning assessment, a verified unit of credit for such elective class that shall be deemed to satisfy the Board's requirement for verified credit for the required course.

5. Establish a procedure to facilitate the acceleration of students that allows qualified students, with the recommendation of the division superintendent, without completing the 140-hour class, to obtain credit for such class upon demonstration of mastery of the course content and objectives. Having received credit for the course, the student shall be permitted to sit for the relevant Standards of Learning assessment and, upon receiving a passing score, shall earn a verified credit. Nothing in this section shall preclude relevant school division personnel from enforcing compulsory attendance in public schools.

6. Provide for the award of verified units of credit for passing scores on industry certifications, state licensure examinations, and national occupational competency assessments approved by the Board of Education.

School boards shall report annually to the Board of Education the number of Board-approved industry certifications obtained, state licensure examinations passed, national occupational competency assessments passed, Virginia workplace readiness skills assessments passed, and the number of career and technical education completers who graduated. These numbers shall be reported as separate categories on the School Performance Report Card.

For the purposes of this subdivision, a "career and technical education completer" is a student who has met the requirements for a career and technical concentration or specialization and all requirements for high school graduation or an approved alternative education program.

In addition, the Board may:

a. For the purpose of awarding verified units of credit, approve the use of additional or substitute tests for the correlated Standards of Learning assessment, such as academic achievement tests, industry certifications or state licensure examinations; and

b. Permit students completing career and technical education programs designed to enable such students to pass such industry certification examinations or state licensure examinations to be awarded, upon obtaining satisfactory scores on such industry certification or licensure examinations, the appropriate verified units of credit for one or more career and technical education classes into which relevant Standards of Learning for various classes taught at the same level have been integrated. Such industry certification and state licensure examinations may cover relevant Standards of Learning for various required classes and may, at the discretion of the Board, address some Standards of Learning for several required classes.

7. Provide for the waiver of certain graduation requirements (i) upon the Board's initiative or (ii) at the request of a local school board. Such waivers shall be granted only for good cause and shall be considered on a case-by-case basis.

E. In the exercise of its authority to recognize exemplary academic performance by providing for diploma seals, the Board of Education shall develop criteria for recognizing exemplary performance in career and technical education programs by students who have completed the requirements for a standard, standard technical, advanced studies, or advanced technical diploma and shall award seals on the diplomas of students meeting such criteria.

In addition, the Board shall establish criteria for awarding a diploma seal for advanced mathematics and technology for the standard, standard technical, advanced studies, and advanced technical diplomas. The Board shall consider including criteria for (i) technology courses; (ii) technical writing, reading, and oral communication skills; (iii) technology-related training; and (iv) industry, professional, and trade association national certifications.

The Board shall also establish criteria for awarding a diploma seal for excellence in civics education and understanding of our state and federal constitutions and the democratic model of government for the modified standard, standard, standard technical, advanced studies, and advanced technical diplomas. The Board shall consider including criteria for (i) successful completion of history, government, and civics courses, including courses that incorporate character education; (ii) voluntary participation in community service or extracurricular activities that includes the types of activities that shall qualify as community service and the number of hours required; and (iii) related requirements as it deems appropriate.

F. The Board shall establish, by regulation, requirements for the award of a general achievement diploma for those persons who have (i) achieved a passing score on the GED examination; (ii) successfully completed an education and training program designated by the Board of Education; and (iii) satisfied other requirements as may be established by the Board for the award of such diploma.

G. To ensure the uniform assessment of high school graduation rates, the Board shall collect, analyze, and report high school graduation and dropout data using a formula prescribed by the Board.

The Board may promulgate such regulations as may be necessary and appropriate for the collection, analysis, and reporting of such data.

§ 22.1-253.13:5. Standard 5. Quality of classroom instruction and educational leadership.

A. Each member of the Board of Education shall participate in high-quality professional development programs on personnel, curriculum and current issues in education as part of his service on the Board.

B. Consistent with the finding that leadership is essential for the advancement of public education in the Commonwealth, teacher, administrator, and superintendent evaluations shall be consistent with the performance objectives included in the Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, Administrators, and Superintendents. Teacher evaluations shall include regular observation and evidence that instruction is aligned with the school's curriculum. Evaluations shall include identification of areas of individual strengths and weaknesses and recommendations for appropriate professional activities.

C. The Board of Education shall provide guidance on high-quality professional development for (i) teachers, principals, supervisors, division superintendents and other school staff; (ii) administrative and supervisory personnel in the evaluation and documentation of teacher and administrator performance based on student academic progress and the skills and knowledge of such instructional or administrative personnel; (iii) school board members on personnel, curriculum and current issues in education; and (iv) programs in Braille for teachers of the blind and visually impaired, in cooperation with the Virginia Department for the Blind and Vision Impaired.

The Board shall also provide technical assistance on high-quality professional development to local school boards designed to ensure that all instructional personnel are proficient in the use of educational technology consistent with its comprehensive plan for educational technology.

D. Each local school board shall require (i) its members to participate annually in high-quality professional development activities at the state, local, or national levels on governance, including, but not limited to, personnel policies and practices; curriculum and instruction; use of data in planning and decision making; and current issues in education as part of their service on the local board and (ii) the division superintendent to participate annually in high-quality professional development activities at the local, state or national levels.

E. Each local school board shall provide a program of high-quality professional development (i) in the use and documentation of performance standards and evaluation criteria based on student academic progress and skills for teachers and administrators to clarify roles and performance expectations and to facilitate the successful implementation of instructional programs that promote student achievement at the school and classroom levels; (ii) as part of the license renewal process, to assist teachers and principals in acquiring the skills needed to work with gifted students, students with disabilities, and students who have been identified as having limited English proficiency and to increase student achievement and expand the knowledge and skills students require to meet the standards for academic performance set by the Board of Education; (iii) in educational technology for all instructional personnel which is designed to facilitate integration of computer skills and related technology into the curricula, and (iv) for administrative personnel designed to increase proficiency in instructional leadership and management, including training in the evaluation and documentation of teacher and administrator performance based on student academic progress and the skills and knowledge of such instructional or administrative personnel.

In addition, each local school board shall also provide teachers and principals with high-quality professional development programs each year in (i) instructional content; (ii) the preparation of tests and other assessment measures; (iii) methods for assessing the progress of individual students, including Standards of Learning assessment materials or other criterion-referenced tests that match locally developed objectives; (iv) instruction and remediation techniques in English, mathematics, science, and history and social science; (v) interpreting test data for instructional purposes; (vi) technology applications to implement the Standards of Learning; and (vii) effective classroom management.

F. Schools and school divisions shall include as an integral component of their comprehensive plans required by § 22.1-253.13:6, high-quality professional development programs that support the recruitment, employment, and retention of qualified teachers and principals. Each school board shall require all instructional personnel to participate each year in these professional development programs.

G. Each local school board shall annually review its professional development program for quality, effectiveness, participation by instructional personnel, and relevancy to the instructional needs of teachers and the academic achievement needs of the students in the school division.

§ 22.1-253.13:6. Standard 6. Planning and public involvement.

A. The Board of Education shall adopt a statewide comprehensive, unified, long-range plan based on data collection, analysis, and evaluation. Such plan shall be developed with statewide participation. The Board shall review the plan biennially and adopt any necessary revisions. The Board shall post the plan on the Department of Education's website if practicable, and, in any case, shall make a hard copy of such plan available for public inspection and copying.

This plan shall include the objectives of public education in Virginia, including strategies for first improving student achievement, particularly the achievement of educationally at-risk students, then maintaining high levels of student achievement; an assessment of the extent to which these objectives are being achieved; a forecast of enrollment changes; and an assessment of the needs of public education in the Commonwealth. In the annual report required by § 22.1-18, the Board shall include an analysis of the extent to which these Standards of Quality have been achieved and the objectives of the statewide comprehensive plan have been met. The Board shall also develop, consistent with, or as a part of, its comprehensive plan, a detailed

comprehensive, long-range plan to integrate educational technology into the Standards of Learning and the curricula of the public schools in Virginia, including career and technical education programs. The Board shall review and approve the comprehensive plan for educational technology and may require the revision of such plan as it deems necessary.

B. Each local school board shall adopt a divisionwide comprehensive, unified, long-range plan based on data collection, an analysis of the data, and how the data will be utilized to improve classroom instruction and student achievement. The plan shall be developed with staff and community involvement and shall include, or be consistent with, all other divisionwide plans required by state and federal laws and regulations. Each local school board shall review the plan biennially and adopt any necessary revisions. Prior to the adoption of any divisionwide comprehensive plan or revisions thereto, each local school board shall post such plan or revisions on the division's Internet website if practicable, and, in any case, shall make a hard copy of the plan or revisions available for public inspection and copying and shall conduct at least one public hearing to solicit public comment on the divisionwide plan or revisions.

The divisionwide comprehensive plan shall include, but shall not be limited to, (i) the objectives of the school division, including strategies for first improving student achievement, particularly the achievement of educationally at-risk students, then maintaining high levels of student achievement; (ii) an assessment of the extent to which these objectives are being achieved; (iii) a forecast of enrollment changes; (iv) a plan for projecting and managing enrollment changes including consideration of the consolidation of schools to provide for a more comprehensive and effective delivery of instructional services to students and economies in school operations; (v) an evaluation of the appropriateness of establishing regional programs and services in cooperation with neighboring school divisions; (vi) a plan for implementing such regional programs and services when appropriate; (vii) a technology plan designed to integrate educational technology into the instructional programs of the school division, including the school division's career and technical education programs, consistent with, or as a part of, the comprehensive technology plan for Virginia adopted by the Board of Education; (viii) an assessment of the needs of the school division and evidence of community participation, including parental participation, in the development of the plan; (ix) any corrective action plan required pursuant to § 22.1-253.13:3; and (x) a plan for parent and family involvement to include building successful school and parent partnerships that shall be developed with staff and community involvement, including participation by parents.

A report shall be presented by each school board to the public by November 1 of each odd-numbered year on the extent to which the objectives of the divisionwide comprehensive plan have been met during the previous two school years.

C. Each public school shall also prepare a comprehensive, unified, long-range plan, which the relevant school board shall consider in the development of its divisionwide comprehensive plan.

D. The Board of Education shall, in a timely manner, make available to local school boards information about where current Virginia school laws, Board regulations and revisions, and copies of relevant Opinions of the Attorney General of Virginia may be located online.

§ 22.1-253.13:7. Standard 7. School board policies.

A. Each local school board shall develop policies and procedures to address complaints of sexual abuse of a student by a teacher or other school board employee.

B. Each local school board shall maintain and follow up-to-date policies. All school board policies shall be reviewed at least every five years and revised as needed.

C. Each local school board shall ensure that policies are developed giving consideration to the views of teachers, parents, and other concerned citizens and addressing the following:

1. A system of two-way communication between employees and the local school board and its administrative staff whereby matters of concern can be discussed in an orderly and constructive manner;

2. The selection and evaluation of all instructional materials purchased by the school division, with clear procedures for handling challenged controversial materials;

3. The standards of student conduct and attendance and enforcement procedures designed to provide that public education be conducted in an atmosphere free of disruption and threat to persons or property and supportive of individual rights;

4. School-community communications and community involvement;

5. Guidelines to encourage parents to provide instructional assistance to their children in the home, which may include voluntary training for the parents of children in grades K through three;

6. Information about procedures for addressing concerns with the school division and recourse available to parents pursuant to § 22.1-87;

7. A cooperatively developed procedure for personnel evaluation appropriate to tasks performed by those being evaluated; and
 8. Grievances, dismissals, etc., of teachers, and the implementation procedure prescribed by the General Assembly and the Board of Education, as provided in Article 3 (§ 22.1-306 et seq.) of Chapter 15 of this title, and the maintenance of copies of such procedures.
- D. A current copy of the school division policies, required by this section, including the Student Conduct Policy, shall be posted on the division's website and shall be available to employees and to the public. School boards shall ensure that printed copies of such policies are available as needed to citizens who do not have online access.
- E. An annual announcement shall be made in each division at the beginning of the school year and, for parents of students enrolling later in the academic year, at the time of enrollment, advising the public that the policies are available in such places.

§ 22.1-253.13:8. Compliance.

The Standards of Quality prescribed in this chapter shall be the only standards of quality required by Article VIII, Section 2 of the Constitution of Virginia.

Each local school board shall provide, as a minimum, the programs and services, as provided in the Standards of Quality prescribed above, with state and local funds as apportioned by the General Assembly in the appropriation act and to the extent funding is provided by the General Assembly.

Each local school board shall report its compliance with the Standards of Quality to the Board of Education annually. The report of compliance shall be submitted to the Board of Education by the chairman of the local school board and the division superintendent.

Noncompliance with the Standards of Quality shall be included in the Board of Education's annual report to the Governor and the General Assembly as required by § 22.1-18.

