2012
A Status Report Regarding
Multidivision Online Learning

PRESENTED TO
THE GOVERNOR AND
THE GENERAL ASSEMBLY

OCTOBER 25, 2012
VIRGINIA 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 23218-2120; phone: 804-225-2924; or e-mail BOE@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 Delegate Richard P. Bell on behalf of 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. This legislation stipulated that the courses or programs must meet certain requirements with regard to accreditation and staffing as well as the educational objectives and assessments in the Virginia Standards of Learning (SOL).

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 were required to post 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 divisions will pay course fees and other costs for nonresident students, and criteria for granting high school credit.

In 2011, the Department of Education developed and implemented the multidivision online provider application process, including the *Criteria for Approval of Multidivision Online Providers* and the application, appeal, and monitoring process approved by the Board of Education (see Appendix B). During this initial application period, 13 organizations were approved to offer online instruction as multidivision online providers. During the second year of program implementation, the legislation required monitoring of the approved providers and the reopening of the application window.

Eleven of the thirteen organizations approved in 2011 offered courses to students in Virginia during the 2011-2012 school year. These organizations completed monitoring reports in June 2012. After reviewing data from these reports and conducting monitoring interviews with the providers, the Department of Education identified several issues: some approved providers were not offering approved courses, some approved providers were hiring teachers without Virginia licensure, and there were discrepancies between data submitted by providers and the data collected via the Student Records Collection (SRC). These issues are detailed in this report.

The second application window opened in 2012. Provider applications were accepted for 30 days, beginning January 3, 2012. During that time, seven organizations submitted new applications and course correlation documents, and providers approved in 2011 submitted new

courses for review and approval. After a thorough review, six of the new applicants were approved as multidivision online providers. For the one application not approved, review teams noted significant deficiencies in data collection and reporting capabilities, pupil performance standards, Section 508 compliance, teacher licensure requirements, and correlation to the SOL.

The provider monitoring process will continue during the 2012-2013 school year. The application window will reopen in January 2013 for the 2013-2014 school year.

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 key activities that occurred between November 1, 2011, and November 1, 2012:

- The application window was opened for 30 days, beginning January 3, 2012. Applications were received from seven organizations.

- Applications were subjected to an extensive review by policy, instruction, special education, information management, technology, and finance teams in the Department of Education.

- Six organizations were 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 is shown on page 11 of this report.

- Of the 162 courses reviewed for correlation to the SOL, 54 were approved during the application period. Providers were given the opportunity to submit additional correlation information for courses that did not receive initial approval.

- The Department of Education collected information throughout the year from the approved providers regarding online learning opportunities provided to students.

- The Department of Education required approved providers to complete monitoring reports that detailed their activities in the Commonwealth during the 2011-2012 academic year.

- The Department of Education conducted monitoring interviews with 11 providers that offered courses during the 2011-2012 school year: Apex Learning; BYU Independent Study; CCPS Online - Chesterfield County Public Schools; CompuHigh, LLC; Connections Academy, LLC; EdOptions Online Academy; Education2020, Inc.; FLVS Global School; K12 Virtual Schools, LLC; The VHS Collaborative; and York County School Division.

- The Superintendent of Public Instruction detailed findings from the monitoring reports and interviews in letters to each provider. Providers with deficiencies were allowed 10 business days to address these deficiencies.

Data Collection and Monitoring

The Department of Education collects data from three sources: the Student Record Collection (SRC), provider monitoring reports, and Department of Education surveys. The SRC data are 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 provide information via the State Testing Identifier (STI), including assessment data, cohort graduation data, course enrollment and completion data, career and technical education reports, and funding summary reports.

Providers and school divisions are still somewhat uncertain about what constitutes a multidivision online provider as compared to a provider of online content taught by local teachers. As a result, a limited amount of data on multidivision online providers was submitted through the SRC. With continued guidance from the Department of Education, the amount and quality of data collected each year is expected to increase. Data from the Master Schedule Collection (MSC) will provide additional course enrollment information; however, this information will not be available until late November and is not included in this report.

Student Record Collection Data

Data from the SRC show that 483 students enrolled in courses from approved multidivision online providers during the 2011-2012 school year.

Provider Monitoring Report Data

At the end of the 2011-2012 school year, multidivision online providers submitted the following monitoring reports to the Department of Education:

- Student Demographics
  - Number of students provided courses: 2,669

There is a discrepancy in the enrollment data submitted by providers and the enrollment data reported by divisions through the SRC.
- Full-time students: 446
- Part-time students: 2,223

- Student Course Completion Rates
  - Total course enrollments among 11 providers: 13,661[1]
  - Total number of course completers among 11 providers: 12,607
  - Course completion rates among 11 providers: ranged from 33% to 100% with an average course completion rate of 77%

- Student Course Pass Rates
  - Total course enrollments among 11 providers: 13,680
  - Total number of students completing and passing courses among 11 providers: 11,604
  - Course pass rates among 11 providers: ranged from 37.5% to 100% with an average pass rate of 74%

