



COMMONWEALTH of VIRGINIA

BOARD OF EDUCATION

P.O. BOX 2120
RICHMOND, VA 23218-2120

December 1, 2016

The Honorable Terry McAuliffe, Governor
Members of the Virginia General Assembly
Commonwealth of Virginia
Richmond, Virginia 23219

Dear Governor McAuliffe and Members of the Virginia General Assembly:

On behalf of the Board of Education, I am pleased to transmit the *2016 Annual Report on the Condition and Needs of Public Schools in Virginia*, submitted pursuant to § 22.1-18 of the *Code of Virginia*. The report discusses the critical needs in public education, achievement of our students and schools, and recommendations for revising the Standards of Quality (SOQ) to support continued improvement.

By nearly every national and state measure, Virginia's public K-12 schools, students, and educators continue to improve and lead the way in academic achievement and accountability. While most Virginia students continue to show academic growth, the Board recognizes the constitutional and shared responsibility to ensure that all children in the Commonwealth, regardless of their circumstances, have access to a quality education that prepares them for a successful, healthy, and fulfilling life. To reach this goal, the Board has identified four priorities:

- The public school experience must be redesigned to better prepare students for life after high school by ensuring that all students, during their K-12 experience, achieve and apply appropriate academic knowledge, demonstrate productive workplace skills, exhibit responsible and responsive citizenship, and align knowledge, skills, and interests with career opportunities.
- Teachers and school leaders must be better supported to effectively deliver and serve all Virginia K-12 students.
- Virginia's accountability system must provide tiered interventions aligned to need, encourage continuous improvement for all schools, and measure and report multiple indicators of school quality.
- Greater attention and support must be provided to school communities with high poverty where achievement and opportunity gaps persist.

The Honorable Terry McAuliffe, Governor
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The Board of Education is grateful that the Governor and General Assembly have provided support to enhance Virginia's public K-12 education system. Thank you for your ongoing partnership and support.

Sincerely,

A handwritten signature in cursive script, appearing to read "Billy K. Cannaday, Jr.", written in black ink.

Billy K. Cannaday, Jr. Ed.D.
President



2016 Annual Report

Virginia Board of Education

**VIRGINIA BOARD OF EDUCATION'S
2016 ANNUAL REPORT ON
THE CONDITION AND NEEDS OF
PUBLIC SCHOOLS IN VIRGINIA**

**PRESENTED TO THE GOVERNOR
AND GENERAL ASSEMBLY**

NOVEMBER 2016

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STATUTORY REQUIREMENTS

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

By December 1 of each year, the Board of Education shall submit to the Governor and the General Assembly a report on the condition and needs of public education in the Commonwealth and shall identify any school divisions and the specific schools therein that have failed to establish and maintain schools meeting the existing prescribed standards of quality. Such standards of quality shall be subject to revision only by the General Assembly, pursuant to Article VIII, Section 2 of the Constitution of Virginia. Such report shall include:

1. A complete listing of the current standards of quality for the Commonwealth's public schools, together with a justification for each particular standard, how long each such standard has been in its current form, and whether the Board recommends any change or addition to the standards of quality;
2. Information regarding parent and student choice within each school division and any plans of such school divisions to increase school choice;
3. A complete listing of each report that local school divisions are required to submit to the Board or any other state agency, including name, frequency, and an indication of whether the report contains information that the local school division is also required to submit to the federal government; and
4. A complete listing of each report pertaining to public education that local school divisions are required to submit to the federal government, including name and frequency.

§ 22.1-212.15. Report of public charter schools.

The Board shall report the number of public charter schools established in the Commonwealth, as well as the number of charters denied, in its annual report to the Governor and the General Assembly pursuant to § 22.1-18.

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

... 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...

EXECUTIVE SUMMARY

The *2016 Annual Report on the Condition and Needs of the Public Schools in Virginia* discusses the critical needs in public education, achievement of our students and schools, and recommendations for revising the Standards of Quality (SOQ) to support continued improvement.

By nearly every national and state measure, Virginia's public K-12 schools, students, and educators continue to improve and lead the way in academic achievement and accountability:

- Virginia students outperform their peers nationwide on the ACT by 15 or more points.
- The average science scores of Virginia fourth-grade and eighth-grade students on the 2015 National Assessment of Educational Progress (NAEP) – also known as "The Nation's Report Card" – were significantly higher than the averages of their national peers.
- Virginia's on-time graduation rate continued to climb, reaching 91.3 percent in 2016 - a three point increase since 2012 - and more than half of Virginia's students graduated from high school with the Commonwealth's most rigorous diploma.
- Virginia students perform at least 19 points higher than the national average in math, reading, and writing on the SAT college-admissions test.
- The School Quality Profile was unveiled in October 2016 to better express, communicate, and report important achievements and information about our schools and school divisions to the public.
- The Board of Education is developing a *Profile of a Virginia Graduate* to describe the knowledge, skills, competencies, and experiences students should attain during their K-12 education to make them "life-ready."
- The Board is reforming its accountability system to ensure that tiered support is provided to struggling schools, all schools work towards improvement, and Virginia's state accreditation system, federal accountability system, and public reporting take into account the multiple measures of school quality.

While most Virginia students continue to show academic growth, the Board recognizes the constitutional and shared responsibility to ensure that all children in the Commonwealth, regardless of their circumstances, have access to a quality education that prepares them for a successful, healthy, and fulfilling life. To reach this goal, based on extensive public feedback, the Board heard the following priorities must be met:

- The public school experience must be redesigned to better prepare students for life after high school by ensuring that all students, during their K-12 experience, achieve and apply appropriate academic knowledge, demonstrate productive workplace skills, exhibit responsible and responsive citizenship, and align knowledge, skills, and interests with career opportunities.
- Teachers and school leaders must be better supported to effectively deliver and serve all Virginia K-12 students.

- Virginia’s accountability system must provide tiered interventions aligned to need, encourage continuous improvement for all schools, and measure and report multiple indicators of school quality.
- Greater attention and support must be provided to school communities with high poverty where achievement and opportunity gaps persist.

Addressing conditions that affect student learning and well-being will require a continued investment of resources, as recommended in the revisions to the Standards of Quality (SOQ) articulated in this report. Addressing these needs will also require partnerships between the Board of Education, the General Assembly, the Governor, local school boards and divisions, educators, families, community organizations, institutions of higher education, and business industries.

2016 ANNUAL REPORT ON THE CONDITION AND NEEDS OF PUBLIC SCHOOLS IN VIRGINIA

The purpose of the Board of Education's annual report is to articulate to the Governor, General Assembly, education community, parents, and the public the key issues in K-12 public education in the Commonwealth today. In addition to identifying the Board's priority issues, the report includes actions taken towards the Board's goals, and policy recommendations for consideration to achieve the desired outcomes. Further, the report provides information about the achievement, context, and climate of our schools and school divisions, which have shaped the Board's identification of its areas of emphasis described in this report.

The vision of the Board of Education and Superintendent of Public Instruction, in cooperation with their partners, is to create an excellent statewide system of public education that derives strength from diversity and that ensures equality of opportunity for each student in a safe and healthy learning environment that prepares all students to be capable, responsible, and self-reliant citizens in the global society. In order to create strong and effective schools and school divisions, the Board of Education, in cooperation with its partners, develops policies and provides leadership to improve student achievement and prepare students to succeed in postsecondary education and the workplace, and to become engaged and enlightened citizens. With this mission in mind, the Board has dedicated much of its work in 2016 to redesigning the school experience for all students. While the Board is moving forward this winter with some recommendations for revised expectations for students, the Board's work to prepare students for life after high school will continue for years to come.