As required by § 22.1-18, the Board of Education shall submit to the Governor and the General Assembly a report on the condition and needs of public education in the Commonwealth and shall identify any school divisions and the specific schools therein that have failed to establish and maintain schools meeting the existing prescribed Standards of Quality.

The Board of Education shall have authority to seek school division compliance with the foregoing Standards of Quality. When the Board of Education determines that a school division has failed or refused, and continues to fail or refuse, to comply with any such Standard, the Board may petition the circuit court having jurisdiction in the school division to mandate or otherwise enforce compliance with such standard, including the development or implementation of any required corrective action plan that a local school board has failed or refused to develop or implement in a timely manner.

§ 22.1-253.13:9. Virginia Index of Performance incentive program.

A. Schools and local school divisions shall be recognized by the Board of Education in accordance with guidelines it shall establish for the Virginia Index of Performance (VIP) incentive program. The VIP incentive program shall be designed to recognize and reward fully accredited schools and school divisions that make significant progress toward achieving advanced proficiency levels in reading, mathematics, science, and history and social science, and on other indicators of school and student performance that are aligned with the Commonwealth's goals for public education.

Such recognition may include:

1. Public announcements recognizing individual schools and divisions;
2. Tangible rewards;
3. Waivers of certain board regulations;
4. Exemptions from certain reporting requirements; or
5. Other commendations deemed appropriate to recognize high achievement.

In addition to Board recognition, local school boards shall adopt policies to recognize individual schools through public announcements or media releases as well as other appropriate recognition.

In order to encourage school divisions to promote student achievement in science, technology, engineering, and mathematics, the Board of Education shall take into account in its guidelines a school division's increase in enrollments and elective course offerings in these areas.

B. A school that maintains a passing rate on Virginia assessment program tests or additional tests approved by the Board of 95 percent or above in each of the four core academic areas for two consecutive years may, upon application to the Department of Education, receive a waiver from annual accreditation. A school receiving such a waiver shall be fully accredited for a three-year period. However, such school shall continue to annually submit documentation in compliance with the pre-accreditation eligibility requirements.

C. Schools may be eligible to receive the Governor's Award for Outstanding Achievement. This award will be given to schools rated fully accredited that significantly increase the achievement of students within student subgroups in accordance with guidelines prescribed by the Board of Education.

Appendix E: Annual Charter School Report

Status of Virginia’s Public Charter Schools in 2010-2011

The Department of Education collected information on the number of public charter school applications approved and denied by local school boards during 2010-2011 through Superintendent’s Memorandum, Number 152-11, *Charter School Report for 2010-2011*, dated May 27, 2011.

- No charter school applications were denied;
- No new charter school applications were approved;
- No operating charter school closed; and
- Four charter schools operated for students in 2010-2011.

Of the four charter schools currently operating in Virginia, all earned the rating for ‘fully Accredited’ and all made the Adequately Yearly Progress (AYP) targets.

Virginia Public Charter Schools in Operation – 2010-2011

Division	School	Year Opened	Grades Served	Enrollment
Albemarle County	Murray High School	2001	9-12	105
York County	York River Academy	2002	9-12	61
Albemarle County	The Albemarle Community Public Charter School	2008	6-8	36
Richmond City	Patrick Henry School of Science and Arts	2010	K-5	146

Accreditation and Adequate Yearly Progress (AYP) Status for 2010-2011

Academic Status	Murray High School	York River Academy	The Albemarle Community Public Charter	Patrick Henry School of Science and Arts
State Accreditation	Fully Accredited	Fully Accredited	Fully Accredited	Fully Accredited
Adequate Yearly Progress (AYP)	Made AYP	Made AYP	Made AYP	Made AYP

Appendix F: Information on Rebenchmarking State Basic Aid

State funding for K-12 education in Virginia represents one-third of the state general fund (GF) budget and is its largest portion. State K-12 funding in FY12 is \$5.5 billion, mostly from GFs but also other state sources. From FY02 to FY12, state K-12 funding increased 37 percent while enrollment increased only 6.5 percent. Much of the new spending during this time prior to the recession was to fund increased standards under Virginia's Standards of Quality.

The Direct Aid to Public Education budget provides state funding to school divisions for prekindergarten-12 educational programs. In each odd-numbered year, the cost of the Direct Aid to Public Education budget is rebenchmarking for the next biennium. The rebenchmarking budget represents the state cost of continuing the existing Direct Aid to Public Education programs with biennial updates in the input data used to determine the cost of the programs.

Appendix G:

A Status Report Regarding Multidivision Online Learning Reported to the Governor of Virginia and the Virginia General Assembly

Executive Summary

In 2010, the Virginia General Assembly passed legislation, introduced by Governor Robert F. McDonnell, authorizing the establishment of virtual school programs (see Appendix A). The legislation required the Superintendent of Public Instruction to develop and the Virginia Board of Education to approve criteria for approving, monitoring, and, if necessary, revoking the contracts of multidivision providers of online courses and virtual school programs. It stipulated that the courses or programs must meet certain requirements with regard to accreditation and staffing and that the educational objectives and assessments meet or exceed the Virginia Standards of Learning (SOL) and Standards of Accreditation.

The bill allowed local school boards to enter into contracts with approved providers to offer such courses and programs. As guidance to these boards, the Superintendent of Public Instruction developed model policies and procedures pertaining to student access. In addition, the legislation required the Virginia Department of Education to develop a Web site containing relevant information, including course content, registration information, teacher qualifications, and completion rates. The local boards posted information on their Web sites to enable visitors to understand and compare various options for learners, including the types of online courses and programs available, conditions under which the division will pay course fees and other costs for nonresident students, and criteria for granting high school credit.

During the past year, the Department of Education produced and implemented the multidivision online provider application process, including the development of *Criteria for Approval of Multidivision Online Providers* and the application, appeal, and monitoring process (see Appendix B). The application window was open for 30 days, beginning on February 1, 2011. During that time, 14 organizations submitted applications and course correlation documents. After a thorough review, 13 of these organizations were approved to offer online instruction as multidivision online providers. For the one rejected application, review teams noted significant deficiencies in policy, pupil performance standards, Section 508 compliance, teacher licensure requirements, and correlation to the SOL.

Authority for the Report

The 2010 legislation amended § 22.1-212.25.C of the *Code of Virginia* to require the following: “Beginning November 1, 2011, and annually thereafter, the Board of Education shall include in its annual report to the Governor and the General Assembly information regarding multidivision online learning during the previous school year. The information shall include but not be limited to student demographics, course enrollment data, parental satisfaction, aggregated student course completion and passing rates, and activities and outcomes of course and provider approval reviews. The November 1, 2011, report shall be an interim progress report and include information on the criteria and processes adopted by the Board and outcomes of provider applications.”

Activities during the Reporting Period

The following is a list of relevant activities that occurred between April 2010 And November 1, 2011:

- Teams at the Virginia Department of Education developed the multidivision online provider application process, including the *Criteria for Approval of Multidivision Online Providers* and the application, appeal, and monitoring processes.

- Public meetings were held with school divisions and online providers to share information and receive feedback on the application process.
- The Board of Education approved the final criteria and application documents on November 18, 2010.
- The Department of Education launched a Web site to provide information and documents for multidivision online providers regarding the application process:
http://www.doe.virginia.gov/instruction/virtual_learning/virtual_schools/providers/index.shtml.
- The application window was open for 30 days, beginning on February 1, 2011. Applications were received from 14 organizations.
- Applications were subjected to an extensive review by policy, instruction, special education, information management, technology, and finance teams in the Department of Education.
- Thirteen organizations were initially approved to offer online instruction, contingent upon the submission of additional information in the areas of teacher licensure, Section 508 compliance, and data reporting. A summary of approved providers appears later in this report.
- Of the 385 courses reviewed for correlation to the SOL, 274 were approved during the initial application period. Providers are in the process of revising and resubmitting the 111 courses that were not initially approved.
- The Department of Education developed model policies and procedures and shared these with local school divisions via the Web:
http://www.doe.virginia.gov/instruction/virtual_learning/virtual_schools/divisions/index.shtml. These documents provide guidance on entering into contracts with multidivision online providers.
- The Department of Education developed and posted online a *Frequently Asked Questions* document to answer questions about multidivision online providers, including definitions, tuition issues, and reporting requirements.
- The Department of Education posted information about the providers and their course offerings on its Web site: https://p1pe.doe.virginia.gov/amop_public/.
- The Department of Education collected information from the providers regarding any contracts they currently have in place with Virginia public school divisions.

Data Collection and Monitoring

Beginning with the 2011-12 school years, students participating in approved virtual courses will be flagged within the Student Record Collection (SRC), which contains more than 100 demographic, funding, and program participation elements for each student in the Commonwealth. It is collected three times a year to correspond with fall membership, March 31 average daily membership, and the last day of school. Once students are enrolled in a virtual course, the Department of Education can then provide the following information via the State Testing Identifier (STI):

- Assessment data, including Adequate Yearly Progress (AYP)-type pass rates
- Cohort graduation data, including on-time graduation rates and cohort drop-out rates
- Course enrollment and completion data from the Master Schedule Collection
- Career and technical education reports, including industry credential reports
- Funding summaries

Surveys of school divisions will provide additional information about contractual issues with multidivision online providers. During the course of the academic year, Department of Education review teams or school division representatives may review courses, providers, and policies to verify that the programs comply with all state and federal laws and regulations. If the Department of Education believes there is a cause for concern, more extensive reviews will be conducted.

Issues and Challenges

During the implementation, several challenges emerged:

- Some of the providers' course names were not the same as those used in the SOL; for example, a provider's World Literature II course was comparable to the English Grade 10 SOL. In addition, the providers were allowed to offer elective courses that did not correlate to any standard, which also caused confusion; for example, one provider's Algebra I course correlated with the SOL, while another's elective Algebra I course did not fully correlate.
- Multidivision online providers were allowed to revise and resubmit course correlation documentation at any time after the application window closed. This decision was made because of logistical challenges related to the tight deadline and to ensure the highest quality submissions. This resulted, however, in a continuous review of provider content.
- The Department of Education originally required multidivision online providers to provide teacher and administrator licensure information at the time of application; however, the providers would not employ and assign teachers until enough students had registered for the courses. As a result, the rule was revised, allowing providers to submit teacher credentials once they were confident that the course had sufficient enrollment to be offered.
- Providers and school divisions were confused about what constitutes a multidivision online provider as compared to a provider of online content taught by a local teacher. To address this problem, the Department of Education issued clarification and provided training to assist divisions in reporting data correctly.
- The definitions of "full-time" and "part-time" students need to be clarified. This issue has made it difficult to design data collection processes.

Summary of Approved Providers and Courses

Of the 14 applications received during the application window, 13 providers met the criteria for approval: Apex Learning; BYU Independent Study; CCPSOnline; CompuHigh, LLC; Connections Academy, LLC; Education2020, Inc.; EdOptions Online Academy; EdisonLearning, Inc.; Florida Virtual School; Giant Campus of Virginia; K-12 Virtual Schools, LLC; Virtual High School Global Consortium; and York County Public Schools. Jefferson High Online was not initially approved. Review teams noted significant deficiencies in policy, pupil performance standards, Section 508 compliance, teacher licensure requirements, and correlation to Virginia's Standards of Learning. The approved providers offer 711 approved standards-based courses and nonstandards-based elective courses. See below for a listing of each provider and its approved courses. If a provider's course name differs from Virginia's, the provider's course name follows in brackets.