- Activities and Outcomes of Course and Provider Approval Reviews (See Appendix C)

Department of Education Parental Satisfaction Survey Data

The Department of Education provided links to a parent survey (see Appendix D) to all multidivision online providers that offered online courses to students during the 2011-2012 school year. The providers were asked to send the parent survey link to program participants. Survey responses were received from only five of the 11 providers. Only 55 responses were received, limiting the usefulness of these data; of these, 54 were parent responses, and only one was from a student. The surveys showed that 95 percent of the students participated in one to two courses online. In addition, most respondents (73%) stated that they would enroll their children with the provider again. Further results from these surveys follow:

- Technical Issues

  - Seventy-five percent (75%) of respondents reported that students often did not, rarely, or never had technical issues taking the online courses.

  - Eight-five percent (85%) of respondents reported that any technical issues were resolved in an average to very fast period of time.

  - Respondents provided a variety of details regarding technical issues.

- The Use of Mentors

---

[1] Due to inconsistencies in the monitoring reports submitted by providers, total course enrollment and completion numbers do not match.

- o Eighty-five percent (85%) of respondents had minimal instructional responsibilities (compared to average or maximum) with students taking online courses.

- o Fifty-one percent (51%) of respondents indicated that a local mentor oversaw off-line work.

- o Fifty-six percent (56%) of respondents were not the local mentor for their child.

- o Where applicable, respondents provided feedback on their roles as local mentors.

- Overall Course Quality

  - o Seventy-six percent (76%) of respondents agreed or strongly agreed that the quality of the online course had been good.

  - o Seventy-two percent (72%) of respondents agreed or strongly agreed that the quality of the course *content* had been good.

  - o Sixty-four percent (64%) of respondents agreed or strongly agreed that their child had been appropriately challenged by the online course.

  - o Fifty-five percent (55%) of respondents agreed that the online course was appropriately personalized to meet the unique needs of their child.

- Communication

  - o Fifty-six percent (56%) of respondents agreed or strongly agreed that the frequency of communication with the teacher met their child's needs.

  - o Forty-five percent (45%) of respondents were neutral about whether the frequency of communication with other students met their child's needs. Thirty-six percent (36%) of respondents agreed or strongly agreed that the frequency of communication with other students met their child's needs.

  - o Fifty-six percent (56%) of respondents agreed that the frequency of communication between their child and the teacher met their child's needs. Forty-five percent (45%) of respondents were neutral about whether the frequency of communication between their child and the teacher met their child's needs.

  - o Sixty-two percent (62%) of respondents were neutral about whether communication between their child and other students was productive. Twenty-five percent (25%) of respondents agreed or strongly agreed that communication between their child and other students was productive.

o Sixty-four percent (64%) agreed or strongly agreed that communication between their child and the teacher was appropriate.

Department of Education Online Learning Opportunities Survey Data

Item 139 B. 27. of the 2012 Appropriation Act (Chapter 3) contains a reporting provision related to the online learning opportunities. The reporting provision requests that each school division superintendent submit to the Department of Education a brief description of the range of online learning opportunities currently underway and any new courses being planned or under consideration in the future, if applicable.

In August 2012, the Department of Education surveyed the school divisions to determine if they were using an approved multidivision online provider to provide online learning opportunities to students. Of the 133 divisions surveyed, 77 responses were received. The following charts indicate the results.