I. Landscape of Public Education

In order to understand the needs of public education in Virginia, it is important to consider the contextual landscape of our schools and state.

Demographic Membership

Our schools continue to grow in diversity, representing our every-changing communities. During the last ten years, the total student population has increased just over five percent (66,271 students), from 1,220,440 students in 2006-2007 to 1,286,711 students in 2016-2017, but the number of economically disadvantaged students, English language learners, and students with disabilities has increased dramatically. The number of economically disadvantaged students has increased by 39 percent (137,739 students), from 350,095 students in 2006-2007 to 487,834 students in 2016-2017, currently representing 39 percent of the student population. The number of English language learners has increased by 78 percent (67,630 students), from 86,390 students in 2006-2007 to 154,020 students, currently representing seven percent of the student population. In addition, during that same period, the number of students identified with autism has increased by 222 percent (12,582 students), from 5,674 students in 2005-2006 to 18,256 in 2015-2016, and the number of students identified in the other health impairments disability category has increased by 26 percent (6,683 students), from 25,600 students in 2005-2006 to 32,283 students in 2015-2016. The changing makeup of our schools must be considered, as well as the additional costs to educate some of our most vulnerable student populations.

Accreditation Status

More than eight out of 10 Virginia public schools are now fully accredited as the result of improved performance of students on Standards of Learning (SOL) tests and 2016 legislation providing multi-year accreditation for schools that have consistently met the commonwealth's accountability standards.

Eighty-two percent, or 1,490, of Virginia's 1,828 public schools are rated as Fully Accredited for 2016-2017, a 4-point improvement over 2015-2016, when 78 percent of schools earned the state's top accountability rating.

While the number of students attending schools meeting the state's expectation for Full Accreditation continues to increase, there is a growing and urgent crisis regarding the number of students attending schools which have been denied accreditation due to persistently low achievement. For 2016-2017, 94 schools in 31 divisions were denied accreditation. The school divisions with at least one school in accreditation denied status range from urban cities to rural counties.

“Achievement Gaps” Among Demographic Groups

Standards of Learning (SOL) Assessment Performance

Overall, student achievement in 2015-2016 on Standards of Learning (SOL) tests represented progress for all students. The percentage of students achieving at the proficient or advanced level on SOL assessments in reading, mathematics and science increased by one-point statewide during 2015-2016. Eighty percent of students achieved proficient or advanced scores in reading, and the same percentage passed tests in mathematics, compared with 79 percent in both subjects in 2014-2015. Eighty-three percent passed grade-level or end-of-course SOL tests in science, compared with 82 percent previously.

Larger gains were made by third graders, fifth graders, and high school students on specific grade- and course-level tests, as follows:

- 77 percent of third graders earned proficient or advanced scores in mathematics, a three-point gain compared with achievement during 2014-2015;
- 82 percent of fifth-graders achieved proficient or advanced scores in reading, a two-point gain over 2014-2015; and
- 89 percent of high school students taking the Algebra II test achieved proficient or advanced scores, also a two-point gain.

However, when we examine the performance of some demographic groups, we still see significant differences in pass rates:

*scores for 2015-2016 which are less than the “all students” pass rate are noted in red.

English Reading	2013-2014	2014-2015	2015-2016
All Students	74	79	80
Asian	87	90	91
Black	59	65	66

English Reading	2013-2014	2014-2015	2015-2016
Economically Disadvantaged	59	66	66
English Learners	54	61	61
Hispanic	65	71	71
Students with Disabilities	43	45	46
White	82	86	86

English Writing	2013-2014	2014-2015	2015-2016
All Students	75	77	77
Asian	89	90	90
Black	60	63	63
Economically Disadvantaged	59	63	63
English Learners	54	50	47
Hispanic	69	70	70
Students with Disabilities	39	40	40
White	81	83	83

Mathematics	2013-2014	2014-2015	2015-2016
All Students	74	79	80
Asian	90	93	93
Black	60	67	67
Economically Disadvantaged	61	68	69
English Learners	62	67	66
Hispanic	67	73	72
Students with Disabilities	43	48	49
White	80	85	86

Science	2013-2014	2014-2015	2015-2016
All Students	80	82	83
Asian	91	92	93
Black	64	68	70
Economically Disadvantaged	66	69	70

Science	2013-2014	2014-2015	2015-2016
English Learners	59	56	57
Hispanic	70	71	72
Students with Disabilities	51	51	53
White	87	89	90

History/Social Science	2013-2014	2014-2015	2015-2016
All Students	84	86	86
Asian	94	95	95
Black	73	76	74
Economically Disadvantaged	73	76	75
English Learners	70	69	69
Hispanic	78	79	80
Students with Disabilities	58	60	60
White	89	91	91

Graduation and Dropout Rates

Virginia's on-time graduation rate climbed to 91.3 percent for the class of 2016. This figure represents consistent improvement among students meeting Virginia's challenging graduation requirements and staying in school. While more than nine out of ten students who entered the ninth grade in 2012 earned a diploma within four years, there are still gaps in graduation and dropout rates among groups of students:

- English learners displayed the largest gaps from their peers, with a graduation rate of 68 percent - 23 below the average - and more than one out of four students dropping out.
- Hispanic students also exhibited concerning levels of graduation and dropout, at 83 percent and 14 percent (a two point increase from the previous year) respectively.
- Differences in graduation rates and dropout rates for black students, students with disabilities, and economically disadvantaged students still persist as well.

Suspension Rates among Demographic Groups

While the total number of short- and long-term suspensions and expulsions is down from previous years, minorities and students with disabilities have significantly higher rates of suspension and expulsion than their peer demographic groups. Although black students only made up 23 percent of the student population in 2015, they accounted for 53 percent of the short-term suspensions, 60 percent of long term suspensions, and 53 percent of expulsions. Likewise, black students with disabilities represented 51 and 63 percent of short and long term suspensions, and 61 percent of expulsions, while they are only 28 percent of the total students with disabilities population.

Education Funding as Compared to Other States

According to Joint Legislative Audit and Review Commission's report *Virginia Compared to the Other States: 2016 Edition*, Virginia ranks 23rd of 50 for state and local per pupil funding for Pre K-12 education, and 39th of 50 for state per pupil funding. These figures demonstrate the gap between state and local funding of public education; however, it should be noted that both figures are improving from the 2015 report.

II. Board of Education Priorities

In identifying the needs of Virginia's public schools, the Board has sought input from families, students, educators, administrators, community members, business leaders, higher education institutions, and the public through thousands of comments provided during Board roundtables, public hearings, presentations, and through correspondence. To ensure that all children in the Commonwealth have access to a high quality education that prepares them for a successful, healthy, and fulfilling life, the Board has identified the following priorities:

1. The public school experience must be redesigned to better prepare students for life after high school by ensuring that all students, during their K-12 experience, achieve and apply appropriate academic knowledge, demonstrate productive workplace skills, exhibit responsible and responsive citizenship, and align knowledge, skills, and interests with career opportunities.

While content knowledge is a key component of producing lifelong and successful learners, our education system needs to instill the competencies that produce productive members of communities and address the social, emotional and physical well-being of children, along with academic success. The Board has heard from students, families, and educators that high school graduation should be more about authentic experiences that better prepare students for transitions to higher education, the evolving workplace, and/or the military, than passing a series of tests.

The Board has also heard from its partners in higher education, business, and the military that many high school graduates are missing key skills such as critical and creative thinking, communication, collaboration, and citizenship to be successful in life. Attributes such as persistence, grit, leadership, and self-advocacy, and skills such as time management, problem analysis, and the ability to learn through experience, are critical, but are not measured by an SOL assessment, our current graduation requirements, or our accountability system.