Apex Learning
1215 Fourth Avenue, Suite 1500
Seattle, Washington 98161

Approved SOL Courses

Algebra I [Algebra I (Core/Honors/LA)]
Algebra II [Algebra 2 (Core/Honors/LA)]
Biology [Biology (Core/Honors/LA)]
Chemistry [Chemistry (Core/Honors/LA)]
Earth Science [Earth Science (Core/Honors/LA)]
Economics and Personal Finance [U.S. and Global Economics (Honors)]
English Grade 10 [English II: Critical Reading and Effective Writing (Core/Honors/LA)]
English Grade 11 [English Grade 11 (Core/Honors)]
English Grade 12 [English Grade 12 (Honors)]
English Grade 12 [English IV: British and World Literature (Core)]
English Grade 4 [English Foundations I (Foundation) Grade 04]
English Grade 5 [English Foundations I (Foundation) Grade 05]
English Grade 6 [English Foundations I (Foundation) Grade 06]
English Grade 7 [English Foundations II (Foundation) Grade 07]
English Grade 8 [English Foundations II (Foundation) Grade 08]
English Grade 9 [English Foundations II (Foundation) Grade 09]
English Grade 9 [English I: Introduction to Literature and Composition (Honors/LA)]
English Grade 9 [Writing Skills and Strategies (Core) Grade 9]
French II [French II (Core)]
French II [French II (Core)]
French II [French II (Honors)]
General Music 9-12 [Music Grades 9-12 (Core)]
Geometry [Geometry (Core/Honors/LA)]
Physical Science [Physical Science (Core/Honors/LA)]
Spanish I [Spanish 1 (Core/Honors)]
Spanish II [Spanish 2 (Honors)]
Virginia & U.S. Government [U.S. Government and Politics (Core)]
Virginia & U.S. History [US History (Core)]
Visual Arts I: Foundations [Art Appreciation]
World Geography [Geography and World Cultures (Core)]
World History & Geography 1500 - Present [World History since the Renaissance (Core)]
World History & Geography 1500 - Present [World History (Core)]
World History & Geography to 1500 [World History to the Renaissance (Core)]

BYU Independent Study
120 MORC
Provo, Utah 84602

Approved SOL Courses

Biology [Biology 41]
English Grade 9 [English 41]
Geometry [Geometry 41]
Health Grade 10 [Health 41]
Health Grade 9 [Health 41]

CCPSOnline-Chesterfield County Public Schools
4003 Cogbill Road
Richmond, Virginia 23234

Approved SOL Courses

Health Grade 10 [Health 10]
Health Grade 9 [Health 9]
PE Grade 10 [PE 10]
PE Grade 9 [PE 9]

Non-SOL Elective Courses

Computer Applications
Earth Science 2
Keyboarding
Psychology
Sociology

CompuHigh LLC
515 Wilson Avenue
Morgantown, West Virginia 26501

Approved SOL Courses

Earth Science [Earth Science]
World History & Geography to 1500 [World History I]

Connections Academy, LLC
1001 Fleet Street, 5th Floor
Baltimore, Maryland 21202

Approved SOL Courses

Algebra I [Algebra I]
Algebra II [Algebra II]
Biology [Biology]
Chemistry [Chemistry]
Earth Science [Earth Science]
Economics and Personal Finance [Economics and Personal Finance]

English Grade 1 [Language Arts 1]
 English Grade 9 [English 9]
 English Grade 10 [English 10]
 English Grade 11 [English 11]
 English Grade 12 [English 12]
 English Grade 2 [Language Arts 2]
 English Grade 7 [Language Arts 7]
 English Grade 8 [Language Arts 8]
 English Kindergarten [Language Arts K]
 French I (French I)
 French II (French II)
 Geometry
 Health Grade 7 [Health and Phys Ed 7]
 Health Grade 8 [Health and Phys Ed 8]
 Health Grade 10 [Health and Phys Ed 10]
 History Grade 1 [Social Studies 1]
 Life Science [Science 7]
 Mathematics Grade 1 [Math 1]
 Mathematics Grade 2 [Math 2]
 Mathematics Grade 3 [Math 3]
 Mathematics Grade 4 [Math 4]
 Mathematics Grade 5 [Math 5]
 Mathematics Grade 6 [Math 6]
 Mathematics Grade 7 [Math 7]
 Mathematics Grade 8 [Algebra Readiness (Math 8)]
 Mathematics Kindergarten [Math K]
 Mathematics/Probability and Statistics [Math-Statistics]
 Music Grade 4 [Music II]
 Music Grade 5 [Music III]
 Music Grades 6-8 [Music IV]
 Music Grades 9-12 [Music Appreciation]
 Music Kindergarten [Music I]
 PE Grade 1 [Physical Education 1]
 PE Grade 2 [Physical Education 2]
 PE Grade 3 [Physical Education 3]
 PE Grade 4 [Physical Education 4]
 PE Grade 5 [Physical Education 5]
 Physical Science [Science 8]
 Science Grade 1 [Science 1]
 Science Grade 5 [Science 5]
 Science Grade 6 [Science 6]
 Spanish I [Spanish I]
 US History 1865 to Present [Social Studies 5 US History II]
 US History to 1865 [Social Studies 4 US History I]
 Virginia & US Government [American Government]
 Virginia & US History [United States History]
 Visual Arts Grade 1 [Art 1]
 Visual Arts Grade 2 [Art 2]
 Visual Arts Grade 3 [Art 3]
 Visual Arts Grade 4 [Art 4]
 Visual Arts Grade 5 [Art 5]
 Visual Arts Grade 6 [Art 6]
 Visual Arts Grade 7 [Art 7]
 Visual Arts Grade 8 [Art 8]

Visual Arts Kindergarten [Art K]
 World Geography [World Geography and Geography and Society]

Non-SOL Elective Courses

AP Art History
 AP Biology
 AP Calculus AB
 AP Calculus BC
 AP Computer Science A
 AP English Language and Composition
 AP English Literature
 AP Environmental Science
 AP Macroeconomics
 AP Microeconomics
 AP Physics B
 AP Psychology
 AP Spanish Language
 AP Statistics
 AP US Government
 AP US History
 AP World History
 Business Systems Technology
 Chinese I A
 Chinese I B
 Chinese II A
 Chinese II B
 College Prep with ACT
 College Prep with SAT
 Consumer Math A
 Consumer Math B
 Digital Photography
 Driver's Education
 Emergent Computer Technology
 Environmental Science A
 Environmental Science B
 Explorations in Mathematics A
 Explorations in Mathematics B
 Game Design
 Introduction to Computers and Applications A
 Introduction to Computers and Applications B
 Japanese I A
 Japanese I B
 Japanese II A
 Japanese II B
 Journalism A
 Journalism B
 Keyboarding HS
 Programming I: VB.NET
 Programming II: Java
 Psychology A
 Psychology B
 Web Design

Education2020, Inc.
7303 East Earll Drive
Scottsdale, Arizona 85251

Approved SOL Courses

Algebra I [Algebra I]
Algebra II [Algebra II]
Biology [Biology]
Chemistry [Chemistry]
Earth Science [Earth Science]
English Grade 6 [English 6]
English Grade 10 [English 10]
English Grade 11 [English 11]
English Grade 12 [English 12]
English Grade 7 [English 7]
English Grade 8 [English 8]
English Grade 9 [English 9]
Geometry [Geometry]
Health Grade 10 [Health]
Life Science [Life Science]
Mathematics Grade 6 [Math 6]
Mathematics Grade 7 [Math 7]
Mathematics Grade 8 [Math 8]
Physical Science [Physical Science]
Physics [Physics]
US History 1865 to Present [US History]
US History to 1865 [Middle School US History]
World History & Geography 1500-Present [World History and Geography II 1500 and Beyond]
World History & Geography to 1500 [World History and Geography I to 1500]

Non-SOL Elective Courses

Art History I
Basic Algebra
Basic Mathematics
Career Planning and Development
Computer Applications: Office 2007
Environmental Science
Foundations of Personal Wellness
GED-Math Bundle (includes 3 strands)
GED-Reading
GED-Science
GED-Social Studies
GED-Writing Bundle (includes 2 strands)
Healthy Living
IDEA Writing - Instruction to Develop Expository and Applied Writing
Intermediate Algebra
Intro to Communication and Speech
Introduction to Art
Lifetime Fitness
Literacy and Comprehension I
Literacy and Comprehension II
Psychology
Reading Skills

Sociology
Strategies for Academic Success
The Classic Novels Package (includes 15 novels)
Writing Skills
ACT-Math Bundle (includes 3 strands)
ACT-Reading Bundle (includes 3 strands)
ACT-Writing
ACT-English Bundle (includes 3 strands)
ACT-Science
SAT-Math Bundle (includes 3 strands)
SAT-Critical Reading Bundle (includes 3 strands)
SAT-Writing
VT-VA-SOL-8th Grade Math
VT-VA-SOL-8th Grade Reading
VT-VA-SOL-8th Grade Writing
VT-VA-EOC-SOL-9th Grade Reading
VT-VA-EOC-SOL-9th Grade Writing
VT-VA-EOC-SOL-10th Grade Reading
VT-VA-EOC-SOL-10th Grade Writing
VT-VA-EOC-SOL-11th Grade Reading
VT-VA-EOC-SOL-11th Grade Writing
VT-VA-EOC-SOL-Algebra I
VT-VA-EOC-SOL-Algebra II
VT-VA-EOC-SOL-Geometry
VT-VA-EOC-SOL-Earth Science
VT-VA-EOC-SOL-Biology
VT-VA-EOC-SOL-Chemistry
VT-VA-EOC-SOL-Civics & Economics
VT-VA-EOC-SOL-World Geography
VT-VA-EOC-SOL-World History & Geography to 1500
VT-VA-EOC-SOL-World History & Geography 1500-Present

EdOptions Online Academy
500 West Annandale Road
Falls Church, Virginia 22046

Algebra I [Algebra I]
Algebra II [Algebra II]
Algebra II [Pre-Calculus]
Biology [Biology]
Chemistry [Chemistry]
Earth Science [Earth Science]
English Grade 10 [English II]
English Grade 11 [American Literature]
English Grade 12 [British Literature]
English Grade 6 [English 6]
English Grade 8 [English 8]
English Grade 9 [English I]
Geometry [Geometry]
Health Grade 9 [Health Grade 9]
Life Science [Life Science Grade 7]
Mathematics Grade 6 [Math 6]
Mathematics Grade 7 [Math 7]
Mathematics Grade 8 [Math 8]

Physical Science [Physical Science]
Physics [Physics]
Science Grade 6 [Science Grade 6]
Spanish I [Spanish I]
Spanish II [Spanish II]
Virginia & US Government [Government]
Virginia & US History [American History]
World Geography [Geography]
World History & Geography 1500-Present [World History Since 1500]
World History & Geography to 1500 [World History Before 1815]

EdisonLearning, Inc.
485 Lexington Avenue
New York, New York 10017

Approved SOL Courses

Algebra I [Algebra I]
Algebra II [Algebra II]
Biology [Biology]
Chemistry [Chemistry]
Earth Science [Earth Science]
English Grade 10 [World Literature II]
English Grade 11 [American Literature]
English Grade 12 [British Literature]
English Grade 9 [World Literature I]
Geometry [Geometry]
World Geography [World Geography]
World History 1500-Present [World History II]

Non-SOL Elective Courses

Astronomy
Biotechnology
Calculus
Computer Engineering
Electrical Engineering
Environmental Science
Epidemiology
Fitness
Forensics
General Math
Genetics
Health
HTML
Intro to Office Applications
Introduction to Technological Sciences
JAVA
Life Science
Life Skills
Macroeconomics
Mechanical Engineering

Microeconomics
Music Theory
Natural Disasters
Physical Science
Pre-Algebra
Pre-Calculus
Psychology
Science of Computing
Sociology
Sports Science
Statistics
Superstars of Science
Trigonometry

Florida Virtual School
2145 Metrocenter Boulevard, Suite 200
Orlando, Florida 32835

Approved SOL Courses

Biology [Biology/Biology Honors]
Chemistry [Chemistry/Chemistry Honors]
English Grade 10 [English II]
English Grade 11 [English III]
English Grade 12 [English IV]
English Grade 9 [English I]
Geometry [Geometry/Geometry Honors]
Health Grade 9 [Health and PE Grade 9]
Latin I [Latin I]
Latin II [Latin II]
Latin III [Latin III]
Physics [Physics/Physics Honors]
Spanish I [Spanish I]
Spanish II [Spanish II]
Spanish III [Spanish III]
US & World Government [American Government/American Government Honors]
US & World History [American History/American History Honors]

Non-SOL Elective Courses

3D Art I Modeling
3D Art II Animation
Adult Ed GED
Algebra I (LRC)
Algebra II (LRC)
Algebra Readiness
American Government (LRC)
American History - Conspiracy Code
Game v1
American History (LRC)
AP Art History
AP Biology
AP Calculus AB
AP Calculus BC
AP Computer Science A
AP English Language and Composition

AP English Literature and Composition
 AP Environmental Science
 AP Macroeconomics
 AP Microeconomics
 AP Psychology
 AP Spanish Language
 AP Statistics
 AP United States Government and Politics
 AP United States History
 Audio Engineering
 Biology (LRC)
 Calculus
 Chemistry (LRC)
 Chinese I
 Chinese II
 Chinese III
 Computer Aided Design (CAD)
 Computer Literacy
 Computer Programming I
 Computing for College and Careers
 Digital Arts I
 Digital Arts II
 Digital Photography and Graphics
 Digital Video Production
 Earth Space Science
 Earth Space Science (LRC)
 Economics
 Economics (LRC)
 English I (LRC)
 English II (LRC)
 English III (LRC)
 English IV (LRC)
 Fitness Lifestyle Design
 Flash Animation
 Game Design
 Geometry (LRC)
 Global Studies
 Green Design and Technology
 Introduction to C++ Programming
 Introduction to Entrepreneurship I
 Introduction to Marketing I
 Introduction to Marketing II
 Journalism (available Jan.2012)
 Liberal Arts Mathematics
 Life Management Skills
 Marine Science
 Middle School Business Keyboarding
 Middle School Comprehensive Science I
 Middle School Mathematics I
 Middle School Spanish I
 Middle School U.S. History
 MJ Comprehensive PE Grades 6/7
 MJ Comprehensive PE Grades 7/8
 MJ Comprehensive Science 1
 MJ Comprehensive Science 2
 MJ Comprehensive Science 3