If your school division used a DOE-approved multidivision online provider to provide online learning opportunities to students, which multidivision online provider was used?
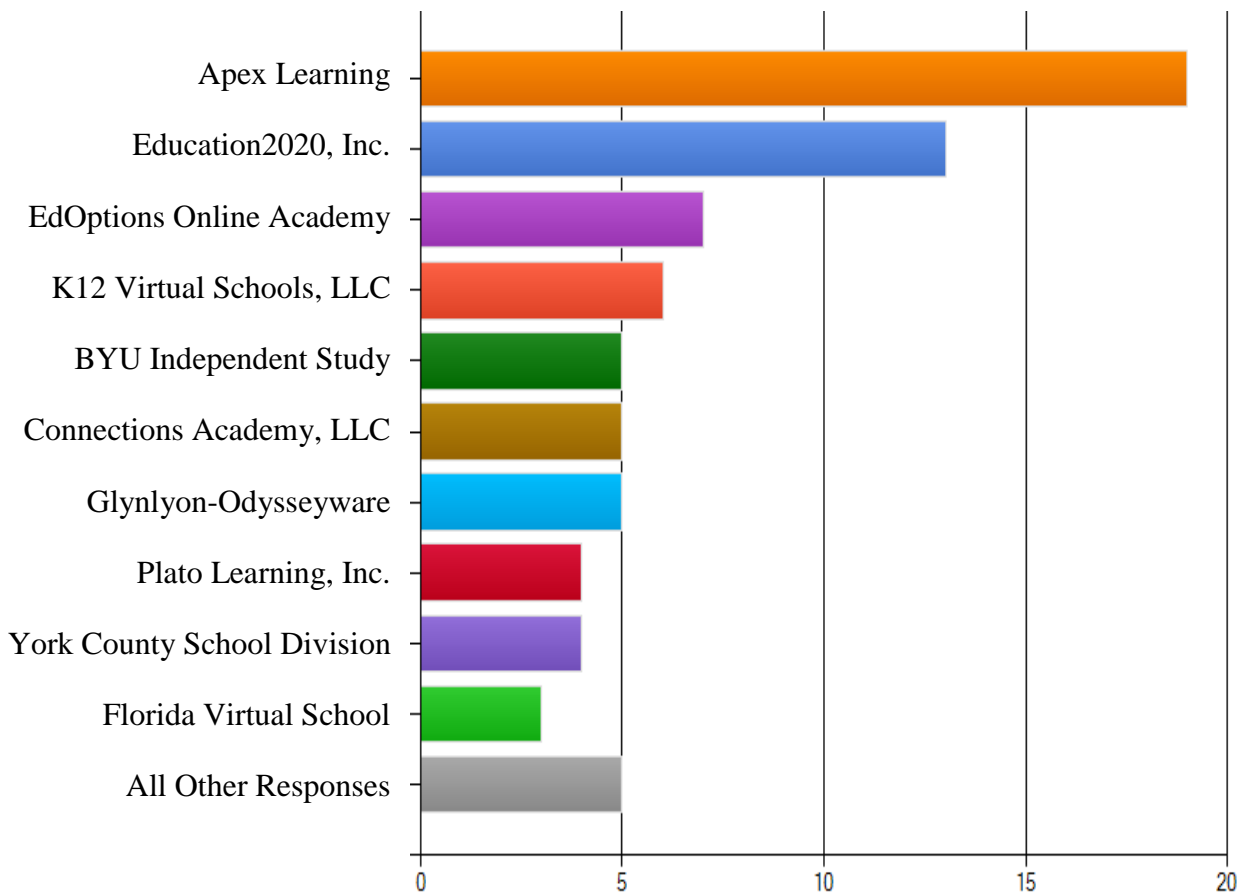
"All Other Responses" includes Cambium Education, Inc.; Chesterfield County Public Schools; Edison Learning, Inc.; and The VHS Collaborative.

If a DOE-approved multidivision online provider is one of the online learning opportunities being considered or planned for the future by your division, which multidivision online provider is being considered or planned?
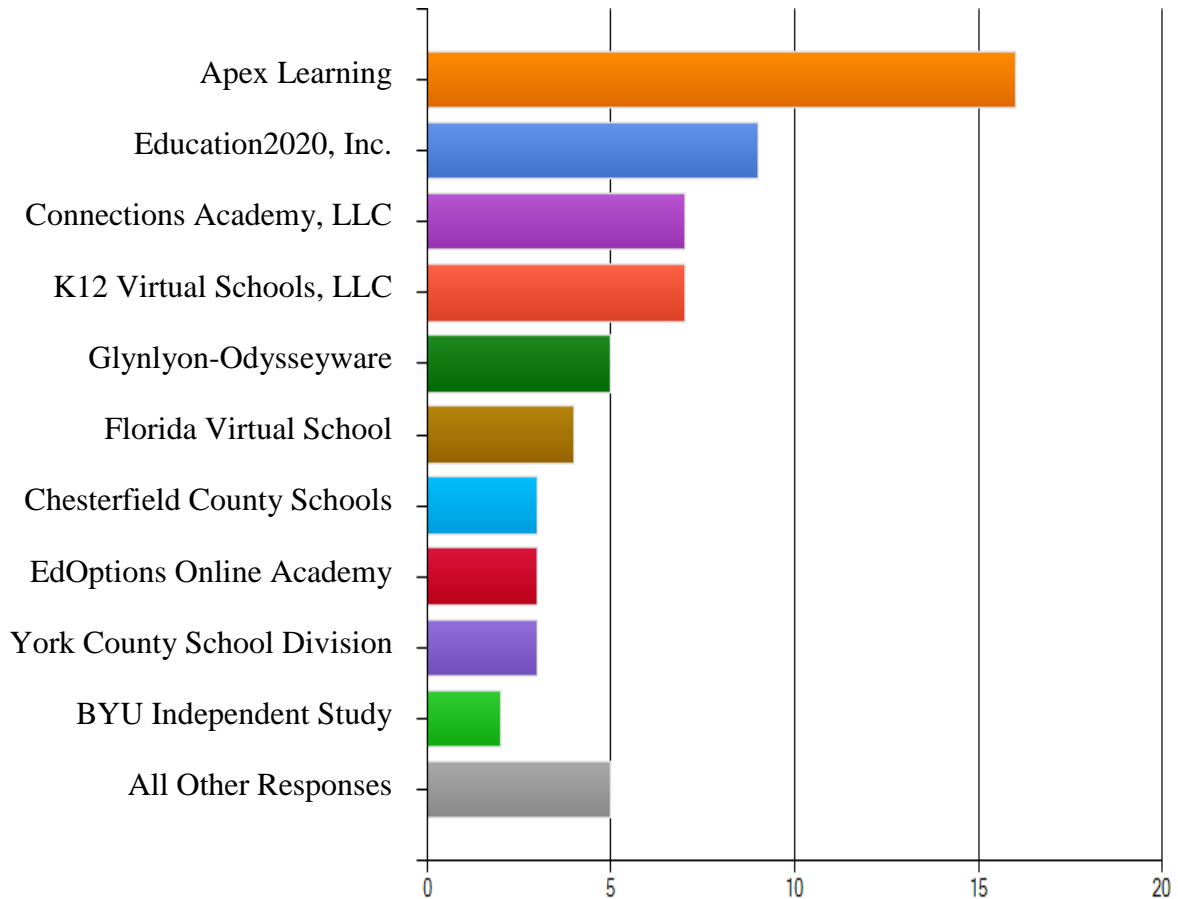
"All Other Responses" includes Cambium Education, Inc.; Edison Learning, Inc.; and The VHS Collaborative.