To better align the expectations of higher education and businesses with high school graduation requirements, the Board is redesigning the school experience and developing a *Profile of a Virginia Graduate*. The *Profile* describes the knowledge, skills, competencies, and experiences students should attain during their K-12 education to make them "life-ready," and prepared to succeed in the evolving economy. The *Profile of a Virginia Graduate* articulates four broad areas that are key to preparing students for life after high school – *content knowledge, workplace skills, community engagement and civic responsibility, and career exploration*. The Board has dedicated much of 2016 to developing the *Profile*, with input from thousands of comments from educators, families, administrators, business leaders, employers, and members of the public.

The Profile will guide revisions to high school graduation expectations for students entering ninth grade in the fall of 2018. These revisions will be reflected in the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* (Standards of Accreditation or SOA), which are the regulations setting the expectations for education programs, graduation requirements, and school effectiveness. The Board will approve revisions to the Standards of Accreditation this winter, and will continue to refine the *Profile of a Virginia Graduate*, graduation expectations, and improve the school experience for all students and educators. It is important to note that the Board has also heard concerns from school administrators and staff regarding the expeditious timeline of these reforms and the need for immediate and experience-based professional development.

To implement the *Profile* will require not only policy changes, but also changes in practice in schools. Instructional changes, curriculum, and authentic performance assessments will need to be revised and created. In redesigning the school experience, the Board notes that many of the reforms are dependent on additional resources to support students and educators. The Board has identified the following supports that will be needed in order to implement the revisions with fidelity and success:

- *Professional development and technical assistance for educators* - comprehensive professional development is needed to assist educators in embedding the five Cs - critical thinking, creative thinking, communication, collaboration, and citizenship - into instruction across disciplines. Further, educators need support in developing authentic performance assessments.
- *Career and Technical Education (CTE) resources* - many of the experiences and competencies identified in the *Profile*, including work-based learning, have roots in CTE courses and programs that will need to be further ramped up to support all students.
- *Counseling opportunities* - with added emphasis on career exploration and workplace skills, supporting the whole child, and embedding the five Cs across disciplines, our school counselors will play a vital role in implementing the *Profile*.
- *Student supports* - students and families are increasingly struggling with hunger, mental health issues, substance abuse, homelessness, violence in the home and community, transience, poverty, illness, and other challenges that prevent students from focusing on learning. Providing “wrap-around” interventions, known as systems of care, integrative student support services, and community partnerships for students experiencing these challenges is critical to helping all students achieve at the highest level.
- *Sharing of best practices* - as educators develop performance assessments and curriculum to meet the needs of the *Profile* they will be encouraged to share best practices with other educators and school divisions, especially those in smaller divisions without the capacity to develop all new resources.
- *Flexibility, support, and ability to take risks* - as with any comprehensive reform, schools will need the Board to set high expectations, but allow educators in the field flexibility to meet those expectations, and support to try new things as they navigate implementing the *Profile*.

These supports will require partnerships between the Board of Education, the General Assembly, the Governor, local school boards and divisions, educators, families, community organizations,

institutions of higher education, and business industries. The Board also recognizes that many policies, including the Standards of Learning, the *Regulations Governing the Review and Approval of Education Programs in Virginia*, and the *Licensure Regulations for School Personnel*, will need to be aligned to the expectations of the *Profile*.

2. Teachers and school leaders must be better supported to effectively deliver and serve all Virginia K-12 students.

Effective teachers and school leaders are two of the fundamental factors impacting student learning and implementing the *Profile of a Virginia Graduate*.

While there is perhaps no greater impact on a student's achievement in school than his or her teacher, attracting the best and the brightest individuals into the teaching profession, supporting their continued professional development, boosting morale, and retaining those who excel continues to be a challenge. Further, the pipeline of quality school principals and superintendents must also be supported with vigor.

Critical shortage areas in teaching include special education, career and technical education, mathematics, school counseling, foreign language, English, health and physical education, and history and social science. These areas impact some of our most vulnerable students, and involve critical disciplines in the *Profile of a Virginia Graduate*.

Teacher shortage is a major concern for the Commonwealth, but some areas of the state are hit harder than others. In Southside, there is one unfilled position for every 36 positions, while the ratio in the Valley is one unfilled position for every 181 positions. Other areas of concern include the Central region where the ratio for unfilled positions is 1:93, the Northern Neck where the ratio is 1:62, and the Western region where the ratio is 1:94.

In addition to the teacher pipeline shortage, the pipeline for school administrators is also a challenge. The Virginia Association of School Superintendents (VASS) reported that the average time division superintendents have been in their current position is three years, their average time in Virginia is just over four years, and their average time as superintendent is just under five years.

Given the urgent and wide-spread shortage of teachers and administrators in key areas, and the critical importance of quality educators in preparing our students for a successful life after high school, the Board supports comprehensive reforms to address the following issues:

- *Teacher, support staff, and school leader shortages* - as described above, there are extreme shortages in critical disciplines, especially mathematics, special education, and career and technical education. The Board is exploring alternative pathways to licensure to address some of these shortages. While these shortages impact school divisions across the Commonwealth, the lowest performing school divisions are often hit the hardest due to limited resources to recruit and retain quality educators.

- *Diversity in the educator workforce* - as noted earlier, our schools continue to grow in diversity, and our teacher and school leader workforce should better represent the diversity of our students.
 - *Ongoing and high quality professional development* - as funding has been cut at the local and state level because of the recession and economic downturns, there has been less meaningful professional development for teachers. As graduation requirements are revised to align with the *Profile of a Virginia Graduate*, and more emphasis is placed on applied learning, authentic performance assessments and the five Cs, the need for high quality professional development is at an all-time high. In particular, the use of alternative assessments will play a larger role. In 2014, five Standards of Learning (SOL) assessments were eliminated - Grade 3 Science, Grade 3 History, Grade 5 Writing, United States History to 1865 and United States History: 1865 to the Present. In addition, legislation required school divisions to administer alternative assessments, consistent with Board guidelines, to students in grades three through eight in each subject area in which SOL assessments were eliminated. The Board approved *Local Alternative Assessment Guidelines* in October 2016 clarifying the expectation that at least one performance assessment be used in the 2016-2017 school year, school divisions share examples of performance assessments across divisions in the 2017-2018 school year, and by 2018-2019 school divisions should be prepared to partner with other divisions to score some of the assessments from each other's schools.
 - *Balanced evaluation* - while student achievement will continue to play a part in our accountability system, teachers have expressed concern about the coupling of high stakes tests and the evaluation of teachers. Teacher effectiveness should reflect a better balance between state tests and local authentic assessments, and the Board plans to review the *Guidelines for Uniform Performance Standards and Evaluation Criteria* in 2017.
 - *Educator retention and morale* - the Board continues to hear from teachers leaving the profession due to frustrations related to high stakes testing, being asked to do more and more with fewer resources, and a sense of not being trusted as the professionals they are. These concerns are exacerbated by the reality that Virginia's teachers are paid \$6,700 less than the national average. The Joint Legislative Audit and Review Commission (JLARC) identified Virginia public school teacher salaries as 28th among the 50 states. The problem of low teacher salaries is further intensified by rising costs of benefits, making the educator profession less attractive to college graduates and those in the profession.
 - *Capacity of school divisions to support instructional personnel* - while diverse student populations and demands on educators continue to increase every year, the staff in school divisions to support teachers and principals has been reduced by 5,000 since 2008. These instructional and student support personnel provide a critical link between the expectations set by the General Assembly and the Board of Education, and the teachers who interact with students on a daily basis.
3. Virginia's accountability system must provide tiered interventions aligned to need, encourage continuous improvement for all schools, and measure and report multiple indicators of school quality.