MJ Critical Thinking- Problem Solving- Learning Strategies
 MJ Fitness Grade 6
 MJ Keyboarding
 MJ Mathematics 1 (LRC)
 MJ Mathematics 2 (LRC)
 MJ Mathematics 3 (LRC)
 MJ Orientation to Art 2D
 MJ Reading 1
 MJ Spanish 1
 MJ Spanish 2
 MJ Spanish 2 v9
 MJ U.S. History
 MJ World Cultures
 MJ World Geography
 Online Game Design
 Personal Fitness- Adaptive IEP or 504 Plan
 Personal Fitness
 Physical Science (LRC)
 Physics (LRC)
 Pre-Calculus
 Psychology I
 Reading for College Success
 SAT Preparation
 Thinking and Learning Strategies
 Web Design I
 Web Design II
 World History

Giant Campus of Virginia
3131 Elliott Avenue, #790
Seattle, Washington 98121

Non-SOL Elective Courses

3D Art I
 Digital Arts I
 3D Art II: Animation
 Digital Arts II
 Audio Engineering
 Introduction to Entrepreneurship I
 Introduction to Entrepreneurship II
 Introduction to Marketing I
 Introduction to Marketing II
 Computer Aided Design
 Image Design and Editing
 Flash Animation
 Flash Game Development
 Game Design
 Introduction to C++ Programming
 Computer Literacy
 Green Design and Technology
 Web Design

K12 Virtual Schools, LLC
2300 Corporate Park
Herndon, Virginia 20171

Approved SOL Courses

Algebra I (Algebra I)
Biology [202 Biology]
Chemistry [302 Chemistry]
Civics and Economics [Civics and Economics (VA)]
Earth Science [112 Earth Science]
Earth Science [Earth Science Grade 6]
English Grade 1 [Language Arts 1]
English Grade 10 [202 Literary Analysis and Composition II]
English Grade 11 [302 American Literature]
English Grade 2 [Language Arts 2]
English Grade 3 [Language Arts 3]
English Grade 4 [Language Arts 4]
English Grade 5 [Language Arts 5]
English Grade 6 [Intermediate Language Arts A]
English Grade 7 [Intermediate Language Arts B]
English Grade 8 [Language Arts and Phonics 8]
English Grade 9 [102 Literary Analysis and Composition I]
English Kindergarten [Language Arts K]
German I [VA German I]
German II [VA German II]
Health Grade 3 (Health Grade 3)
Health Grade 4 [Health Grade 4]
Health Grade 5 [Health Grade 5]
Health Grade 6 [Health Grade 6]
Health Grade 7 [Health Grade 7]
Health Grade 8 [Health Grade 8]
Health Grade 9 [Skills for Health]
History Grade 1 [History 1]
History Grade 2 [History 2]
History Grade 3 [History 3]
History Grade 4 [History Virginia Studies]
History Kindergarten [History K]
Latin I [VA Latin I]
Latin II [VA Latin II]
Life Science [Life Science Grade 7]
Mathematics Grade 6 [Pre-Algebra A]
Mathematics Grade 7 [Pre-Algebra B]
Mathematics Kindergarten [Math K]
Mathematics Grade 1 [Math 1]
Mathematics Grade 2 [Math 2]
Mathematics Grade 3 [Math 3]
Mathematics Grade 4 [Math 4]
Mathematics Grade 5 [Math 5]
Modern Languages I [VA Chinese I]
Modern Languages II [VA Chinese II]
Music Grade 1 [Beginning 1 Music]
Music Grade 2 [Beginning 2 Music]
Music Grade 3 [Intermediate 1 Music]
Music Grade 4 [Intermediate 2 Music]

Music Grade 5 [Intermediate 3 Music]
6-8 General Music [Music Appreciation 6-8]
9-12 General Music [Music Appreciation 9-12]
PE Grade 3 [PE Grade 3]
PE Grade 4 [PE Grade 4]
PE Grade 6 [PE Grade 6]
PE Grade 5 [PE Grade 5]
PE Grade 7 [PE Grade 7]
PE Grade 8 [PE Grade 8]
PE Grade 9 [PE Grade 9]
Physical Science [Physical Science Grade 8]
Physics [403 Physics]
Science Grade 1 [Science 1]
Science Grade 2 [Science 2]
Science Grade 3 [Science 3]
Science Grade 4 [Science 4]
Science Grade 5 [Science 5]
Science Kindergarten [Science K]
Spanish I [VA Spanish I]
Spanish II [VA Spanish II]
Spanish III [VA Spanish III]
U.S. History 1865 to Present [American History Since 1865]
U.S. History to 1865 [American History Before 1865]
Virginia & US Government [403 US Government]
Virginia & US History [303 US History]
Visual Arts Grade 1 [Art 1]
Visual Arts Grade 2 [Art 2]
Visual Arts Grade 3 [Art 3]
Visual Arts Grade 4 [Art 4]
Visual Arts Grade 5 [Intermediate Art: American A]
Visual Arts Grade 6 [Intermediate Art: American B]
Visual Arts Grade 7 [Intermediate Art: World A]
Visual Arts Grade 8 [Intermediate Art: World B]
Visual Arts Kindergarten [Art K]
World Geography [213 Geography and World Cultures]
World History to 1500 [102 World History (WH I)]
World History 1500-Present [103 World History (WHII)]

Virtual High School Global Consortium
4 Clock Tower, #510
Maynard, Massachusetts 01754

Non-SOL Elective Courses

101 Ways to Write a Short Story
Academic Writing
Advanced Topics-Chemistry
Advanced Web Design
American Foreign Policy
American Multiculturalism
American Popular Music
Anatomy & Physiology

Animal Behavior & Zoology
 Animation & Effects
 AP Art History
 AP Biology
 AP Calculus AB
 AP Calculus BC
 AP Computer Science A
 AP Economics
 AP English Language & Composition
 AP English Literature & Composition
 AP Environmental Science
 AP European History
 AP French Language
 AP Government & Politics: U.S.
 AP Music Theory
 AP Physics B
 AP Physics C
 AP Psychology
 AP Spanish Lang/Spanish V
 AP Statistics-HP
 AP US History
 AP World History
 Art History
 Arts & Ideas
 Astronomy Basics
 Bad Boys in Literature
 Basic Mandarin
 Bioethics Symposium
 Biotechnology
 Blogs, Wikis, & Web Tools: Research/Digital Age
 Business & Personal Law
 CAD
 Career Awareness/New Millennium
 Caribbean Art History
 Chemicals of Civilization
 Community Service Learning: You Can Change the World!
 Computational Science & English Using Java
 Constitutional Law
 Contemporary Irish Literature
 Creating Art History
 Creating Effective PowerPoint Presentations
 Creative Writing
 Criminology
 Cultural Identity through Literature
 Democracy in America
 Desktop Publishing: Information Age
 DNA Technology
 Eastern & Western Thought
 Employability Skills for the 21st Century
 Engineering for Sustainable Energy
 Engineering Principles
 Entrepreneurship
 Environmental Chemistry
 Environmental Science - World Around Us
 Epidemics
 Essay Writing
 Evolution & Nature of Science
 Fantasy & Science Fiction Short Stories
 Film & Literature
 Folklore & Literature of Myth, Magic, and Ritual
 Forensic Science
 Genes & Disease
 Geometry & Algebra Applications: How to Use Math in the Real World
 Ghoulies, Ghosties, etc.: Why We Like to be Scared
 Gods of CNN: Power of Modern Media
 Great Inventions & Scientific Discoveries
 Heroes
 History & American Pop Music
 History of Photography
 Horror Writers
 International Business
 Intro to Calculus AB
 Intro to Chemistry
 Intro to Computer Science
 Intro to Economics
 Intro to Environmental Science
 Intro to Government
 Intro to Physics B
 Intro to Psychology
 Intro to Statistics
 Intro to US History
 Investing in the Stock Market
 Journalism/Digital Age
 Kindergarten Apprentice Teacher
 Latin 1
 Latin 2
 Learning to Invest/Stock Market
 Lewis & Clark's Expedition
 Literacy Skills/21st Century
 Maritime History: Riders on the Storm, Story of the United States Life-Saving Service 1870-1920
 Marketing & the Internet
 Math You Can Use In College
 Mathematical Reasoning & Logic
 Meteorology: Atmospheric Interactions
 MS Business Found.
 MS Civics Private Offering: When You Rule the World
 MS Engineering: Up -Up & Away!
 MS Pre-Algebra
 MS Society & Humanity
 MS Technology Tools
 MS The Teenage Brain: What's Going On In There?
 MS World War II through the Eyes of Dr. Seuss
 Music Composition: Exploration of Style
 Music Listening & Critique
 Music: Fundamentals of Composition
 Mythology: Around the World
 Nuclear Physics: Science, Technology & Society
 Number Theory: Patterns, Puzzles & Cryptography

Oceanography: Virtual Semester at Sea
Parenting /21st Century
Peacemaking
Pearl Harbor to Atomic Bomb: Pacific War, 1941-1945
Personal Finance
Perspectives in Health
Philosophy I
Poetry Reading & Writing
Poetry Writing
Portuguese I
Practical Law
Preparing for College Admissions & Financial Aid
Pre-veterinary Medicine
Programming in Visual Basic
Psychology I
Psychology of Crime
Russian Lang. & Culture
Screenwriting Fundamentals
Shakespeare in Films
Sociology
Spanish Culture & 20th Century
Hispanic Lit.
Sports & American Society
Stat. & Business Quality Management
Glory of Ancient Rome
Golden Age of Classical Greece
Holocaust
Human Body
Vietnam War
Video Game Design & Development using Game Maker
Web Design & Internet Research
Web Design: Artistry & Functionality
Who Do I Want To Be When I Grow Up?
World Conflict, United Nations Intro
World Religions
Young Adult Literature

Life Planning
Marketing I & II
Psychology

York County School Division
302 Dare Road
Yorktown, Virginia 23692

Approved SOL Courses

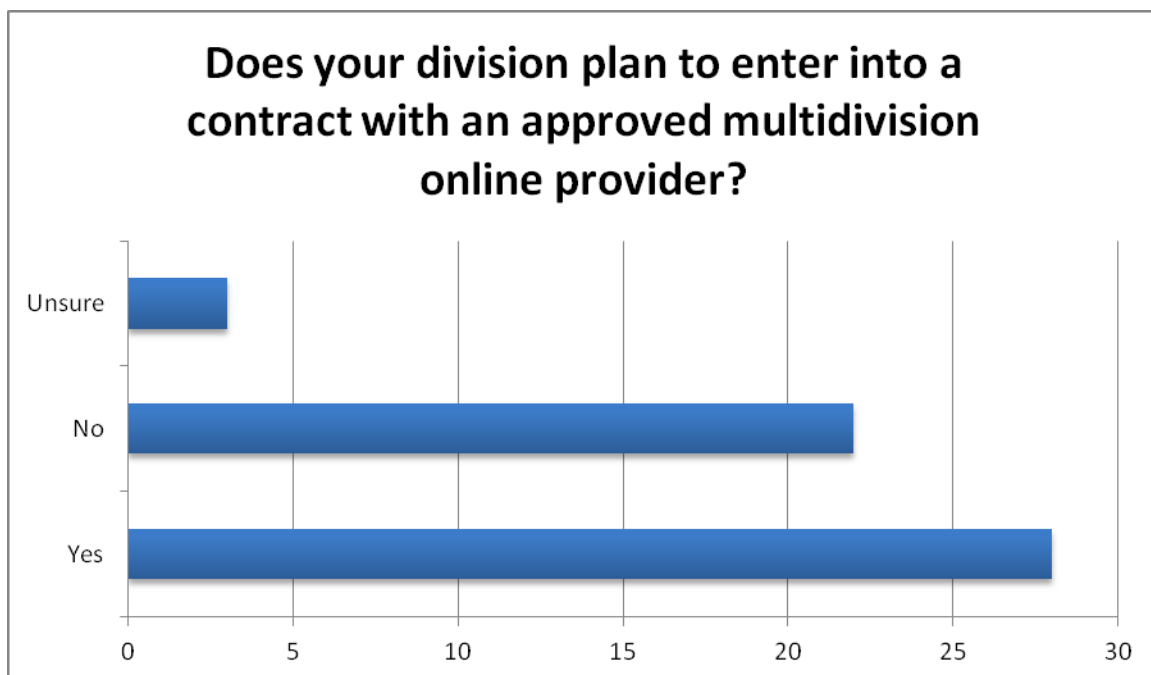
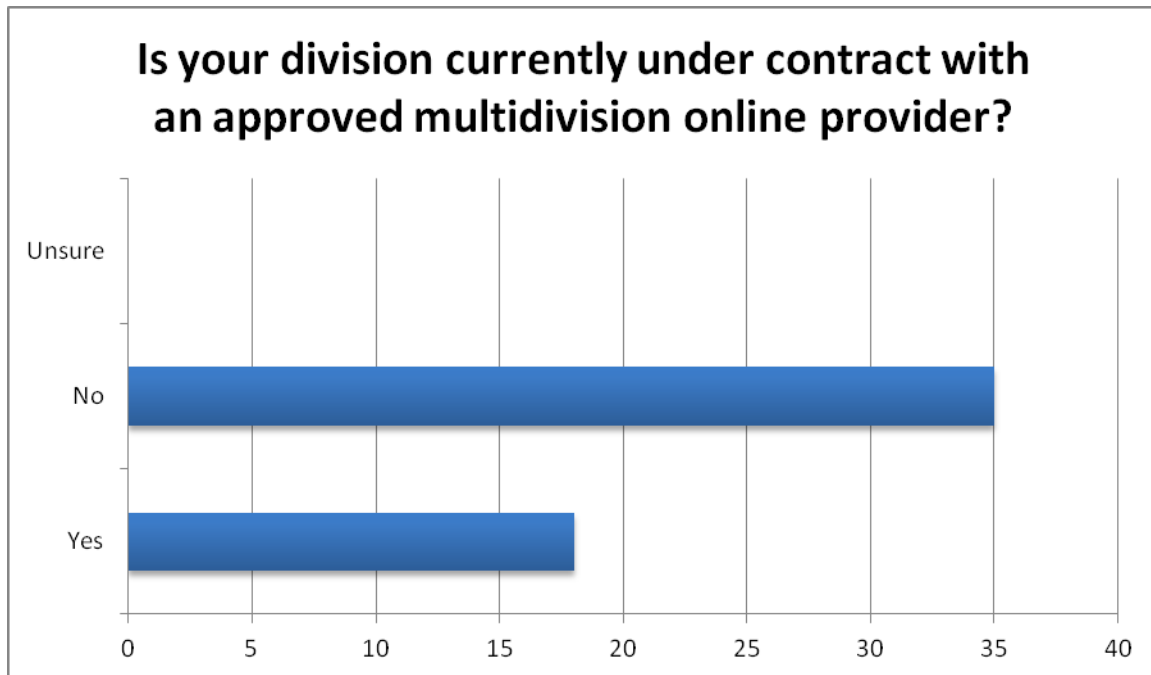
Algebra I [Algebra I]
Algebra II [Algebra II]
Biology [Biology]
Chemistry [Chemistry]
Earth Science [Earth Science]
English Grade 10 [English Grade 10]
English Grade 11 [English Grade 11]
English Grade 12 [English Grade 12]
English Grade 9 [English Grade 9]
Geometry [Geometry A]
Health Grade 9 [Health Grade 9]
Mathematical Analysis [Mathematical Analysis]
PE Grade 10 [PE Grade 10]
Physics [Physics]
Spanish III [Spanish III]
Trigonometry [Trigonometry]
Virginia & U.S. Government [Virginia and US Government]
Virginia & U.S. History [Virginia and US History]
World Geography [World Geography]
World History 1500-Present [World History II]
World History to 1500 [World History I]