Issues and Challenges

During the 2011-2012 school year, several issues emerged:

- There are significant discrepancies in the enrollment data submitted by providers and data reported by school divisions through the SRC. These discrepancies make it impossible to report accurately on the status of multidivision online provider learning opportunities.

- During the 2011-2012 school year, several multidivision online providers (BYU Independent Study; CompuHigh, LLC; Connections Academy, LLC; EdOptions Online Academy; and K12 Virtual Schools, LLC) used teachers who were not licensed to teach in Virginia. This issue was addressed during the provider monitoring process.

- Providers' course names were not the same as those used in the SOL. For example, one provider's World Literature II course was comparable to the English Grade 10 SOL. This continues to cause confusion. The provider summary reports generated from the Department of Education Web site provide the SOL course name for each course offered by a provider.

- The *Code of Virginia* requires that school divisions provide information on local division Web sites detailing virtual and online learning opportunities for students. A review found that many division Web sites do not provide the required information. In some cases, the information is on the Web site but is buried on internal pages, making it difficult for visitors to locate it. On September 11, 2012, the Department sent division superintendents a reminder to post this information.

- Some providers were not responsive to requests for information from school divisions. This issue was addressed during the provider monitoring process.

- Approved providers must list courses approved by the Department of Education on a Web page. Several provider Web pages included all the courses they offered, including ones not approved by the Department of Education. This issue was addressed during the provider monitoring process.

- Criteria established by the Board of Education for multidivision online providers states that all teachers hired by a multidivision online provider to provide instruction to students must (1) meet the requirements set forth in sections *§ 22.1-296.1* and *22.1-296.2* of the *Code of Virginia* and (2) be highly qualified, licensed by the Virginia Board of Education, and endorsed in their course content area. During the monitoring process, the Department noted that several providers (BYU Independent Study; CompuHigh, LLC; Connections Academy, LLC; EdOptions Online Academy; and K12 Virtual Schools, LLC) have not provided licensure information for all their teachers. This issue was addressed during the provider monitoring process.

- Some approved providers and school divisions remained uncertain about what constitutes a multidivision online provider as compared to a provider of online content taught by local teachers. To address this problem, the Department of Education will continue to provide clarification to assist providers and school divisions in reporting data correctly.

- Some approved providers offered courses during the 2011-2012 school year that were not approved by the Department of Education. This issue was addressed during the provider monitoring process.

The Superintendent of Public Instruction detailed findings from the monitoring reports and interviews in letters to each provider. Providers with deficiencies were allowed 10 business days to provide information needed to address these deficiencies.

Summary of Approved Providers and Courses

Of the 14 applications received during the 2011 application window, 13 providers met the criteria for approval: Apex Learning; BYU Independent Study; CCPS Online; CompuHigh, LLC; Connections Academy, LLC; Education2020, Inc.; EdOptions Online Academy; Edison Learning, Inc.; Florida Virtual School; Giant Campus of Virginia (merged with Education2020, Inc., during the 2011-2012 school year); K12 Virtual Schools, LLC; Virtual High School Global Consortium (now known as The VHS Collaborative); and York County School Division.

Of the seven applications received during the 2012 application window, six providers met the criteria for approval: Accelerate Education; American Virtual Academy; Cambium Education, Inc.; Glynlyon-Odysseyware; Proximity Learning, Inc. (mylanguage360); and Plato Learning, Inc.

The approved providers offer 765 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 the name used to identify the course in Virginia, the provider's course name follows in brackets.