Virginia's accountability system encompasses how schools are accredited, how schools needing improvement are supported, and how information about how schools are doing is communicated

to the public. The Board is working towards comprehensive reforms across all areas of its accountability system so that it:

- Provides a comprehensive picture of school quality
- Drives continuous improvement for all schools
- Builds on strengths and addresses gaps in the current system
- Provides differentiated incentives and interventions aligned to success and need
- Informs areas of technical assistance and school improvement resources

Eighteen percent of schools did not meet the state's current expectations for full accreditation. That translates into 338 schools across the Commonwealth in which students are not achieving pass rates of 75 percent or higher in English and 70 percent or higher in mathematics, science and history, and, for high schools, the graduation rate is lower than 85 percent. For those schools not meeting accreditation benchmarks, tiered interventions are needed to support the school and/or school division where it needs improvement. Some may require monitoring, but little state direction, while some may require direct intervention by the state.

For the 82 percent of schools meeting full accreditation, there is still work to be done in terms of closing achievement gaps, raising attendance rates, lowering disciplinary rates, and a host of other indicators of school quality. The Board believes that its accountability system should drive all schools - not just those not meeting accreditation benchmarks - towards continuous improvement.

Further, the Board believes its accountability system - what is reported via the School Quality Profile and what is calculated for purposes of accreditation - must include more than test scores and graduation rates. The Board is examining multiple measures that paint a more holistic picture of school quality. The Board is considering both academic outcomes such as achievement on assessments, graduation rates, school progress, and college and career readiness, and opportunities to learn such as student attendance, access to resources, and parent and teacher engagement.

Changes to the accountability system will be impacted by three areas of work: (i) the expectations of students and schools articulated in the *Profile of a Virginia Graduate*, (ii) the passage of the federal law, *Every Student Succeeds Act* (ESSA), and (iii) the redesign of the School Quality Profile (formerly called the School Performance Report Card).

The School Quality Profile was unveiled in the fall of 2016 and better expresses, communicates, and reports important achievements and information about our schools and school divisions to the public. In making revisions to the report card, the Board studied best practices of other states' report cards and sought feedback from education stakeholders and the public through a web survey, roundtable discussions, and other opportunities for public comment. With new features, tools, and data elements, the report card paints a more complete and contextual picture, and is easier to view and to understand.

The Board will advance proposed revisions to the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* to capture its new accountability system, and will put forward a state plan for the implementation of ESSA in early 2017.

4. Greater attention and support must be provided to school communities with high poverty where achievement and opportunity gaps persist.

Nearly 40 percent (487,834 students) of Virginia public school students live in a household that meets the income eligibility guidelines for free or reduced-price school meals (less than or equal to 185 percent of Federal Poverty Guidelines). With the number of economically disadvantaged students growing each year comes challenges to education including attendance, access to materials, need for wrap-around services, and hunger.

Along with changes in our student population, there is inequity amongst our schools and school divisions in terms of school infrastructure, access to advanced courses, disciplinary rates, and resources.

While the Standards of Quality sets minimum staffing standards, as noted in the Commonwealth Institute's 2016 report, *Virginia's Eroding Standards of Quality*, the SOQ formula has undergone a number of changes throughout the recession. Many of these changes have resulted in a reduction of support for public schools, particularly when you examine what schools are actually providing, versus what they are funded to provide. An excerpt from the Commonwealth Institute's report:

Senate Finance Committee staff estimate the two-year impact of these recent cuts at \$1.6 billion in decreased state support. That's \$800 million per year. And most of these cuts – \$683 million – are in Virginia's SOQ formula, meaning they are felt by all school divisions every year. Other cuts, such as eliminating lottery support for school construction grants and decreasing incentive funds for reducing K-3 class sizes, are not in the formula, but have been left out of the budget since being cut. These cuts result in fewer teachers, increased class sizes in many schools, and deteriorating facilities, among other things.

The Commonwealth Institute's report provided further examples such as a change made in 2009 to cap the number of support positions the state will fund. In the first year of the cap, the state cut funding for approximately 12,900 support positions from the amount recognized before the cap, a decrease of 36 percent. This change reduced state funding annually by approximately \$378 million. Support services are necessary to run administration and finances, keep equipment functional and buildings safe, care for the physical and mental health of students, and to get students to and from class. These positions had to be fully funded by local governments or eliminated. Only five school divisions – serving less than three percent of Virginia's students – reported staffing levels below the new state cap. This example shows that the majority of school divisions need and ultimately fund positions in excess of the Standards of Quality.

Included in this report are recommendations for revisions to the Standards of Quality to ensure that prevailing practices are captured in the state's funding formula, and positions that provide

critical support to our students and educators are recognized in the funding formula. The Board feels strongly that public education should be funded to the appropriate level of what is being done in our schools to meet the high expectations of the state, not arbitrary figures.

School infrastructure and maintenance is another area of concern for the Board in terms of equity in our public schools. School facilities - the building themselves, the upkeep of them, and the resources inside them - should be comparable no matter where a student lives. The quality of the buildings, and the spaces and equipment inside them, play a role in the quality of a student's education, so we must ensure equitable school infrastructure across the Commonwealth.

Further, there is inequity in school disciplinary practices which impact a child's time in the classroom. As noted earlier in this report, while the total number of short- and long-term suspensions and expulsions is down from previous years, minorities and students with disabilities have significantly higher rates of suspension and expulsion than their peer demographic groups. The Virginia Department of Education (VDOE) hosted the *Classrooms Not Courtrooms: School Discipline and the Achievement Gap Institute* in July to discuss ways to transform policies and procedures to decrease racial and ethnic disproportionality in school discipline.

III. Recommendations to Amend the Standards of Quality (SOQ)

The Board is required by § 22.1-18.01 of the *Code of Virginia*, in even years, to review the Standards of Quality, and either propose amendments to the standards or determine that no changes are necessary. Section 22.1-18 of the *Code* requires these findings to be transmitted to the General Assembly in the Board's *Annual Report on the Conditions and Needs of Public Schools in Virginia*.

Following a nearly year-long process, including public hearings and consideration of public comment from an array of stakeholders, on October 27, 2016, the Board of Education adopted its proposed recommendations to amend the Standards of Quality, which are summarized below. A thorough discussion and anticipated fiscal impacts for each recommendation are included in Appendix D.

SUMMARY OF RECOMMENDATIONS

- **Propose legislation to amend the *Code of Virginia* to ensure that students and parents are made aware of career and technical education opportunities.**
- **Require one full-time assistant principal for every 400 students in grades K-12. *Estimated FY 2018 impact: \$71.4 million.***
- **Require one full-time principal in every elementary school. *Estimated FY 2018 impact: \$6.8 million.***

- **Require one school counselor for every 250 students in grades K-12.**
Estimated FY 2018 impact: \$82.4 million.
- **Require one full-time school psychologist for every 1,000 students.**
Estimated FY 2018 impact: \$42.7 million.
- **Require one full-time social worker for every 1,000 students.**
Estimated FY 2018 impact: \$48.7 million.
- **Require one full-time school nurse for every 550 students.**
Estimated FY 2018 impact: \$1.8 million.
- **Provide additional resources to support professional development needs associated with the implementation of the *Profile of a Virginia Graduate*, as required by § 22.1-253.13:4 of the *Code of Virginia*.**
- **Eliminate the flexibility provisions established in the Appropriation Act that waives or override certain staff to student ratios that are established in the Standards of Quality.**
- **Eliminate the methodology established in the Appropriation Act that artificially caps the number of state-funded support positions at one support position for every 4.03 instructional positions.**
Estimated FY 2018 impact: \$339.6 million.
- **Propose legislation to shift the review of the SOQ from even to odd-numbered years to be aligned more effectively with the legislative budget process.**
- **Propose an in-depth study be conducted to ensure that adequate data is available regarding the local deployment of SOQ positions.**