Non-SOL Elective Courses

Business Finance
Business Law
Business Management
Computer Information Systems I & II
Ecology & Environmental Science
Financial Planning
Introduction to Marketing
Leadership Seminar

Summary of Contract Information from School Divisions

In September 2011, the Department of Education surveyed the school divisions to determine if they planned to contract with approved multidivision online providers. Of the 133 divisions surveyed, 59 responses were received. The following charts indicate the results.



Summary of Contract Information from Multidivision Online Providers

In September 2011, the Department of Education surveyed approved multidivision online providers to determine which Virginia public school divisions had entered into contracts. Here are the results:

Apex Learning

Colonial Beach Public Schools
Fairfax County Public Schools
Middlesex County Public Schools
Fauquier County Public Schools
Rappahannock Public Schools
Botetourt County Public Schools
King George County Schools

Brigham Young University

Orange County Public Schools
Frederick County Public Schools
Culpeper Public Schools

CCPSOnline

None

CompuHigh

Augusta County Public Schools
Staunton Public Schools

Giant Campus

None

K-12 Online

Carroll County Public Schools
Pittsylvania County Schools
Gloucester County Public Schools
Buena Vista City Schools
Grayson County Public Schools

Connections Academy

None

Edison Learning

None

EdOptions Online

None

Education 2020

Loudoun County Public Schools

Florida Virtual Schools

Danville Public Schools
Martinsville City Schools
Salem City Schools
Fairfax County Schools
Falls Church Public Schools
Henrico County Schools
Arlington County Schools

VHS Global Consortium

Fauquier County Public Schools
Fluvanna County Public Schools
Harrisonburg City Public Schools
Winchester Public Schools
Buena Vista City Schools
Alexandria City Public Schools

York County Online School

Suffolk County Public Schools
Lancaster County Public Schools

Appendixes

Appendix A

Establishment of Virtual School Programs.

§ 22.1-212.23. Definitions.

As used in this article:

"Multidivision online provider" means (i) a private or nonprofit organization that enters into a contract with a local school board to provide online courses or programs through that school board to students who reside in Virginia both within and outside the geographical boundaries of that school division; (ii) a private or nonprofit organization that enters into contracts with multiple local school boards to provide online courses or programs to students in grades K through 12 through those school boards; or (iii) a local school board that provides online courses or programs to students who reside in Virginia but outside the geographical boundaries of that school division. However, "multidivision online provider" shall not include (a) a local school board's online learning program in which fewer than 10 percent of the students enrolled reside outside the geographical boundaries of that school division; (b) multiple local school boards that establish joint online courses or programs in which fewer than 10 percent of the students enrolled reside outside the geographical boundaries of those school divisions; (c) local school boards that provide online learning courses or programs for their students through an arrangement with a public or private institution of higher education; or (d) local school boards providing online courses or programs through a private or nonprofit organization that has been approved as a multidivision online provider.

"Online course" means a course or grade-level subject instruction that (i) is delivered by a multidivision online provider primarily electronically using the Internet or other computer-based methods and (ii) is taught by a teacher primarily from a remote location, with student access to the teacher given synchronously, asynchronously, or both.

"Virtual school program" means a series of online courses with instructional content that (i) is delivered by a multidivision online provider primarily electronically using the Internet or other computer-based methods; (ii) is taught by a teacher primarily from a remote location, with student access to the teacher given synchronously, asynchronously, or both; (iii) is delivered as a part-time or full-time program; and (iv) has an online component with online lessons and tools for student and data management. An online course or virtual school program may be delivered to students at school as part of the regularly scheduled school day.

§ 22.1-212.24. Approval of multidivision online providers; contracts with local school boards.

A. The Superintendent of Public Instruction shall develop, and the Board of Education shall approve, (i) the criteria and application process for approving multidivision online providers; (ii) a process for monitoring approved multidivision online providers; (iii) a process for revocation of a previously approved multidivision online provider; and (iv) an appeals process for a multidivision online provider whose approval was revoked or whose application was denied. The process developed under this subsection shall require approvals and revocations to be determined by the Superintendent of Public Instruction, and either the denial of an application or revocation of approval may be appealed to the Board of Education for review. The approval of a multidivision online provider under this section shall be effective until the approval is revoked, for cause, pursuant to the terms of this section. Any notice of revocation of approval of a multidivision online provider or rejection of an application by a multidivision online provider shall state the grounds for such action with reasonable specificity and give reasonable notice to the multidivision online provider to appeal. These criteria and processes shall be adopted by January 31, 2011.

B. In developing the criteria for approval pursuant to subsection A, the Superintendent of Public Instruction shall (i) require multidivision online providers to be accredited by a national, regional, or state accreditation

program approved by the Board; (ii) require such courses or programs, pupil performance standards, and curriculum to meet or exceed any applicable Standards of Learning and Standards of Accreditation; (iii) require any educational objectives and assessments used to measure pupil progress toward achievement of the school's pupil performance standards to be in accordance with the Board's Standards of Accreditation and all applicable state and federal laws; and (iv) require such courses or programs to maintain minimum staffing requirements appropriate for virtual school programs.

C. Local school boards may enter into contracts, consistent with the criteria approved by the Board pursuant to this section, with approved private or nonprofit organizations to provide multidivision online courses and virtual school programs. Such contracts shall be exempt from the Virginia Public Procurement Act (§ 2.2-4300 et seq.).

§ 22.1-212.25. Information regarding online courses and virtual programs; report.

A. The Department of Education shall develop and maintain a website that provides objective information for students, parents, and educators regarding online courses and virtual programs offered through local school boards by multidivision online providers that have been approved in accordance with § [22.1-212.24](#). The website shall include information regarding the overall instructional programs, the specific content of individual online courses and online programs, a direct link to each multidivision online provider's website, how to register for online learning programs and courses, teacher qualifications, course completion rates, and other evaluative and comparative information. The website shall also provide information regarding the process and criteria for approving multidivision online providers. Multidivision online providers shall provide the Department of Education the required information for the website as a condition of maintaining Board approval.

B. The Superintendent of Public Instruction shall develop model policies and procedures regarding student access to online courses and online learning programs that may be used by local school divisions.

Nothing in this article shall be deemed to require a local school division to adopt model policies or procedures developed pursuant to this section.

C. Beginning November 1, 2011, and annually thereafter, the Board of Education shall include in its annual report to the Governor and the General Assembly information regarding multidivision online learning during the previous school year. The information shall include but not be limited to student demographics, course enrollment data, parental satisfaction, aggregated student course completion and passing rates, and activities and outcomes of course and provider approval reviews. The November 1, 2011, report shall be an interim progress report and include information on the criteria and processes adopted by the Board and outcomes of provider applications.

D. By July 1, 2011, local school boards shall post on their websites information regarding online courses and programs that are available through the school division. Such information shall include but not be limited to the types of online courses and programs available to students through the school division, when the school division will pay course fees and other costs for nonresident students, and the granting of high school credit.

§ 22.1-212.26. Teachers and administrators of online courses and virtual programs.

A. Teachers who deliver instruction to students through online courses or virtual school programs shall be licensed by the Board of Education and shall be subject to the requirements of §§ [22.1-296.1](#) and [22.1-296.2](#) applicable to teachers employed by a local school board.

B. The administrator of a virtual school program shall hold an advanced degree from a regionally accredited institution of higher education with educational and work experience in administering educational programs.

§ 22.1-212.27. Students enrolled in online courses and virtual programs.

A. Any student enrolled in any online course or virtual program offered by a local school division shall be enrolled in a public school in Virginia as provided in § [22.1-3.1](#).

B. A student's parent or guardian shall give written permission prior to the enrollment of the student in any full-time virtual program offered by a local school division.

C. A student shall not be charged tuition for enrolling in any online course or virtual program offered by the school division in which he resides, pursuant to § [22.1-3](#). However, tuition may be charged to students who do not reside within the boundaries of the school division offering such course or program, pursuant to § [22.1-5](#).

Appendix B

Criteria for Approval of Multidivision Online Providers

The Criteria for Approval of Multidivision Online Providers address the following sections of the *Code of Virginia*.

As specified in § 22.1-212.24.A & B, the Superintendent of Public Instruction will develop, and the Board of Education will approve, the criteria for approving multidivision online providers, including those specified in these sections. Per § 22.1-212.26.A & B, teachers and administrators for multidivision online providers must meet specified requirements.

CATEGORY

ORGANIZATION REQUIREMENTS

Accreditation

CRITERIA

The multidivision online provider's program is accredited by one of the following accrediting agencies:

AdvancEd (formerly Commission on International and Trans-Regional Accreditation [CITA], North Central Association Commission on Accreditation and School Improvement [NCA CASI], and Southern Association of Colleges and Schools Council on Accreditation and School Improvement [SACS CASI])

Middle States Association of Colleges and Schools Commission on Elementary Schools and Commission on Secondary Schools

New England Association of Schools and Colleges (NEASC)

Northwest Accreditation Commission (NWAC) (formerly Northwest Association of Accredited Schools)

Western Association of Schools and Colleges (WASC)

Virginia Council for Private Education (VCPE)

School divisions operating as multidivision online providers may be deemed as meeting accreditation requirements if a majority of its schools are fully accredited by the Virginia Board of Education.

Organizational Stability

The multidivision online provider has an effective and stable organizational and management structure. The multidivision online provider is financially solvent. The legal status of the online program is clear with no ambiguities in ownership, control, or responsibility.

STAFFING

Teachers

All teachers hired by the multidivision online provider who provide instruction to students meet the requirements set forth in section § 22.1-296.1 and 22.1-296.2 of the *Code of Virginia* and will be highly qualified, licensed by the Virginia Board of Education, and endorsed in their course content area. The established agreements between Virginia and other states for reciprocal teacher licensure are also in effect for virtual schools.

The multidivision online provider must provide at least one FTE teacher at a reasonable ratio to students based on grade and subject being taught but not exceeding 150 students per FTE teacher.

Administrators

All administrators hired by the multidivision online provider meet the requirements set forth in section § 22.1-212.26.B of the *Code of Virginia*. The *Code of Virginia* states: "The administrator of a virtual school program must hold an advanced degree from a regionally accredited institution of higher education with educational and work experience in administering education programs."