Accelerate Education
P. O. Box 99790
Seattle, WA 98139

Approved SOL Courses
Algebra I
Biology
Chemistry
English Grade 9
English Grade 10
English Grade 11
English Grade 12
Health Grade 7
Health Grade 9
Physics

American Virtual Academy
2471 North Arizona Avenue
Chandler, AZ 85225

Approved SOL Courses
Algebra I
Biology
Chemistry
English Grade 9
English Grade 10
English Grade 11
English Grade 12
Geometry
Health Grade 9
Mathematics Grade 8
Physics

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

Approved SOL Courses
Virginia SOL Course [Provider Course Title]
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
Virginia SOL Course [Provider Course Title]
Algebra II [ALG 55, ALG 57]
Biology [Biology 41]
English Grade 9 [English 41]
Geometry [Geometry 41]
Health Grade 10 [Health 41]
Health Grade 9 [Health 41]
Physics [PHSCS 41, PHSCS 43]
Spanish [SPAN 41, SPAN 43]
Spanish [SPAN 51, SPAN 53]
US History 1865 to Present [HIST 43]

Cambium Education, Inc.
4185 Salazar Way
Frederick, CO 80504

Approved SOL Courses
Virginia and U.S. History

CCPS Online - 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
Virginia SOL Course [Provider Course Title]
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
Virginia SOL Course [Provider Course Title]
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
Virginia SOL Course [Provider Course Title]
Algebra I (Algebra I)

Algebra II [Algebra II]
Biology [Biology]
Chemistry [Chemistry]
Civics and Economics
Earth Science [Earth Science]
Economics and Personal Finance
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]
German I [VA German I]
German II [VA German II]
Health Grade 10 [Health]
Latin I [VA Latin I]
Latin II [VA Latin II]
Life Science [Life Science]
Mathematics Grade 6 [Math 6]
Mathematics Grade 7 [Math 7]
Mathematics Grade 8 [Math 8]
Mathematical Analysis
Modern Languages I [VA Chinese I]
Modern Languages II [VA Chinese II]
Physical Education Grades 9/10
Physical Science [Physical Science]
Physics [Physics]
Science Grade 6
Spanish I [VA Spanish I]
Spanish II [VA Spanish II]
Spanish III [VA Spanish III]
US History 1865 to Present [US History]
US History to 1865 [Middle School US History]
Virginia and U.S. Government
Virginia and U.S. 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
3D Art I - Modeling
3D Art II - Animation
AP Calculus
AP Environmental Science
AP Human Geography
AP Language and Composition
AP Literature and Composition
AP Psychology
AP US History
Art History I
Audio Engineering
Basic Algebra
Basic Mathematics

C++ Programming
Career Planning and Development
Computer Applications: Office 2007
Computer Literacy
Computer Science I
Digital Arts I
Digital Arts II
Engineering Design I
Environmental Science
Flash Animation
Flash Game Development
Foundations of Personal Wellness
Game Design
Green Design and Technology
Healthy Living
IDEA Writing - (Instruction to Develop Expository Modeling and Applied Writing)
Image Design and Editing
Intermediate Algebra
Intro to Communication and Speech
Introduction to Art
Introduction to Entrepreneurship I
Introduction to Entrepreneurship II
Introduction to Marketing I
Introduction to Marketing II
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
Virtual Tutor Test-Prep ACT (includes Math, Reading, Writing, English, and Science strands)
Virtual Tutor Test-Prep GED (includes Math, Reading, Science, Social Studies, Writing strands)
Virtual Tutor Test-Prep SAT (includes Math, Critical Reading, and Writing strands)
Virtual Tutor Test-Prep SOL 8th Grade Math
Virtual Tutor Test-Prep SOL 8th Grade Reading
Virtual Tutor Test-Prep SOL 8th Grade Writing
Virtual Tutor Test-Prep EOC SOL 9th Grade Reading
Virtual Tutor Test-Prep EOC SOL 9th Grade Writing
Virtual Tutor Test-Prep EOC SOL 10th Grade Reading
Virtual Tutor Test-Prep EOC SOL 10th Grade Writing
Virtual Tutor Test-Prep EOC SOL 11th Grade Reading
Virtual Tutor Test-Prep EOC SOL 11th Grade Writing
Virtual Tutor Test-Prep EOC SOL Algebra I
Virtual Tutor Test-Prep EOC SOL Algebra II

Virtual Tutor Test-Prep EOC SOL Geometry
Virtual Tutor Test-Prep EOC SOL Earth Science
Virtual Tutor Test-Prep EOC SOL Biology
Virtual Tutor Test-Prep EOC SOL Chemistry
Virtual Tutor Test-Prep EOC SOL Civics & Economics
Virtual Tutor Test-Prep EOC US History
Virtual Tutor Test-Prep EOC SOL World Geography
Virtual Tutor Test-Prep EOC SOL World History & Geography to 1500
Virtual Tutor Test-Prep EOC SOL World History & Geography 1500-Present
Virtual Tutor Test-Prep COMPASS (includes Math, Reading, and Writing strands)
Virtual Tutor Test-Prep ACCUPLACER (includes Sentence Skills, Reading Comprehension, Arithmetic, Elementary Algebra, and Written Summary strands)

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

Approved SOL Courses
Virginia SOL Course [Provider Course Title]
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
Virginia SOL Course [Provider Course Title]
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
Virginia SOL Course [Provider Course Title]
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