APPENDICES

Appendix A: Summary of Compliance and Non-Compliance with the Standards of Quality (SOQ) for 2015-2016

Appendix B: School Divisions Reporting Full Compliance with the Standards of Quality (SOQ) for 2015-2016

Appendix C: School Divisions Reporting Noncompliance with One or More Provisions of the Standards of Quality (SOQ) for 2015-2016

Appendix D: Recommendations to Amend the Standards of Quality (SOQ)

Appendix E: Current Standards of Quality (SOQ)

Appendix F: Charter School Report and Information on Parent and Student Options

Appendix G: Analysis of School Division Reporting Requirements in Response to House Bills 196 and 521 (2016)

Appendix H: Status Report Regarding Multidivision Online Learning

Appendix I: Virtual Virginia Brief

Appendix J: Virtual Learning Workgroup

**Appendix A: Summary of Compliance and
Non-Compliance with the Standards of Quality (SOQ) for 2015-2016**

Legal requirement for reporting compliance

Section § 22.1-18 of the *Code of Virginia* requires the Board of Education to “identify any school divisions and the specific schools therein that have failed to establish and maintain schools meeting the existing prescribed standards of quality.” Each year, the Department of Education collects self-reported data from school divisions on their compliance with the provisions of § 22.1-253.13:1 through § 22.1-253.13:8 of the *Code of Virginia* (Standards of Quality). The school board chair and division superintendent certify the level of compliance with the standards and submit the information to the Department of Education via an electronic data collection system. For any report of noncompliance, school divisions must also report a corrective action plan that will move the division into compliance.

Compliance and Noncompliance with the Standards of Quality

For the 2015-2016 school year, under the Standards of Quality that were in effect as of July 1, 2015, 28 school divisions (21%) reported full compliance with the provisions of the SOQ, and 104 school divisions (79%) reported noncompliance with one or more provisions of the SOQ. However, if it were not for school accreditation status, an additional 77 school divisions (58%) would have reported full compliance with the SOQ. Twenty school divisions (15%) reported noncompliance with the SOQ for reasons in addition to their school accreditation status. Seven school divisions (5%) maintained fully accredited schools but reported noncompliance with the SOQ for other reasons.

Appendix B provides the list of 28 divisions reporting full compliance with the SOQ. Appendix C provides the areas of noncompliance with the SOQ.

Reports of Noncompliance with the Standards of Quality	
Standard	Number of Divisions
Standard 1 - Instructional Programs	5
Standard 2 - Instructional, Administrative and Support Personnel	18
Standard 3 - Accreditation	97
Standard 3 - Other Standards and Evaluation	2
Standard 4 - Student Achievement and Graduation Requirements	1
Standard 5 - Quality of classroom instruction and educational leadership	1
Standard 6 - Planning and Evaluation	5
Standard 7 - School Board Policies	2

Appendix B: School Divisions Reporting Full Compliance with the Standards of Quality (SOQ) for 2015-2016

School Division	2015 - 2016 Was Division Complaint?	2014 - 2015 Was Division Complaint?	2013 - 2014 Was Division Complaint?	2012 - 2013 Was Division Complaint?
Appomattox County	YES	NO	NO	YES
Colonial Beach	YES	NO	NO	NO
Colonial Heights City	YES	NO	NO	NO
Craig County	YES	YES	YES	YES
Falls Church City	YES	YES	YES	YES
Fluvanna County	YES	YES	NO	NO
Franklin County	YES	NO	YES	YES
Fredericksburg City	YES	YES	YES	YES
Goochland County	YES	NO	NO	NO
Lexington City	YES	YES	YES	YES
Mathews County	YES	NO	YES	YES
Middlesex County	YES	NO	YES	YES
New Kent County	YES	YES	YES	NO
Norton City	YES	NO	YES	YES
Orange County	YES	NO	YES	YES
Powhatan County	YES	YES	YES	YES
Radford City	YES	NO	YES	YES
Rappahannock County	YES	YES	NO	YES
Richmond County	YES	YES	YES	YES
Roanoke County	YES	YES	YES	YES
Salem City	YES	YES	YES	YES
Scott County	YES	NO	NO	YES
Stafford County	YES	NO	YES	YES
Tazewell County	YES	NO	NO	NO
West Point	YES	YES	YES	YES
Williamsburg-James City County	YES	YES	YES	YES
Wise County	YES	YES	YES	YES
York County	YES	YES	NO	YES

Appendix C: School Divisions Reporting Noncompliance with One or More Provisions of the Standards of Quality (SOQ) for 2015-2016

§ 22.1-253.13:1 - STANDARD 1: INSTRUCTIONAL PROGRAMS					
Requirement	Noncompliant School Divisions	2015-2016 Was Division Compliant?	2014-2015 Was Division Compliant?	2013-2014 Was Division Compliant?	2012-2013 Was Division Compliant?
The school division expects students to achieve the educational objectives established by the school division at appropriate age or grade levels.	Richmond City	NO	YES	YES	YES
The curriculum adopted by the local school division is aligned to the Standards of Learning.	Petersburg City	NO	YES	YES	YES
The school division requires students who fail all of the SOL tests at grades three through eight or who fail an end-of-course test required for the award of a verified credit to attend a remediation program or participate in another form of remediation.	Lee County	NO	YES	YES	YES
Annual notice on its web site to enrolled high school students and their parents of the availability of the postsecondary education and employment data published by the State Council of Higher Education on its web site pursuant to § 23-9.2:3.04 of the <i>Code of Virginia</i>	Fauquier County	NO	NO	N/A	N/A
	Henrico County	NO	NO	N/A	

§ 22.1-253.13:2 - STANDARD 2: INSTRUCTIONAL, ADMINISTRATIVE AND PROFESSIONAL SUPPORT PERSONNEL					
Requirement	Noncompliant School Divisions	2015-2016 Was Division Compliant?	2014-2015 Was Division Compliant?	2013-2014 Was Division Compliant?	2012-2013 Was Division Compliant?
The school board employs licensed instructional personnel qualified in the relevant subject areas.	Charlottesville City	NO	YES	YES	YES
	Cumberland County	NO	YES	YES	YES
	Floyd County	NO	NO	NO	NO
	Greensville County	NO	NO	NO	NO
	Henry County	NO	NO	YES	YES
	Martinsville City	NO	NO	NO	NO
	Petersburg City	NO	NO	NO	NO

§ 22.1-253.13:2 - STANDARD 2: INSTRUCTIONAL, ADMINISTRATIVE AND PROFESSIONAL SUPPORT PERSONNEL

Requirement	Noncompliant School Divisions	2015-2016 Was Division Compliant?	2014-2015 Was Division Compliant?	2013-2014 Was Division Compliant?	2012-2013 Was Division Compliant?
A full time teacher's aide is assigned to any kindergarten class where the average daily membership exceeds twenty-four pupils.	Prince William County	NO	NO	YES	YES
Librarians in elementary schools, one part-time to 299 students, one full-time at 300 students; librarians in middle schools, one-half time to 299 students, one full-time at 300 students, two full-time at 1,000 students; librarians in high schools, one half-time to 299 students, one full-time at 300 students, two full-time at 1,000 students. Local school divisions that employ a sufficient number of librarians to meet this staffing requirement may assign librarians to schools within the division according to the area of greatest need, regardless of whether such schools are elementary, middle, or secondary.	Amherst County	NO	NO	NO	YES
	Culpeper County	NO	YES	YES	YES
	Prince William County	NO	NO	NO	NO
	Warren County	NO	NO	YES	YES
Guidance counselors in elementary schools, one hour per day per 100 students, one full-time at 500 students, one hour per day additional time per 100 students or major fraction thereof; guidance counselors in middle schools, one period per 80 students, one full-time at 400 students, one additional period per 80 students or major fraction thereof; guidance counselors in high schools, one period per 70 students, one full-time at 350 students, one additional period per 70 students or major fraction thereof. Local school divisions that employ a sufficient number of librarians to meet this staffing requirement may assign librarians to schools within the division according to the area of greatest need, regardless of whether such schools are elementary, middle, or secondary.	Manassas Park City	NO	NO	NO	YES
	Prince William County	NO	NO	NO	NO