DATA

Data Reporting

Multidivision online providers provide data to each division in which students are enrolled for the purposes of monitoring student participation and progress to ensure that students meet division participation requirements and make progress toward successful completion of the course. Data and data management meet state and federal reporting requirements.

Data Reporting

Multidivision online providers provide data to the Virginia Department of Education for the purposes of reporting information to the Governor and the General Assembly regarding multidivision online learning during the previous school year.

ACCOUNTABILITY

Pupil Performance

The pupil performance standards for online courses or virtual school programs meet or exceed any applicable Virginia Board of Education Standards of Accreditation. Any educational objectives and assessments used to measure pupil progress toward achieving pupil performance standards are in accordance with the Board's Standards of Accreditation and all applicable state and federal laws.

Content

The content of each online course is accurate, rigorous, and meets or exceeds the content of courses taught in traditional school environments. The multidivision online provider must provide evidence that at least two subject matter experts have reviewed and validated the accuracy of online content. Standards meet or exceed the Virginia Standards of Learning and the Standards of Accreditation.

CURRICULUM AND INSTRUCTION

Research-based

Curriculum and instruction reflect both scientifically-based research and best practices for online courses. Differentiation in content, delivery of content, and assessments meets the needs of a variety of learners. Students with special needs, including students with disabilities, students with limited English proficiency, students with financial limitations, students from traditionally underrepresented groups, and others, are not excluded from participating in courses provided by the multidivision online provider. The provider must comply with all state and federal regulations specific to students with disabilities and work with the division to ensure student individualized education programs (IEPs) are implemented.

Differentiation

Special Needs

TECHNOLOGY

Reliability

The system used to support course delivery and management is effective and reliable.

Support

Technical support is consistently available on a timely basis for students, parents, and school divisions.

Application Process for Multidivision Online Providers

The application is accessible online:

http://www.doe.virginia.gov/instruction/virtual_learning/index.shtml and

http://www.doe.virginia.gov/instruction/virtual_learning/virtual_schools/providers/application/index.shtml

The application, appeals, monitoring, and revocation processes address the following section of the *Code of Virginia*.

As specified in § 22.1-212.24.A, the Superintendent of Public Instruction will develop, and the Board of Education will approve, the processes for approving and monitoring multidivision online providers, as well as a process for the revocation of a previously approved multidivision online provider and an appeal process for a multidivision online provider whose approval was revoked or for whom application was denied.

Local school boards in Virginia may enter contracts with private organizations, educational institutions, or nonprofit virtual school organizations to establish multidivision online provider agreements once the Superintendent of Public Instruction has established the private, nonprofit, or school division virtual school organization as an approved multidivision online provider. The instruction in a virtual school is done primarily by a teacher who is in a different physical setting from the student, though local mentors may support this instruction.

A multidivision online provider is

- a private or nonprofit organization that enters into a contract with a local school board to provide online courses or programs through that school board to students who reside in Virginia both within and outside the geographical boundaries of that school division
- a private or nonprofit organization that enters into contracts with multiple local school boards to provide online courses or programs to students in grades K through 12 through those school boards
- a local school board that provides online courses or programs to students who reside in Virginia but outside the geographical boundaries of that school division

A multidivision online provider is not

- a local school board's online learning program in which fewer than 10 percent of the students enrolled reside outside the geographical boundaries of that school division
- multiple local school boards that establish joint online courses or programs in which fewer than 10 percent of the students enrolled reside outside the geographical boundaries of those school divisions
- local school boards that provide online learning courses or programs for their students through an arrangement with a public or private institution of higher education
- local school boards providing online courses or programs through a private or nonprofit organization that has been approved as a multidivision online provider

Electronic applications for approval will be made available on the Virginia Department of Education (VDOE) Web site on February 1, 2011. Applications will be accepted for a period of 30 calendar days beginning February 1. The application will be accessible at http://www.doe.virginia.gov/instruction/virtual_learning/index.shtml.

Applications will be reviewed by teams selected by VDOE and whose members have expertise in curriculum, instruction, online learning, counseling support, assessment and accountability, finance, staff quality, data collection and use, and technology and technical support. The applications will be reviewed

based on the Criteria for Approving Multidivision Online Providers. These teams will prepare a report with recommendations for the Superintendent of Public Instruction within 30 business days of the close of the application period.

The Superintendent of Public Instruction will make a decision regarding approval of multidivision online providers and official notification of approval or notification of denial will be mailed to the applicant within 45 business days of the close of the application period. The letter will be sent by the U.S. Postal Service and will include detailed reasons for denial if applicable.

Appeals Process for Multidivision Online Providers

If the Superintendent of Public Instruction denies approval of an application, the applicant may submit a revised application within 30 business days of notification; the applicant is not required to submit a revised application. The Superintendent of Public Instruction will review any changes and either approve or deny the resubmitted application within 45 business days from the receipt of a resubmitted application.

An applicant whose application has been denied by the Superintendent of Public Instruction, either upon the original submission of the application or upon submission of a revised application, may appeal the decision of the Superintendent of Public Instruction to the Virginia Board of Education.

The appeal must be submitted to the Virginia Board of Education within 30 business days of the mailing of the decision being appealed. The appeal must be in writing. The appeal shall contain: (1) a copy of the decision being appealed; (2) the applicant's statement of the errors alleged in the decision of the Superintendent of Public Instruction; and (3) together with those portions of the application that bear on the issues on appeal.

The appeal to the Board is on the record, and the Board will not receive additional information, except for good cause shown. "Good cause" means: (1) there is significant, relevant information not previously available and not presented to the Superintendent of Public Instruction; (2) there have been significant changes in factors or circumstances relating to the application subsequent to the application being presented to the Superintendent; or (3) there is a substantial material mistake of fact or law in the application, and which could not have been avoided by diligence on the part of the applicant.

Upon receipt of the appeal, the Board will convene to hear the matter; the meeting may be either a regularly scheduled meeting of the Board, or upon a meeting called specially for the purpose. The Board delegates to the president the authority to issue such rulings and instructions as will ensure that the appeal is heard in a timely, efficient, and effective manner. The Board will render its decision in writing.

Denied applicants may also submit a new application in subsequent application periods.

Regular Monitoring of Multidivision Online Providers

An oversight committee of the Virginia Department of Education will conduct selected reviews of approved providers and their approved courses each year. The intent of the regular monitoring process is to provide oversight through periodic review of previously approved programs and to intervene when programs no longer meet the Criteria for Approving Multidivision Online Providers, including possible revocation of approved programs. Information from the reviews will be used in preparing an annual report to the Governor and the General Assembly of Virginia.

The applicant must submit a Provider Monitoring Report each year; however, the Virginia Department of Education may request that a Provider Monitoring Report be completed and submitted at any time. Multidivision online providers must complete a full review after three years.

The annual Provider Monitoring Report requires providers to supply updates and changes to their programs using the online process (see Appendix B). (NOTE: Much of this form will be generated online based on the original application by the provider and is not shown in Appendix B). The oversight committee will use the Application Review Rubric (Appendix A) to evaluate the information about program changes as well as information collected from stakeholder surveys and statistical data related to course completion and student growth and achievement. The oversight committee will make a recommendation within 30 business days. Based on the recommendation of the oversight committee, a decision regarding the continued approval of multidivision online providers will be made by the Superintendent of Public Instruction within 15 business days of receipt of the monitoring report. The applicants will be notified of their status via a letter sent by the U.S. Postal Service within 45 business days of the end of the monitoring report period.

A multidivision online provider who no longer meets the Criteria for Approving Multidivision Online Providers is placed on provisional status (they may continue to serve Virginia students currently enrolled in the multidivision online program but cannot enroll new students or enter into new multidivision online provider contracts) and must address the concerns of the oversight committee and the Superintendent of Public Instruction within 40 business days of receipt of notification. If the provider does not address the concerns to the satisfaction of the Superintendent of Public Instruction, the approval status of the provider may be revoked at the end of the academic year or provisional status may be extended; however, provisional status will not be extended past the full review date.

Revocation Process for Multidivision Online Providers

The approval of a multidivision online provider will remain in effect until the approval is revoked for cause, pursuant to section § 22.1-212.24 of the *Code of Virginia*. The decision regarding revocation of a previously approved multidivision online provider will be made by the Superintendent of Public Instruction based on the oversight committee's report and recommendation during the monitoring process.

Revocation notices will be made by certified mail within five business days after the decision has been made.

If the Superintendent of Public Instruction has revoked a provider's approval, the applicant may appeal, in writing, to the Virginia Board of Education within 30 business days of the date the revocation letter is mailed. The Board of Education will review the appeal within 60 business days of the date the appeal is received—or at the next public meeting if none takes place within 60 days of receiving the appeal. The final decision of the Board of Education will be sent by letter to the individual submitting the appeal. This decision of the Board of Education is intended to be a final "case decision" within the meaning of the Virginia Administrative Process Act (APA) § 2.2-4000 *et seq.* of the *Code of Virginia*, and subject to further review in accordance with the APA and Part 2A of the Supreme Court of Virginia. The APA details the authority of state agencies to make decisions based on regulations and explains the standard procedures to be used.

If a provider's approval is revoked by the Superintendent of Public Instruction and upheld by the Board of Education, the applicant may submit a new application during the next application period.

Application to Become an Approved Multidivision Online Provider

(Note: This application will be an online form to be completed by applicants.)

See:

http://www.doe.virginia.gov/instruction/virtual_learning/virtual_schools/providers/application/index.shtml

The Application addresses the following sections of the *Code of Virginia*.

As specified in § 22.1-212.24.A & B, the Superintendent of Public Instruction will develop, and the Board of Education will approve, the criteria and application process for approving multidivision online providers, including those specified in these sections. Per § 22.1-212.26.A & B, teachers and administrators for multidivision online providers must meet specified requirements.

This application must be completed by each provider seeking approval to provide multidivision online courses or programs through local school boards in Virginia. The initial online application period will be available for 30 calendar days.

Applications must include all the information requested. Incomplete applications will not be considered. The Virginia Department of Education will provide the applicant with a written decision regarding the approval or denial of the application within 45 business days of the close of the application period.

Please submit the completed application online at [INSERT URL]. Review and follow all instructions carefully. Answer all questions fully but within any character-length stipulations. Refrain from submitting additional supplemental materials beyond what is specifically requested.

Supporting documentation submissions must be sent as Portable Document Format (PDF) files. A copy of the Application Affidavit must be signed, scanned, and attached to the application as a PDF.

Questions may be directed to Cheri Kelleher, Coordinator of Virtual Programs, at the Virginia Department of Education, by phone at 804-786-9281 or e-mail at cheri.kelleher@doe.virginia.gov.

APPLICATION FOR APPROVAL AS A MULTIDIVISION ONLINE PROVIDER

(Note: The application will be an online form to be completed by applicants, though this page will be printed, signed, and submitted as a PDF document.)

Part I. Applicant Affidavit

Applicant: _____

Primary Contact Person: _____

Address: _____ City/State/Zip: _____

Telephone: _____ Fax: _____

E-Mail Address: _____ Web Site: _____

Printed Name: _____ Signature: _____

Title: _____ Date Signed: _____

Certification:

The applicant acknowledges that federal and state laws and regulations prohibit certain forms of discrimination. The applicant further acknowledges that, by entering into a contract with a local school division for the provision of services, the applicant may become subject to such laws or regulations, either directly through the application of such laws or regulations to itself, or in the provision of services under the contract with the local school division.

I, _____, certify that the information contained in, and attached to, this application is true and correct to the best of my knowledge and that the multidivision online provider program conforms to the provisions of the *Code of Virginia* § 22.1-212.23 through 22.1-212.27. If changes occur in the operation or ownership of the program, I further certify that I will notify the Virginia Department of Education prior to or immediately following such changes. I understand that providing false, misleading, or incomplete information or failing to notify the Department of changes as they occur may result in the removal of the entity from the list of approved multidivision online providers as provided for in the above-referenced *Code*.

Signature of Authorized Official Date

Title

APPLICATION FOR APPROVAL AS A MULTIDIVISION ONLINE PROVIDER

(Note: This application will be an online form to be completed by applicants.)

Part II. Program Profile

The Application: Program Profile addresses the following section in the *Code of Virginia*.

As specified in § 22.1-212.25, the Virginia Department of Education will develop and maintain a Web site that provides objective information for students, parents, and educators regarding online courses and virtual programs offered through local school boards by approved multidivision online providers. Some of this information must be provided by multidivision online providers as a condition of maintaining Board approval.