Glynlyon-Odysseyware
300 North McKemey Avenue
Chandler, AZ 85226

Approved SOL Courses
Chemistry
Earth Science
World Geography

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

Approved SOL Courses
Virginia SOL Course [Provider Course Title]
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)]

The VHS Collaborative (formerly known as 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

York County School Division
302 Dare Road
Yorktown, Virginia 23692

Approved SOL Courses
Virginia SOL Course [Provider Course Title]
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]
Physical Education Grade 9
Physical Education Grade 10
Physical Education Grade 11

Physical Education Grade 12
Physics [Physics]
Spanish [Spanish I]
Spanish [Spanish II]
Spanish [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 (.5 credit)
Business Law (.5 credit)
Business Management (.5 credit)
Computer Information Systems I & II
Driver's Education 10
Ecology & Environmental Science
Financial Planning (.5 credit)
Game Design I
Game Design II
Introduction to Marketing
Leadership Seminar
Life Planning
Marketing I & II (with COOP components)
Psychology
Survey of World Languages

Summary of Multidivision Online Providers Used By School Divisions

In August 2012, the Department of Education surveyed the school divisions to determine which approved multidivision online providers they used to provide online learning opportunities to students. Here are the results:

Accelerate Education
None

American Virtual Academy
None

Apex Learning
Buckingham County Public Schools
Clarke County Public Schools
Colonial Heights Public Schools
Fairfax County Public Schools
Fauquier County Public Schools
Frederick County Public Schools
King George County Public Schools
King William County Public Schools
Manassas Park Public Schools
Mathews County Public Schools
Middlesex County Public Schools
Orange County Public Schools
Radford Public Schools
Salem Public Schools
Shenandoah County Public Schools
Smyth County Public Schools
Warren County Public Schools
Washington County Public Schools
Williamsburg-James City County Public Schools

Brigham Young University
Cumberland County Public Schools
Manassas Public Schools
Nelson County Public Schools
Orange County Public Schools
Williamsburg-James City County Public Schools

Cambium Education, Inc.
None

CCPSOnline
None

CompuHigh, LLC
Staunton Public Schools

Connections Academy, LLC
Chesapeake Public Schools
Middlesex County Public Schools

Newport News Public Schools
Poquoson Public Schools
Virginia Beach Public Schools
Williamsburg-James City County Public Schools

Edison Learning, Inc.
None

EdOptions Online Academy
Amherst County Public Schools
Arlington County Public Schools
Augusta County Public Schools
Franklin Public Schools
Manassas Public Schools
Orange County Public Schools
Tazewell County Public Schools

Education2020, Inc.
Cumberland County Public Schools
Chesapeake Public Schools
Hampton Public Schools
Henrico County Public Schools
Hopewell Public Schools
Loudoun County Public Schools
Lynchburg Public Schools
Newport News Public Schools
Petersburg Public Schools
Virginia Beach Public Schools
Williamsburg-JCC Public Schools
Wise County Public Schools

Florida Virtual School
Arlington County Public Schools
King William County Public Schools
Salem Public Schools

Glynlyon-Odysseyware
Caroline County Public Schools
Dinwiddie County Public Schools
Fauquier County Public Schools
Orange County Public Schools
Staunton Public Schools

K12 Virtual Schools, LLC
Buena Vista Public Schools
Colonial Heights Public Schools

Middlesex County Public Schools
Pittsylvania County Public Schools
Powhatan County Public Schools
Prince George County Public Schools

Plato Learning, Inc.
Smyth County Public Schools
Portsmouth Public Schools
Richmond County Public Schools
Poquoson Public Schools

Proximity Learning, Inc. (mylanguage360)

None

The VHS Collaborative
Fauquier County Public Schools
Fluvanna County Public Schools
Harrisonburg Public Schools

York County School Division
Lancaster County Public Schools
Poquoson Public Schools
Radford Public Schools
Suffolk 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	CRITERIA
ORGANIZATION REQUIREMENTS	
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. 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	Differentiation in content, delivery of content, and assessments meets the needs of a variety of learners.
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.

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.

<div align="center">

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

</div>

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.

Review Panel Findings
This box for VDOE Review Panel Use Only
(Please check only one of the following)

This document indicates
- □ no significant changes in the past year
- □ significant changes that <u>do not</u> impact standards alignment
- □ 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	Number of Students	Number of Instructors and Staff
○ Elementary ○ Middle ○ High **Demographic Information** Males: Females:	Full time: Part time:	Full-time teachers: Part-time teachers: Administrators: Counselors: Other support staff:

Ethnic and Racial Makeup of Student Body
Please provide numbers/percentage of all students who are:
Hispanic or Latino students (a person of Cuban, Mexican, Puerto Rican, South American, Central American, or other Spanish culture or origin, regardless of race):

Since students may choose one or more of the following, total percentages may equal more than 100%:
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

