



VIRGINIA BOARD OF EDUCATION

2011 ANNUAL REPORT

**2011
A Status Report Regarding
Multidivision Online Learning**

PRESENTED TO
THE GOVERNOR AND
THE GENERAL ASSEMBLY

DECEMBER 7, 2011
VIRGINIA BOARD OF EDUCATION

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**COMMONWEALTH OF VIRGINIA
BOARD OF EDUCATION
P.O. BOX 2120
RICHMOND, VIRGINIA 23218-2120**

December 7, 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 *Status Report on Multidivison Online Learning*, submitted pursuant to § 22.1-212.25.C of the *Code of Virginia*.

The legislation requires 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 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,

A handwritten signature in black ink that reads "Eleanor B. Saslaw". The signature is written in a cursive style with a large initial "E" and a stylized "S".

Eleanor B. Saslaw, President
Board of Education

Statutory Requirement for the Annual Report

§ 22.1-212.25.C of the *Code of Virginia* requires 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.

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>

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

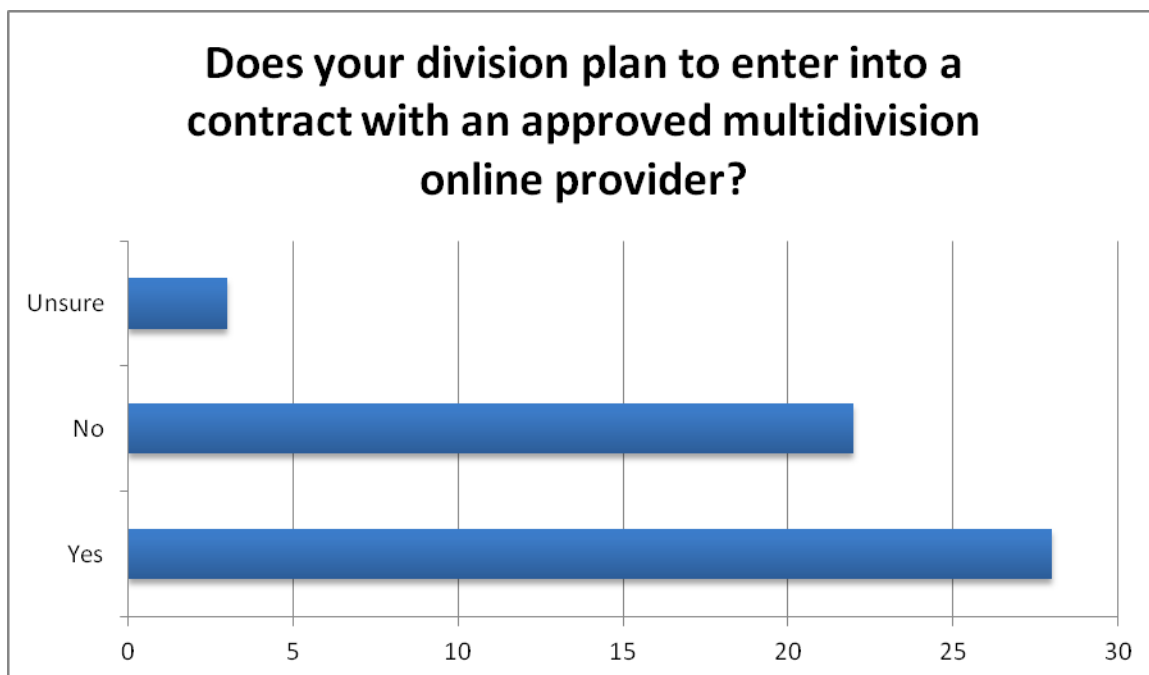
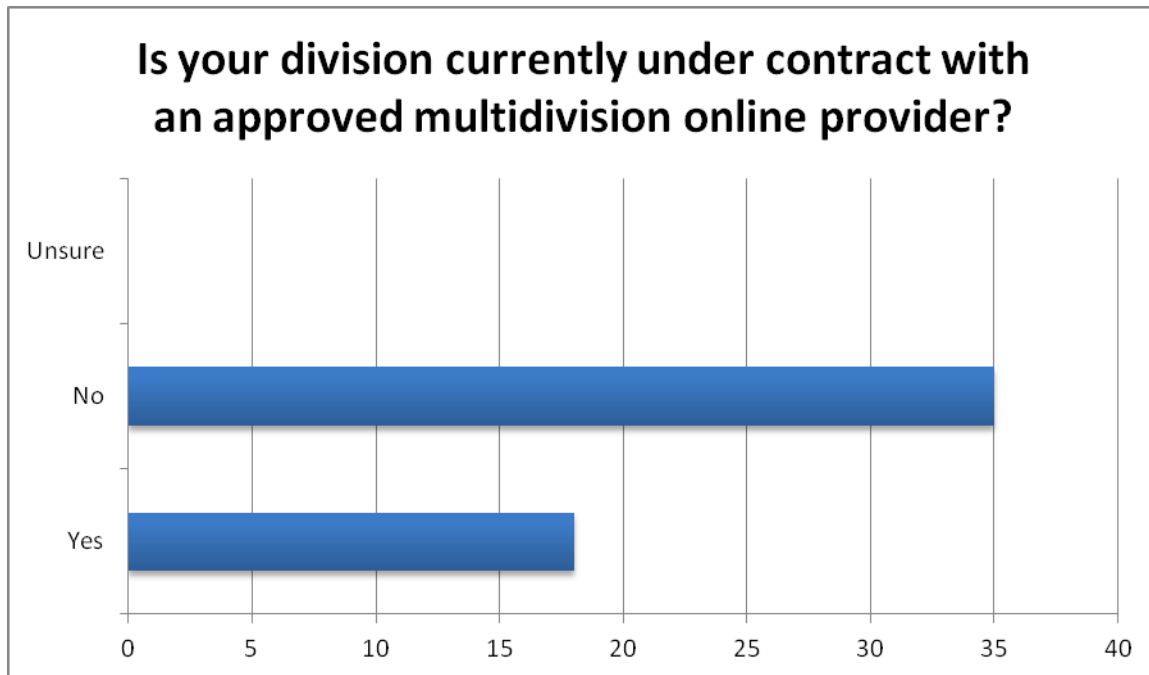
Algebra I [Algebra I]
Algebra II [Algebra II]
Biology [Biology]
Chemistry [Chemistry]
Earth Science [Earth Science]
English Grade 10 [English Grade 10]
English Grade 11 [English Grade 11]
English Grade 12 [English Grade 12]
English Grade 9 [English Grade 9]
Geometry [Geometry A]
Health Grade 9 [Health 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 ...	

How might this course exceed the Virginia Standards of Learning?

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.

School Level and Type <ul style="list-style-type: none"> <input type="radio"/> Elementary <input type="radio"/> Middle <input type="radio"/> High 	Number of Students Full time: Part time:	Number of Instructors and Staff Full-time teachers: Part-time teachers: Administrators: Counselors: Other support staff:
Demographic Information Males: Females:		
Ethnic and Racial Makeup of Student Body <i>Please provide numbers/percentage of all students who are:</i> Hispanic or Latino students (a person of Cuban, Mexican, Puerto Rican, South American, Central American, or other Spanish culture or origin, regardless of race): <i>Since students may choose one or more of the following, total percentages may equal more than 100%:</i> 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): 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): Black or African American (a person having origins in any of the black racial groups of Africa): Native Hawaiian or Other Pacific Islander (a person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands): White (a person having origins in any of the original peoples of Europe, the Middle East, or North Africa):		

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