Please respond to each of the following, limiting the number of characters when noted:

1. Type of program (e.g., full-time, supplemental, fully-online, blended [online instruction by a teacher in a different physical location from the student but with local mentors], computer-based instruction, or other)
2. URL for provider's Web site and contact information for division personnel, parents, and students, as well as a link to a course directory page where individual course syllabi may be accessed (list of approved courses and link to Web page for "Virginia Approved Courses")
3. Grade levels served
4. Target population (e.g., full-time, credit recovery, expanded options, advanced placement, etc.)
5. Capacity of the program in terms of the number of full-time equivalent students that can be served each year
6. Enrollment schedule and course calendar, including course withdrawal dates, cohort information, and grading periods
7. The learning management system used, including Shareable Content Object Reference Model (SCORM) compliance (300 characters)
8. Third-party providers used and their interactions with stakeholders, including how this interaction is monitored (300 characters)
9. Instructional model used in courses (600 characters)
10. Technology infrastructure model used to deliver and support courses (300 characters)
11. In general, online teacher qualifications, including academic credentials, licensure, certifications, experience, and the teacher review process (600 characters)
12. Average teacher load by subject area or grade-level range
13. In general, type and frequency of synchronous and asynchronous methods of student-teacher interaction, including the monitoring process (300 characters)
14. Average teacher availability (hours of support) for students and parents, including communication methods (300 characters)
15. Technical support availability for students, parents, and school personnel and methods for providing timely support (300 characters)
16. How student progress is monitored and reported, including verification of authenticity of student work (300 characters)
17. Course completion rates and graduation rates, where applicable (300 characters)
18. Information on student test scores, including Virginia's Standards of Learning assessment outcomes; English language proficiency; the SAT, ACT, and Advanced Placement test outcomes; and outcomes on other standardized assessments as applicable (600 characters)
19. Specific special education supports and services for students with disabilities who have an individualized education program (IEP) or a 504 Plan (600 characters)
20. Information on support services, including career explanation and counseling, academic advising and placement, assistance for students with limited English proficiency, mental health and social services, gifted education, high school/college dual-enrollment credits, etc. (600 characters)
21. Information on Internet safety policies, procedures, and monitoring (600 characters)
22. Information on disaster recovery plans and strategies for addressing short- and long-term service interruptions (300 characters)

23. Program experience in providing online or virtual instruction programs (300 characters)

APPLICATION FOR APPROVAL AS A MULTIDIVISION ONLINE PROVIDER

(Note: This application will be an online form to be completed by applicants.)

Part III. Program Requirements

The Application: Program Requirements addresses the following sections of the *Code of Virginia*.

As specified in § 22.1-212.24.A & B, the Superintendent of Public Instruction will develop, and the Board of Education will approve, the criteria and application process for approving multidivision online providers, including those specified in these sections. Per § 22.1-212.26.A & B, teachers and administrators for multidivision online providers must meet specified requirements.

Please indicate whether your virtual instruction program meets these requirements by checking the appropriate box. Applications must provide documentation to support responses for each question. An application without the requested documentation will not be considered for approval.

This application is a

- new submission
- resubmission (previously denied)
- resubmission (third year monitoring submission)
- resubmission (expanding or revising scope of services)

Accreditation

The multidivision online provider's program is accredited by one of the following accrediting agencies:
(Please check one of the agencies listed below and attach accreditation certificate with dates of validity.)

- AdvancEd (formerly Commission on International and Trans-Regional Accreditation [CITA], North Central Association Commission on Accreditation and School Improvement [NCA CASI], and Southern Association of Colleges and Schools Council on Accreditation and School Improvement [SACS CASI])
- Middle States Association of Colleges and Schools Commission on Elementary Schools and Commission on Secondary Schools
- New England Association of Schools and Colleges (NEASC)
- Northwest Accreditation Commission (NWAC) (formerly Northwest Association of Accredited Schools)
- Western Association of Schools and Colleges (WASC)
- Virginia Council for Private Education (VCPE)

Note: School divisions operating as multidivision online providers may be deemed as meeting accreditation requirements if a majority of its schools are fully accredited by the Virginia Board of Education.

Organizational Stability

The multidivision online provider has an effective and stable organizational management structure. The multidivision online provider is financially solvent. The legal status of the online program is clear with no ambiguities in ownership, control, or responsibility.

Please provide written documentation to support provider compliance:

- *Independent audit findings or other financial information that document financial stability from the previous three years, if available*

Staffing

- I. All teachers hired by the multidivision online provider who provide instruction to students meet the requirements set forth in section § 22.1-296.1 and 22.1-296.2 of the *Code of Virginia* and will be highly qualified, licensed by the Virginia Board of Education, and endorsed in their course content area.

Please include evidence to support provider compliance:

- *Evidence that the multidivision online provider will hire only highly qualified teachers licensed by the Virginia Board of Education and endorsed in the content area they will teach*
- *An electronic listing of all teachers; teacher license number; and dates of background, fingerprint, and convictions check, to be updated immediately as new teachers are hired. No course will be approved to be offered until a teacher has been hired.*
- *Willingness and ability to provide other staff records to the Virginia Department of Education with the information necessary to verify compliance for maintaining approval*

- II. All administrators hired by the multidivision online provider meet the requirements set forth in section § 22.1-212.26.B of the *Code of Virginia*. The *Code of Virginia* states: “The administrator of a virtual school program must hold an advanced degree from a regionally accredited institution of higher education with educational and work experience in administering education programs.”

Please include evidence to support provider compliance:

- *Qualifications required by the provider for administrators*

- III. Provide at least one FTE teacher at a reasonable ratio to students based on grade and subject being taught, but not exceeding 150 students per FTE teacher.

Please include evidence to support provider compliance:

- *A statement regarding student/teacher ratios that will not be exceeded, listed by course, and a rationale supporting the established ratio.*

Data

- I. Multidivision online providers must provide data to each division in which students are enrolled for the purposes of monitoring student participation and progress to ensure that students meet division participation requirements and make progress toward successful completion of the course. Data and data management meet state and federal reporting requirements.

Please include evidence to support provider compliance including the following:

- *Written policies and procedures for recording, monitoring, and reporting student participation and progress*
- *Written grading and reporting policies*
- *Ability to deliver data to meet state and federal requirements*
- *Ability to transmit data electronically to each division*

- II. Multidivision online providers must provide data to the Virginia Department of Education for the purposes of reporting information to the Governor and the General Assembly regarding multidivision online learning during the previous school year.

Please include evidence that the following data are collected and, where applicable, can be reported in a format consistent with the requirements of the Virginia Department of Education’s data collection:

- *Parental satisfaction*

- *Activities and outcomes of course and provider approval reviews. This may include how course satisfaction and approval of the provider's services by the contracting division are conducted and how the results will be shared with the Virginia Department of Education*

Accountability

- I. The pupil performance standards for online courses or virtual school programs meet or exceed any applicable Virginia Board of Education Standards of Accreditation. Any educational objectives and assessments used to measure pupil progress toward achieving pupil performance standards are in accordance with the Board's Standards of Accreditation and all applicable state and federal laws.

Please provide written documentation to support provider compliance:

- *Evidence that the multidivision online provider has the ability to work with divisions to meet the applicable Virginia Board of Education Standards of Accreditation, and all applicable state and federal laws*

- II. The content of each online course is rigorous and meets or exceeds the content of courses taught in traditional school environments. Standards meet or exceed the Virginia Standards of Learning and the Standards of Accreditation.

Please provide written documentation to support provider compliance:

- *The complete list of courses to be offered in Virginia, including a URL for the course directory which includes an online syllabus for each course*
- *Correlation using the online template provided by VDOE for all courses being offered to Virginia students, indicating what Virginia Standards of Learning are met by each course and describing where each course might exceed Virginia's Standards of Learning*
- *Written policies and procedures related to supporting state achievement testing*

Curriculum and Instruction

- I. Curriculum and instruction reflect both scientifically-based research and best practices for online courses.

Please provide written documentation to support provider compliance:

- *Descriptions of basis for curriculum used and/or developed*
- *Descriptions of basis for instructional methodologies used*

- II. Differentiation in content, delivery of content, and assessments meets the needs of a variety of learners.

Please provide written documentation to support provider compliance:

- *Description of means used to differentiate course content*
- *Description of how delivery of content is differentiated for different learners*
- *Description of various assessments used throughout the course*

- III. Students with special needs, including students with disabilities, students with limited English proficiency, students with financial limitations, students from traditionally underrepresented groups, and others, are not excluded from participating in courses provided by the multidivision online provider. The provider must comply with all state and federal regulations specific to students with disabilities and work with the division to ensure student individualized education programs (IEPs) are implemented.

Please provide written documentation to support provider compliance:

- *Evidence that no students are excluded based on special needs*
- *Evidence that materials used in courses are in accessible digital formats for use by assistive technology devices or programs and that content is SCORM compliant*
- *Evidence that the multidivision online provider has the ability to work with LEA to meet the applicable state and federal regulations specific to students with disabilities and to implement specific student IEPs*

Technology

I. The system used to support course delivery and management is effective and reliable.

Please provide written documentation to support provider compliance:

- *Description of the chosen course delivery and management system*
- *Statistical information on system availability, downtime, and back-up procedures*

II. Technical support is consistently available on a timely basis for students, parents, and school divisions.

Please provide written documentation to support provider compliance:

- *Description of technical support mechanisms in place*

Upon request, the applicant will provide course access to the Virginia Department of Education during the review phase of the application process.

Course Correlation to Virginia Standards of Learning

A 90 percent alignment to the Virginia Standards of Learning is required for approval.

[THIS WILL BE AN ONLINE FORM]

Name of Provider:
Name of Course:
URL for Course Syllabus:
Last Revision Date:

(Specify grade and subject area SOL)	
Standard:	How does the course content address this standard? (Please refer to syllabus posted on your Web site.)
1.1 The student will	
a) demonstrate ...	
b) analyze ...	
c) draw conclusions ...	

<p>How might this course exceed the Virginia Standards of Learning?</p>

APPLICATION FOR APPROVAL AS A MULTIDIVISION ONLINE PROVIDER

(Note: This application will be an online form to be completed by applicants.)

Part IV. Program Description

The Application: Program Description addresses the following sections of the *Code of Virginia*.
As specified in § 22.1-212.24.A & B, the Superintendent of Public Instruction will develop, and the Board of Education will approve, the criteria and application process for approving multidivision online providers, including those specified in these sections. Per § 22.1-212.26.A & B, teachers and administrators for multidivision online providers must meet specified requirements.

The following information will assist the Virginia Department of Education evaluation team using the rubric in Appendix A to determine the quality of the provided services. These responses will be used while reviewing the program. Please provide a narrative response not to exceed the specified character limits. Include prior experience, if applicable (for the initial application only, such experience may reflect that from comparable states if not currently a provider in Virginia). For organizations which have not provided online courses before, and for the initial application only, descriptions of policies, procedures and descriptions of the program's technical capabilities to meet the requirements will be considered.

Organizational Strengths (5,000 characters)

Provide information about the leadership, organizational, and management structure of the multidivision online provider, including:

- Mission statement
- Functions, organization, responsibilities, and membership of the governance organization
- Stability of management structures
- Tenor of relationships between all levels in the organization

Teacher and Administrator Quality (5,000 characters)

Provide information on teacher quality within the virtual program, indicating the proficiency of teachers—including descriptions of measures—in the following areas:

- Content area knowledge
- Multimedia applications and tools
- Developmentally appropriate software
- Assessment
- Internet safety policies

This should also include professional development requirements and teacher evaluation procedures.

Descriptive information should include the following data. No course will be approved to be offered until a teacher has been hired.