§ 22.1-253.13:2 - STANDARD 2: INSTRUCTIONAL, ADMINISTRATIVE AND PROFESSIONAL SUPPORT PERSONNEL

Requirement	Noncompliant School Divisions	2015-2016 Was Division Compliant?	2014-2015 Was Division Compliant?	2013-2014 Was Division Compliant?	2012-2013 Was Division Compliant?
The school board employs two full-time equivalent positions per 1,000 students in grades K-12, one who provides technology support and one who serves as an instructional technology resource teacher.	Lee County	NO	YES	YES	YES
	Norfolk City	NO	NO	YES	YES
The school board, annually, on or before January 1, reports to the public the actual pupil teacher ratios (excluding resource personnel) in elementary school classrooms by school for the current year. The board also reports the pupil/teacher ratio including resource teachers in the same report. The report identifies classes that are funded through the voluntary K-3 class size reduction program, and any classes having waivers to exceed the requirements. The report includes identification of the schools but ensures confidentiality of all teacher and pupil identities.	Henrico County	NO	YES	YES	YES
	King William County	NO	YES	YES	YES
	Poquoson City	NO	YES	YES	YES
Student support positions, including (i) social workers and social work administrative positions; (ii) guidance administrative positions not included in subdivision H 4; (iii) homebound administrative positions supporting instruction; (iv) attendance support positions related to truancy and dropout prevention; and (v) health and behavioral positions, including school nurses and school psychologists;	Accomack County	NO	YES	YES	N/A

§ 22.1-253.13:3 - STANDARD 3: ACCREDITATION, OTHER STANDARDS AND EVALUATION

Requirement	Noncompliant School Divisions	2015-2016 Was Division Compliant?	2014-2015 Was Division Compliant?	2013-2014 Was Division Compliant?	2012-2013 Was Division Compliant?
All schools are fully accredited by the Board of Education.	Accomack County	NO	NO	NO	YES
	Albemarle County	NO	NO	NO	YES
	Alexandria City	NO	NO	NO	NO
	Alleghany County	NO	NO	NO	YES
	Amelia County	NO	NO	NO	YES
	Amherst County	NO	NO	NO	NO
	Arlington County	NO	NO	NO	NO
	Augusta County	NO	NO	NO	YES
	Bath County	NO	NO	NO	YES
	Bedford County	NO	NO	NO	NO
	Bland County	NO	NO	NO	YES
	Botetourt County	NO	NO	NO	YES
	Bristol City	NO	NO	NO	NO
	Brunswick County	NO	NO	NO	NO
	Buchanan County	NO	NO	NO	NO
	Buckingham County	NO	NO	NO	YES
	Buena Vista City	NO	NO	NO	NO
	Campbell County	NO	NO	NO	NO
	Caroline County	NO	NO	NO	YES
	Carroll County	NO	NO	NO	NO
	Charles City County	NO	NO	NO	NO
	Charlotte County	NO	NO	NO	YES
	Chesapeake City	NO	NO	NO	YES
	Chesterfield County	NO	NO	NO	YES
Clarke County	NO	NO	YES	YES	
Covington City	NO	NO	NO	NO	

§ 22.1-253.13:3 - STANDARD 3: ACCREDITATION, OTHER STANDARDS AND EVALUATION

Requirement	Noncompliant School Divisions	2015-2016 Was Division Compliant?	2014-2015 Was Division Compliant?	2013-2014 Was Division Compliant?	2012-2013 Was Division Compliant?
All schools are fully accredited by the Board of Education.	Culpeper County	NO	NO	NO	YES
	Cumberland County	NO	NO	NO	YES
	Danville City	NO	NO	NO	NO
	Dickenson County	NO	NO	NO	YES
	Dinwiddie County	NO	NO	NO	NO
	Essex County	NO	NO	NO	NO
	Fairfax County	NO	NO	NO	YES
	Fauquier County	NO	NO	NO	YES
	Franklin City	NO	NO	NO	NO
	Frederick County	NO	NO	NO	NO
	Giles County	NO	NO	YES	YES
	Gloucester County	NO	NO	NO	YES
	Grayson County	NO	NO	NO	NO
	Greene County	NO	NO	NO	YES
	Greensville County	NO	NO	NO	YES
	Halifax County	NO	NO	NO	YES
	Hampton City	NO	NO	NO	NO
	Harrisonburg City	NO	NO	NO	YES
	Henrico County	NO	NO	NO	NO
	Henry County	NO	NO	NO	YES
	Highland County	NO	NO	NO	YES
	Hopewell City	NO	NO	NO	NO
	Isle of Wight County	NO	NO	NO	YES
	King George County	NO	NO	YES	YES
Lancaster County	NO	NO	NO	YES	
Lee County	NO	NO	NO	NO	
Loudoun County	NO	NO	NO	YES	

§ 22.1-253.13:3 - STANDARD 3: ACCREDITATION, OTHER STANDARDS AND EVALUATION

Requirement	Noncompliant School Divisions	2015-2016 Was Division Compliant?	2014-2015 Was Division Compliant?	2013-2014 Was Division Compliant?	2012-2013 Was Division Compliant?
All schools are fully accredited by the Board of Education.	Louisa County	NO	NO	NO	NO
	Lunenburg County	NO	NO	NO	YES
	Lynchburg City	NO	NO	NO	NO
	Madison County	NO	NO	NO	NO
	Manassas City	NO	NO	NO	NO
	Manassas Park City	NO	YES	NO	YES
	Martinsville City	NO	NO	NO	YES
	Mecklenburg County	NO	NO	NO	NO
	Montgomery County	NO	NO	NO	NO
	Nelson County	NO	NO	YES	YES
	Newport News City	NO	NO	NO	NO
	Norfolk City	NO	NO	NO	NO
	Northampton County	NO	NO	NO	NO
	Northumberland County	NO	NO	YES	YES
	Nottoway County	NO	NO	NO	YES
	Page County	NO	NO	YES	NO
	Patrick County	NO	NO	YES	YES
	Petersburg City	NO	NO	NO	NO
	Pittsylvania County	NO	NO	NO	YES
	Portsmouth City	NO	NO	NO	NO
	Prince Edward County	NO	NO	NO	YES
	Prince George County	NO	NO	YES	YES
	Prince William County	NO	NO	NO	NO
	Pulaski County	NO	NO	NO	YES
	Richmond City	NO	NO	NO	NO
Roanoke City	NO	NO	NO	NO	
Rockbridge County	NO	NO	NO	YES	

§ 22.1-253.13:3 - STANDARD 3: ACCREDITATION, OTHER STANDARDS AND EVALUATION

Requirement	Noncompliant School Divisions	2015-2016 Was Division Compliant?	2014-2015 Was Division Compliant?	2013-2014 Was Division Compliant?	2012-2013 Was Division Compliant?
All schools are fully accredited by the Board of Education.	Rockingham County	NO	NO	YES	YES
	Russell County	NO	NO	NO	YES
	Shenandoah County	NO	NO	YES	YES
	Smyth County	NO	NO	NO	YES
	Southampton County	NO	NO	NO	NO
	Spotsylvania County	NO	NO	NO	YES
	Staunton City	NO	NO	NO	NO
	Suffolk City	NO	NO	NO	NO
	Surry County	NO	NO	YES	YES
	Sussex County	NO	NO	NO	NO
	Virginia Beach City	NO	NO	NO	NO
	Warren County	NO	NO	YES	YES
	Washington County	NO	NO	NO	YES
	Waynesboro City	NO	NO	NO	YES
	Westmoreland County	NO	NO	NO	YES
Winchester City	NO	NO	NO	YES	
Wythe County	NO	NO	NO	YES	