Appendix C

Activities and Outcomes of Course and Provider Approval Reviews

Multidivision Online Provider	Course and Provider Approval Reviews
Apex Learning	None
BYU Independent Study	Students complete the course evaluations when they take their final exam in courses. The results of the course evaluations did not change substantially over the last four years.
CCPS Online - Chesterfield County Public Schools	CCPS Online - Chesterfield County Public Schools operated as an approved multidivision online provider for the 2011-2012 school year. They did not enroll any out-of-county students or contract with any other school divisions during this school year to serve as a provider. The students reported are those students who took approved courses with CCPS Online during the 2011-2012 school year. With regard to stakeholder satisfaction, high school principals indicated their level of satisfaction with the program at regular principal meetings and by responding to a short online survey. All of the respondents indicated that they were either satisfied or very satisfied with CCPS Online in each of the following areas: instructional value, course rigor, online teacher performance, and overall satisfaction. Student satisfaction with CCPS Online is gleaned from a voluntary survey administered to the students during the school year as part of their online course. The student satisfaction survey looks at four areas: class feedback, teacher performance, technology feedback, and overall feedback. One additional question asked the average amount of time students spend working the course each week. Forty-one students indicated that they spent between one to three hours each week working on the course. Thirteen students spend more than three hours and 13 spend less than an hour according to the student responses.

CompuHigh, LLC	Formative feedback resulted in a total of 11 responses. Eight of these were entirely positive and three were generally positive but included constructive suggestions to the teacher. Summative feedback resulted in 21 surveys filled out. Students responding ranked the interaction with the teacher to be the most helpful part of the course, followed by the assignments, and then the text and links. Students most commonly cited the Internet as the outside source they referred to while completing the lessons. Five students stated they used books and four students stated that they got help from a teacher at their other school. There was no discernible pattern among responses to the question, "What were your favorite parts of the course?" Students cited specific concepts in the course that they enjoyed learning.
Connections Academy, LLC	Surveys were sent out before the end of each semester to parents/caretakers/mentors and students. Because the surveys are sent out to all of Connections Learning institutional programs throughout the United States, the data includes private and secure information (provider submitted parent/caretaker/mentor survey and student survey for reference).
EdOptions Online Academy	The survey results provided are not specific to students in Virginia only. The results include all students served by the provider including students from other states. The survey results include student responses on enrollment and orientation, online classes, online teachers, and technology. Responses from affiliated school divisions and parents are also provided.
Education2020, Inc.	Critical findings reported are as follows: 68% of survey respondents stated courses were "just right for me." 65% of survey respondents stated that e2020 courses "met" or "exceeded" their expectations. 60% of survey respondents stated that they liked e2020 courses "about the same" or "more than" other courses, and 79% of survey respondents were "moderately likely" or "very likely" to recommend e2020 courses to a friend (results from internal provider survey).

Florida Virtual School	Critical findings reported are as follows: 53% of survey respondents stated that the goals and objectives of the online courses were "very clear." 51% of survey respondents stated that the directions throughout the online courses were "clear." 58% of survey respondents stated that communication with the teacher(s) of courses was "great." 75% of survey respondents stated that the time between when assignments are submitted and when feedback/grades are provided is usually within 48 hours. 86% of survey respondents indicated they speak with the teacher of a course "at least once a month." 33% of survey respondents indicated that compared to a traditional class, the quality of the online courses was "the same quality," and 63% of survey respondents agreed that their online teacher(s) demonstrated an interest in my success as a student (results from internal provider survey).
K12 Virtual Schools, LLC	The K12 satisfaction survey consisted of 5,201 respondents with enough respondents to reach statistical significance. The Virginia Virtual Academy received 43 respondents, also a high enough *n* to reach statistical significance. The Virginia Virtual Academy was compared to all K12-managed schools across four core measures with the following results: 1. Overall satisfaction with school (89%) 2. Overall satisfaction with the K12 curriculum (89%) 3. Overall satisfaction with their primary teacher (91%) 4. Overall satisfaction with the Online Learning System (OLS) (93%) (provider submitted satisfaction survey data based on responses from parents and K-12 Learning Coaches that are surveyed annually)
The VHS Collaborative	The VHS Collaborative annually surveys students, teachers, site coordinators, and school administrators. The VHS Collaborative teacher survey results indicate many areas of strength for organization. Over 80% of active VHS Collaborative teachers are satisfied with the program and with the course they taught this year. The teachers cited a variety of ways in which their participation with The VHS Collaborative has expanded their capacity as a teacher. The majority of teacher respondents cited these ways in which their skills have

improved:
• ability to teach a course not offered at their school,
• increased technology and instructional skills,
• increased knowledge in their subject area because of access to content in The VHS Collaborative course,
• interaction with a variety of students with diverse backgrounds, and
• development of 21st century instructional skills.
Principals at VHS Collaborative member schools were also surveyed—results from this survey indicate high levels of satisfaction with The VHS Collaborative program and courses. Survey questions will be included with this report. Below are some highlighted responses from The VHS Collaborative Principal Survey:
• 84.7% of respondents indicated they are satisfied with VHS Collaborative operations.
• 100% of respondents indicated they were satisfied with The VHS Collaborative program this year.
• 94% of respondents indicated they were satisfied with VHS Collaborative courses this year.
• 97% of respondents indicated that VHS Collaborative courses met needs they were not able to satisfy with their own course catalog.
• When asked how the school's teacher benefitted from participation, nearly 60% of respondents with a VHS Collaborative teacher in the program indicated that the teacher gained new instructional skills.