- Total number of teachers
- Number and percentage of teachers with advanced degrees
- Average and range of years of teaching experience
- Average and range of years of online teaching experience
- Number and percentage of highly qualified teachers
- Percentage of National Board Certified teachers
- Teacher/staff turnover rates

Provide information about administrator quality within the virtual school program, including information about:

- Requirements for previous experience with administering educational programs
- Number of teachers supervised

- Ongoing professional development requirements

Data Management (5,000 characters)

Provide information about the use of data for management and instruction and how data is protected:

- How data integrity is managed
- Data security policy and implementation plan, as well as verification that data management and reporting practices are in compliance with federal and state privacy laws, including the Family Educational Rights and Privacy Act (FERPA) and Virginia’s Government Data Dissemination and Practices Act, known as the Privacy Act

Include information on the following:

- Protection from security threats such as viruses and hackers
- Reporting and data transmission policies and measures to ensure compliance with state and federal privacy laws

Provider Accountability (5,000 characters)

Provide information documenting student assessment and program accountability (for the initial application only, this may include examples from comparable states if currently not a provider in Virginia)—including the ability to provide electronic data to the Virginia Department of Education, school divisions, and other stakeholders—and how the following are tracked:

- Student participation rates in the Virginia Standards of Learning tests, early literacy assessments, or other types of standardized tests, including the names and types of assessments, grade levels, and participation rates
- Student, school, and program performance results, including nationally recognized standardized test results; Standards of Learning assessments; results from end-of-course exams; college entrance and readiness exams, including the SAT, ACT, and Advanced Placement tests, where applicable; rates of promotion to the next grade; high school graduation rates; postsecondary enrollment rates and the need for remediation/developmental coursework upon enrollment in postsecondary education programs; professional licenses and credentials earned; successful completion rates; student mobility rates; and dropout rates
- Summary data on noncompleters or dropouts related to the timing of and primary reasons for withdrawal

Curriculum and Instruction (10,000 characters)

Provide information documenting your curriculum’s design and effectiveness. Include the following:

- Source or origin of your course content
- Strengths of teaching pedagogy followed and supported
- Basis for and frequency of revisions
- Progress monitoring used to frequently assess students’ growth toward meeting specific learning objectives with a description of how students who are not meeting objectives receive additional assistance
- How course requirements and expectations are communicated to parents, students, and other stakeholders
- What type of orientation and other supporting services for students are provided
- Equity-related policies and practices for providing access to students with disabilities, students with limited English proficiency, traditionally underrepresented students, and students with financial and other constraints (see the Americans with Disabilities Act: <http://www.ada.gov/> and the Individuals with Disabilities Education Act: <http://idea.ed.gov/>)
- Steps taken to ensure content is SCORM compliant and in accessible digital formats
- Protection from online bullies and potential predators
- Resources to promote Internet safety and positive digital citizenship

Technology Infrastructure, System Performance, and Technical Support (5,000 characters)

Describe the technology infrastructure that supports the delivery of online courses, including the following:

- Technical requirements for end users
- Alternative means of delivery for content if the system is down

Describe the overall system performance of the learning management system, including the following:

- Off-site back-up frequency for student data and other critical information

Describe the technical support for students, parents, and staff, including the following:

- Training provided for mentors and/or parents, if course is blended
- Types of technical assistance provided
- Hours/days technical support is available and how support can be accessed
- Staffing levels for technical support
- Average response time
- Typical procedures for students when encountering problems

Other Indicators of Program Success (2,500 characters)

Describe any additional support for the program, such as the following:

- A summary of stakeholder satisfaction survey results with links or an address to obtain copies of the complete survey results
- Awards, recognitions, testimonials, etc.

Application Review Rubric

Accreditation

The multidivision online provider's program is accredited by one of the following accrediting agencies:

- AdvancEd (formerly Commission on International and Trans-Regional Accreditation [CITA], North Central Association Commission on Accreditation and School Improvement [NCA CASI], and Southern Association of Colleges and Schools Council on Accreditation and School Improvement [SACS CASI])
- Middle States Association of Colleges and Schools Commission on Elementary Schools and Commission on Secondary Schools
- New England Association of Schools and Colleges (NEASC)
- Northwest Accreditation Commission (NWAC) (formerly Northwest Association of Accredited Schools)
- Western Association of Schools and Colleges (WASC)
- Virginia Council for Private Education (VCPE)
- School divisions operating as multidivision online providers may be deemed as meeting accreditation requirements if a majority of its schools are fully accredited by the Virginia Board of Education.

Organizational Stability

The multidivision online provider has an effective and stable organizational and management structure. The multidivision online provider is financially solvent. The legal status of the online program is clear with no ambiguities in ownership, control, or responsibility.

STAFFING

Teachers

All teachers hired by the multidivision online provider who provide instruction to students meet the requirements set forth in section § 22.1-296.1 and 22.1-296.2 of the *Code of Virginia* and will be highly qualified, licensed by the Virginia Board of Education, and endorsed in their course content area. If teachers have not yet been hired, policies and procedures in place ensure they will be hired to meet the above

Administrators

All administrators hired by the multidivision online provider meet the requirements set forth in section § 22.1-212.26.B of the *Code of Virginia*. The *Code of Virginia* states: "The administrator of a virtual school program must hold an advanced degree from a regionally accredited institution of higher education with educational and work experience in administering education programs."

Data Reporting

Multidivision online providers are able to provide data to each division in which students are enrolled for the purposes of monitoring student participation and progress to ensure that students meet division attendance requirements and make progress toward successful completion of the course. Data and data management meet state and federal reporting requirements.

Multidivision online providers are able to provide data to the Virginia Department of Education for the purposes of reporting information to the Governor and the General Assembly regarding multidivision online learning during the previous school year.

ACCOUNTABILITY Content

The content of each online course is rigorous and meets or exceeds the content of courses taught in traditional school environments. Standards meet or exceed the Virginia Standards of Learning and the Standards of Accreditation.

Pupil Performance The pupil performance standards for online courses or virtual school programs meet or exceed any applicable Virginia Board of Education Standards of Accreditation. Any educational objectives and assessments used to measure pupil progress toward achieving pupil performance standards are in accordance with the Board’s Standards of Accreditation

CURRICULUM and INSTRUCTION

Special Needs Students with special needs, including students with disabilities, students with limited English proficiency, students with financial limitations, students from traditionally underrepresented groups, and others, are not excluded from participating in courses provided by the multidivision online provider. The provider must comply with all state and federal regulations specific to students with disabilities and work with the division to ensure student individualized education programs (IEPs) are implemented.

Research-based Curriculum and instruction reflect both scientifically-based research and best practices for online courses.

Differentiation Differentiation in content, delivery of content, and assessments meets the needs of a variety of learners.

TECHNOLOGY
Support Technical support is consistently available on a timely basis for students, parents, and school divisions.

Reliability The system used to support course delivery and management is effective and reliable.

Provider Monitoring Report

The Provider Monitoring Report addresses the following sections of the *Code of Virginia*. *As specified in § 22.1-212.24.A & B, the Superintendent of Public Instruction will develop, and the Board of Education will approve, the criteria and application process for approving multidivision online providers, including those specified in these sections, and in § 22.1-212.26.A & B. In § 22.1-212.25.C, the Board of Education is directed to provide certain information in its annual report to the Governor and the General Assembly regarding multidivision online learning for the previous year.*

This monitoring form is to be completed by approved multidivision online providers by June 30 of each academic year. Its purpose is to identify any significant programmatic changes that have occurred in relation to the original application since the initial application approval. This document, in conjunction with data collection regarding demographics, student success, and stakeholder satisfaction, will be used to determine continued alignment with Virginia’s standards.

Questions may be directed to Cheri Kelleher, Coordinator of Virtual Programs, at the Virginia Department of Education, by phone at 804-786-9281 or e-mail at cheri.kelleher@doe.virginia.gov.

<p style="text-align: center;">Review Panel Findings <i>This box for VDOE Review Panel Use Only</i></p> <p>(Please check only one of the following)</p> <p>This document indicates</p> <ul style="list-style-type: none"><input type="checkbox"/> no significant changes in the past year<input type="checkbox"/> significant changes that <u>do not</u> impact standards alignment<input type="checkbox"/> significant changes that impact standards alignment

Each of the sections below reflects information provided in the initial application to the Virginia Department of Education. Beneath the heading of each section, select “no significant changes” or “significant changes that do not impact standards alignment” or “significant changes that impact standards alignment.” For any significant changes, please attach a brief narrative explaining the significant changes. (Detailed descriptors for each section from the original application form are provided for reference purposes.) [THIS FORM IS NOT INCLUDED IN THIS COLLECTION OF DOCUMENTS, SINCE IT WILL BE BASED ON THE INFORMATION PROVIDED BY PROVIDERS.]

Data Reporting
(for multidivision online provider to file with Provider Monitoring Report)

This reporting template assists the Virginia Department of Education with reviewing approved multidivision online providers. Please complete the chart below with the most complete and up-to-date information available.

<p>School Level and Type</p> <ul style="list-style-type: none"> <input type="radio"/> Elementary <input type="radio"/> Middle <input type="radio"/> High 	<p>Number of Students</p> <p>Full time:</p> <p>Part time:</p>	<p>Number of Instructors and Staff</p> <p>Full-time teachers:</p> <p>Part-time teachers:</p> <p>Administrators:</p> <p>Counselors:</p> <p>Other support staff:</p>
<p>Demographic Information</p> <p>Males:</p> <p>Females:</p>		
<p>Ethnic and Racial Makeup of Student Body</p> <p><i>Please provide numbers/percentage of all students who are:</i></p> <p>Hispanic or Latino students (a person of Cuban, Mexican, Puerto Rican, South American, Central American, or other Spanish culture or origin, regardless of race):</p> <p><i>Since students may choose one or more of the following, total percentages may equal more than 100%:</i></p> <p>American Indian or Alaska Native (a person having origins in any of the original peoples of North and South America [including Central America], and who maintains tribal affiliation or community attachment):</p> <p>Asian (a person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam):</p> <p>Black or African American (a person having origins in any of the black racial groups of Africa):</p> <p>Native Hawaiian or Other Pacific Islander (a person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands):</p> <p>White (a person having origins in any of the original peoples of Europe, the Middle East, or North Africa):</p>		

Parental Satisfaction and Outcomes of Course and Provider Approval Reviews

Please submit a summative report on stakeholder satisfaction with your program. Stakeholders are considered to include, but not be limited to, parents, students, school officials (e.g., counselors, principals, division leaders), and faculty members. Include methods (quantitative or qualitative) used to collect data including, but not limited to, survey tools, survey questions, focus groups, etc. When available, cross-comparison data analysis would prove helpful. If available, please include a copy of the surveys.

The following information collected within the Department of Education through the Educational Information Management System (EIMS) will be used during the annual monitoring process.

Course Completion Data

Per the definitions provided by the Virginia Department of Education, the course may be counted as having been completed by a student when the academic content work—based on the contracting school division’s approved academic content and testing requirements—has been completed.

Completion Data for Each Course Provided in Virginia by a Specific Multidivision Online Provider

[Note: For end-of-course, need to differentiate passing class if standard credit or verified credit.]

Name of Course	Number of Enrollments	Number of Completers	Completer Percentage

** This chart can be expanded depending on the number of courses offered by a provider.*

Course Pass Rates

Per the definitions provided by the Virginia Department of Education, course pass rates comprise the percentage of students completing and passing an online course, calculated by dividing the number of students who passed by the number of students in the enrollment count.

Name of Course	Number of Students Completing and Passing Course	Number of Students Enrolled in Course	Pass Rate of Course

Appendix H:

Virginia On-Time Graduation Rate: Four Year Graduation Rate 2011 Data as of September 26, 2011

In 2006, the Board established an accurate methodology for calculating a high school graduation rate that reflected an accurate count of students who graduated high school on-time. Following the work to establish Virginia's On-Time Graduation Rate, the Board established a policy that held high schools accountable for graduation and completion rates. The combination of accurate data and strong state policy has led to consistently increasing high school graduation rates for all students, including some dramatic increases in graduation rates for student subgroups.

Virginia's Federal Graduation Indicator is another measure of cohort graduation and one that uses a federally prescribed methodology to calculate graduation rates. This measure only includes Virginia's Standard and Advanced Studies diplomas as graduates. This measure also shows significant increases in graduation rates, and reflects the critical point that more of Virginia's high school students are graduating with meaningful credentials. Rates for 2008-2011 are shown below.

Virginia On-Time Graduation Rate Four-Year Graduation Rate: 2011 Data as of September 26, 2011							
	2008	2009	2010	2011		One- Year change	Change since 2008
All Students	82.1%	83.2%	85.7%	86.6%		0.9%	4.5%
Female	85.1%	86.5%	88.3%	89.5%		1.2%	4.4%
Male	79.2%	80.1%	83.3%	83.9%		0.6%	4.7%
Black	74.0%	75.7%	79.3%	80.3%		1.0%	6.3%
Hispanic	71.2%	72.2%	76.9%	79.2%		2.3%	8.0%
White	85.9%	87.0%	89.0%	89.7%		0.7%	3.8%
Asian	93.4%	93.3%	94.2%	94.7%		0.5%	1.3%
Students with Disabilities	81.3%	82.1%	83.5%	83.8%		0.3%	2.5%
Economically Disadvantaged	70.7%	73.2%	78.2%	79.9%		1.7%	9.3%
Limited English Proficient anytime	75.4%	74.7%	77.3%	77.2%		-0.1%	1.9%
Homeless anytime	57.7%	61.6%	66.0%	65.7%		-0.3%	8.0%

**Virginia Federal Graduation Indicator
Four-Year Graduation Indicator:
2011 Data as of September 26, 2011**

	2008	2009	2010	2011	One-year change	Change since 2008
All Students	75.0%	76.9%	79.9%	81.6%	1.7%	6.6%
Black	63.9%	66.6%	70.6%	72.8%	2.3%	9.0%
Hispanic	57.9%	59.9%	66.1%	70.9%	4.9%	13.0%
White	81.0%	82.8%	85.1%	86.3%	1.2%	5.3%
Students with Disabilities	37.9%	42.7%	44.1%	47.2%	3.2%	9.4%
Economically Disadvantaged	57.2%	60.9%	66.4%	70.1%	3.6%	12.9%
Limited English Proficient	55.8%	56.4%	60.4%	63.4%	2.9%	7.6%

**Percent of Virginia Four-Year High School Graduates
Measured by the Virginia On-Time Graduation Rate and the Federal
Graduation Indicator**