§ 22.1-253.13:3 - STANDARD 3: ACCREDITATION, OTHER STANDARDS AND EVALUATION

Requirement	Noncompliant School Divisions	2015-2016 Was Division Compliant?	2014-2015 Was Division Compliant?	2013-2014 Was Division Compliant?	2012-2013 Was Division Compliant?
Each individual education program team has reviewed the justification in the IEP of each student who takes the VGLA and made the final determination as to whether the VGLA is appropriate for the student.	Dinwiddie County	NO	YES	YES	N/A
For each student considered for the Virginia Grade Level Alternative (VGLA), the school division has submitted an annual justification that includes evidence that the student meets the participation criteria defined by the Department of Education.	Dinwiddie County	NO	YES	YES	N/A
The local school board analyzes and reports annually the results from the Stanford Achievement Test Series, Ninth Edition (Stanford Nine) assessment, if administered, industry certification assessments examinations, and the Standards of Learning Assessments to the public.	Franklin City	NO	NO	NO	YES

§ 22.1-253.13:4 - STANDARD 4: STUDENT ACHIEVEMENT AND GRADUATION REQUIREMENTS

Requirement	Noncompliant School Divisions	2015-2016 Was Division Compliant?	2014-2015 Was Division Compliant?	2013-2014 Was Division Compliant?	2012-2013 Was Division Compliant?
The school board awards certificates of program completion to students who complete a prescribed course of study as defined by the school board if they are not eligible to receive a Board of Education-approved diploma.	Prince William County	NO	NO	NO	NO

§ 22.1-253.13:5 - STANDARD 5: QUALITY OF CLASSROOM INSTRUCTION AND EDUCATIONAL LEADERSHIP

Requirement	Noncompliant School Divisions	2015-2016 Was Division Compliant?	2014-2015 Was Division Compliant?	2013-2014 Was Division Compliant?	2012-2013 Was Division Compliant?
Teacher, principal, and superintendent evaluations are consistent with the performance standards included in the Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, Principals, and Superintendents. Evaluations include student academic progress as a significant component and an overall summative rating. Teacher evaluations include regular observation and evidence that instruction is aligned with the school's curriculum. Evaluations include identification of areas of individual strengths and weaknesses and recommendations for appropriate professional activities.	Martinsville City	NO	YES	YES	YES

§ 22.1-253.13:6 - STANDARD 6: PLANNING AND PUBLIC INVOLVEMENT

Requirement	Noncompliant School Divisions	2015-2016 Was Division Compliant?	2014-2015 Was Division Compliant?	2013-2014 Was Division Compliant?	2012-2013 Was Division Compliant?
The local school board shall adopt a division-wide comprehensive, unified, long-range plan based on data collection, an analysis of the data, and how the data will be utilized to improve classroom instruction and student achievement. The plan was developed with staff and community involvement and shall include, or is consistent with, all other division-wide plans required by state and federal laws and regulations. Each local school board shall review the plan biennially and adopt any necessary revisions. Prior to the adoption of any division-wide comprehensive plan or revisions thereto, the local school board shall post the plan or revisions on the division's Internet Web site if practicable, and, in any case, shall make a hard copy of the plan or revisions available for public inspection and copying and shall conduct at least one public hearing to solicit public comment on the division-wide plan or revisions.	Accomack County	NO	YES	YES	YES
	Amelia County	NO	YES	YES	YES
	Buchanan County	NO	YES	YES	YES
	King and Queen County	NO	YES	YES	YES
the objectives of the school division including strategies for improving student achievement; particularly the achievement of educationally at-risk students, then maintaining high levels of student achievement;	Accomack County	NO	YES	YES	YES
	King and Queen County	NO	YES	YES	YES

§ 22.1-253.13:6 - STANDARD 6: PLANNING AND PUBLIC INVOLVEMENT

Requirement	Noncompliant School Divisions	2015-2016 Was Division Compliant?	2014-2015 Was Division Compliant?	2013-2014 Was Division Compliant?	2012-2013 Was Division Compliant?
an assessment of the extent to which these objectives are being achieved;	Accomack County	NO	YES	YES	YES
	King and Queen County	NO	YES	YES	YES
a forecast of enrollment changes;	Accomack County	NO	YES	YES	YES
	King and Queen County	NO	YES	YES	YES
a plan for projecting and managing enrollment changes including consideration of the consolidation of schools to provide for a more comprehensive and effective delivery of instructional services to students and economies in school operations;	Accomack County	NO	YES	YES	YES
	King and Queen County	NO	YES	YES	YES
an evaluation of the appropriateness of establishing regional programs and services in cooperation with neighboring school divisions;	Accomack County	NO	YES	YES	YES
	King and Queen County	NO	YES	YES	YES
a plan for implementing such regional programs and services when appropriate;	Accomack County	NO	YES	YES	YES
	King and Queen County	NO	YES	YES	YES
a technology plan designed to integrate educational technology into the instructional programs of the school division, including the school division's career and technical education programs, consistent with, or as a part of, the comprehensive technology plan for Virginia adopted by the Board of Education;	King and Queen County	NO	YES	YES	YES
an assessment of the needs of the school division and evidence of community participation, including parental participation, in the development of the plan;	Accomack County	NO	YES	YES	YES
	Galax City	NO	YES	YES	YES
	King and Queen County	NO	YES	YES	YES
any corrective action plan required pursuant to the results of a division-level academic review.	King and Queen County	NO	YES	YES	YES
a plan for parent and family involvement to include building successful school and parent partnerships that was developed with staff and community involvement, including participation by parents.	Accomack County	NO	YES	YES	YES
	King and Queen County	NO	YES	YES	YES
The school board reports to the public by November 1 of each odd-numbered year the extent to which the objectives of the division-wide comprehensive plan have been met during the previous two school years.	Accomack County	NO	YES	YES	YES
	King and Queen County	NO	YES	YES	YES

§ 22.1-253.13:6 - STANDARD 6: PLANNING AND PUBLIC INVOLVEMENT

Requirement	Noncompliant School Divisions	2015-2016 Was Division Compliant?	2014-2015 Was Division Compliant?	2013-2014 Was Division Compliant?	2012-2013 Was Division Compliant?
Each school in the division prepared a comprehensive, unified, long-range plan that was considered by the local school board in developing the division-wide comprehensive plan.	Accomack County	NO	YES	NO	YES
	King and Queen County	NO	YES	YES	YES

§ 22.1-253.13:7 - STANDARD 7: SCHOOL BOARD POLICIES

Requirement	Noncompliant School Divisions	2015-2016 Was Division Compliant?	2014-2015 Was Division Compliant?	2013-2014 Was Division Compliant?	2012-2013 Was Division Compliant?
Guidelines to encourage parents to provide instructional assistance to their children in the home, which may include voluntary training for parents of children in grades K-3.	Hanover County	NO	YES	YES	YES
Information about procedures for addressing concerns with the school division and recourse available for parents for a judicial review of a school board action as provided for in § 22.1-87 of the Code.	Hanover County	NO	YES	YES	YES
A current copy of all school division policies and regulations approved by the local school board, including the Student Conduct Policy, is posted on the division's website and is available to employees and to the public. Printed copies of such policies and regulations are available as needed to citizens who do not have online access.	Accomack County	NO	YES	YES	YES

Appendix D: Recommendations to Amend the Standards of Quality (SOQ)

The Board's Standing Committee on the Standards of Quality commenced the current review of the SOQ with a meeting on October 2015, and subsequently met each month from January through July 2016. The public also could provide comment at each of these meetings.