Due to the small number of participating schools in Virginia (7), the VHS teacher and administrator survey contain data collected from all faculty and administrator respondents to The VHS Collaborative surveys.
The VHS Collaborative student survey data reported in this report are from the Virginia students only—there were 98 respondents of 196 student enrollments in VHS courses.

Overall, students felt that their site coordinator (SC) was a valuable asset to them as they completed their VHS Collaborative courses. Responses to questions about their site coordinator included the following:
• 78% agree that they communicate with their SC regularly.
• 80% agree that their SC helped them solve technical problems they couldn't solve on their own.
• 70% agree that their SC helped them communicate

	with their teacher. • 78% agree that their SC followed up with them regularly. • 77% agree that their SC helped them understand the responsibilities of taking an online class. Overall, students felt satisfied with The VHS Collaborative program in general—only 8% of students indicated they were not satisfied with the program. When asked for reasons why they were not satisfied, the greatest concern was with students who submitted late work and/or had fallen behind on The VHS Collaborative weekly schedule. The cohort-based nature of VHS Collaborative classes requires that students work together on class discussions and group activities, which necessitates that students take part in the course activities on a weekly basis. These are not self-paced courses where students can drop in and out as they please. VHS Collaborative teachers do work with students to help them get back on track when they fall behind, but in the case of habitual tardiness, there are standards that need to be maintained.
York County School Division	York County School Division (YCSD) enrolled 22 students from three school divisions in Virginia in this first year as a new multidivision online provider. Students met the challenge of online learning with three highly qualified and experienced online teachers in Physics, World History II, English 11, and Health & PE9. These students participated in an online orientation, coupled with personalized instruction and communication about the implementation of the program and all of its components. A survey was conducted as one of the culminating activities for administrators, mentors, students, and parents. Highlighted are excerpts from the surveys. • The orientation prepared students to successfully complete the online courses. • The overall quality of the online courses was excellent. • Online courses are easy to navigate. • Students are able to access coursework from school and home. • Online courses are personalized to meet the unique needs of students. • Communication between the teacher and student was

	effective.
	• The online teachers provided clear instructions for completing assignments.
	• Online teachers are responsive to students.
	• Given an opportunity to take another online class students and parents would consider YCSD.
	Students provided advice including "make sure that you are able to schedule your time well for the online courses."
	Administrators from participating school divisions were very satisfied with the total online program provided by YCSD. Administrators and mentors commented through e-mail and phone communication that they would recommend the York County School Division to other school divisions.

Appendix D

Multidivision Online Provider Parental Satisfaction Survey

1. What is your role in the online educational process being surveyed?
   Parent
   Mentor
   Other (Please explain)
2. How many courses does your child take online? 1-2, 3-5, 6+
3. What level of instructional responsibility do you have with your child's online course?
   Minimal (less than daily interaction with the online teacher or program)
   Average (daily interaction with the online teacher or program)
   Maximum (multiple interactions with the online teacher or program each day)
4. How often did you or your child experience technical issues? Very often, Often, Somewhat often, Not often, Rarely, Never
5. How quickly were technical issues resolved? Very fast, Fast, Somewhat fast, Somewhat slowly, Slowly, Very slowly

   Please provide any additional information about questions 4 - 5 here:

6. Is there a local mentor for your child who oversees their off-line work? Yes or No
7. Are you the local mentor for your student, overseeing their off-line work? Yes or No.

   Please provide any additional information about questions 6 - 7 here:

8. The quality of the course(s) your child has taken with the online program has been good. Strongly agree, Agree, Disagree, Strongly disagree
9. The quality of the course content has been good. Strongly agree, Agree, Disagree, Strongly disagree
10. My child was appropriately challenged by the course. Strongly agree, Agree, Disagree, Strongly disagree
11. Was the course appropriately personalized to meet the unique needs of your child? Yes or No.

    Please provide any additional information about questions 8 - 11 here:

12. The frequency of communication with the teacher met my child's needs. Strongly agree, Agree, Disagree, Strongly disagree
13. The frequency of communication with other students met my child's needs. Strongly agree, Agree, Disagree, Strongly disagree
14. The frequency of communication between my child and the teacher met my child's needs. Strongly agree, Agree, Disagree, Strongly disagree
15. The communication between my child and other students was productive. Strongly agree, Agree, Disagree, Strongly disagree
16. The communication between my child and the teacher was appropriate. Strongly agree, Agree, Disagree, Strongly disagree

Please provide any additional information about questions 12 - 16 here:

17. Would you enroll your child with this provider again?
18. Please describe your overall satisfaction with the provider.