During the months of July and August 2016, the Board held four public hearings to solicit comments from the public on revisions to the Standards of Quality. These public hearings also were intended to gather comments on the conditions and needs of public education, the Profile of a Virginia Graduate and high school redesign, and the development of the state's Every Student Succeeds Act (ESSA) plan. These hearings were held in Abingdon, Lynchburg, Manassas, and Williamsburg. Throughout the Board's review of the SOQ, several organizations commented through letters, email, and public testimony, including: the Commonwealth Institute for Fiscal Analytics, JustChildren, the Virginia Association of Counties, Virginia Association of School Librarians, the Virginia Association of School Nurses, the Virginia Association of School Superintendents (VASS), the Virginia Association for Supervision and Curriculum Development, the Virginia Education Association, Virginia First Cities, the Virginia Municipal League, the Virginia PTA, the Virginia Retired Teachers Association, the Virginia School Counselor Association, and Voices for Virginia's Children.

The remarks conveyed to the Board related to the SOQ generally referenced increasingly complex issues that are driven by the diversity of the student population and increased expectations to provide a quality education for every student. Additional staffing levels are needed to be responsive to these issues. Comments also reflected needs related to the implementation of the *Profile of a Virginia Graduate*, positions needed to effectively support at-risk student populations, and a need for the commonwealth to restore support for the public education system to pre-recession levels.

While developing these recommendations, the Board sought to align resources to support the K-12 system's changing student population and their needs, and to support the implementation of the *Profile of a Virginia Graduate* and high school redesign. The Board also was mindful of its other priorities of supporting teachers and school leaders, and of establishing a comprehensive school accountability system that measures and reports several indicators of school quality.

Based on public comment received, and consistent with the Board's goals, the following proposed revisions the Standards of Quality are recommended:

PROPOSED RECOMMENDATIONS

During the last ten years, the total student population has increased by only six percent, while the number of economically disadvantaged students has increased by 39 percent (currently representing 39 percent of the student population), and the number of English Learners has increased by 63 percent (currently representing ten percent of the student population). In addition, during that same period, the number of students identified with autism has increased by 222 percent and the number of students identified in the other health impairments disability category has increased by 26 percent. These demographic trends call attention to the increasing pressures that school divisions are facing to provide the supports needed to ensure success for all

students. Many school divisions have established positions above the SOQ minimum levels to address the diverse needs of the student population.

The Board of Education also has begun working to redesign the school experience through the development of a *Profile of a Virginia Graduate*, including redesigned high school graduation expectations. This initiative, developed in partnership with the business community, higher education, K-12 educators, parents and other stakeholders, recognizes that the skill sets acquired through the K-12 system must be sufficient for students to succeed in jobs resulting from the changing economy and evolving technologies. The *Profile* emphasizes the knowledge, skills, competencies, and experiences necessary for graduates to be successful, and includes multiple pathways to graduation, emphasizes career exploration and planning, and requires students to demonstrate mastery of five core competencies: communication, collaboration, critical and creative thinking, and citizenship. Students will need support in the development and ongoing monitoring of academic and career plans. The revised graduation expectations will also require professional development and technical assistance to assist school staff with redesigning instructional strategies, curriculum, and assessments.

Although the expectations and challenges faced by the public education system have increased during recent decades, the commonwealth has not adjusted the minimum staff to student ratios accordingly. During that period of time, most of the staffing requirements in the Standards of Quality and corresponding state support have not changed, although the roles of these positions have transformed as the emphasis on accountability in public education has intensified, and the numbers of students who require more intensive services has increased.

The following recommendations are intended to ensure that a standard level of quality support and instruction is available to all students, to provide adequate support for the implementation of the *Profile of a Virginia Graduate*, and to build capacity in local school divisions by recognizing the expanded role of certain staff positions in direct support of students to remove barriers to learning. Other recommendations are included that are intended to improve the data availability and timing for future SOQ reviews.

Pursuant to Article VIII, § 2 of the *Constitution of Virginia* and Section 22.1-18.01 of the *Code of Virginia*, the Board of Education reviewed the current Standards of Quality and presents to the Governor and General Assembly the following proposed revisions:

Proposed changes to Standard 1. Instructional programs supporting the Standards of Learning and other educational objectives.

- **Establishing Awareness of Available Pathways**
 - Background. Standard One currently requires school divisions to implement plans to notify students and parents of opportunities for dual enrollment, Advanced Placement class, International Baccalaureate, and Academic Year Governor's School Programs. There is no corresponding requirement for students and parents to be notified of other opportunities that are geared toward career readiness, such as internships or externships, or other work-based learning

experiences.

- Recommendation. Given the Board's current work that will revise high school graduation requirements to include multiple pathways toward college and career readiness, including opportunities for internships, externships and credentialing, it would be appropriate to ensure that notice of opportunities for career and technical education is afforded to all students, and provided in the *Code of Virginia*.
- Proposed Language.

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

D. Local school boards shall also implement the following:

11. A plan to notify students and their parents of the availability of dual enrollment and advanced placement classes, career and technical education programs, the International Baccalaureate Program, and Academic Year Governor's School Programs, the qualifications for enrolling in such classes and programs, and the availability of financial assistance to low-income and needy students to take the advanced placement and International Baccalaureate examinations. This plan shall include notification to students and parents of the agreement with a community college in the Commonwealth to enable students to complete an associate's degree or a one-year Uniform Certificate of General Studies concurrent with a high school diploma.

Proposed changes to Standard 2. Instructional, administrative, and support personnel.

- **Assistant Principals**

- Background. Standard Two currently requires school divisions to employ assistant principals as follows:
 - Elementary Schools
 - Up to 599 students: none
 - 600 to 899 students: one half-time assistant principal
 - 900 or more students: one full-time assistant principal
 - Middle and High Schools
 - Up to 599 students: none
 - One full-time assistant principal for each 600 students
 - School divisions must meet these requirements on a division-wide basis and may assign assistant principals to schools according to area of greatest need, regardless of whether such school is an elementary, middle, or high school.

Assistant principals serve as part of a school's management team, and the workload faced by assistant principals today is related to the growing responsibilities of principals. With the emphasis on accountability, school quality, and academic success for all students, the role of the principal has expanded to serving as the school's instructional leader as well as its administrator.

Today, principals must devote significant time to school improvement, including activities such as data analysis, curriculum development, and teacher evaluation. Principals work with school staff to develop strategies for improvement which require identification of students in need of intervention and remediation, and identification of professional development needs to assist teachers in improving instructional strategies.

As the role of the principal has grown, school divisions have recognized these expanded duties and accordingly provided additional support with assistant principal positions in addition to those that are required by the SOQ. If school divisions were not providing these additional positions, school principals would be required to delegate certain duties to senior teaching staff, diverting resources available for instruction. Today, assistant principals work closely with the principal to implement school improvement efforts and strategies.

To illustrate how demand for assistant principals has increased, in 1983, school divisions collectively provided one assistant principal per 738 students, whereas in 2015, local school divisions provided one assistant principal per 501 students. During 2015, however, the SOQ provided funding for only about one-third of those positions, at a ratio of about one assistant principal per 1,385 students.

Support for increasing the SOQ staffing ratio for assistant principals was expressed by individuals at the public hearings, and through a letter submitted by VASS.

Since 2003, the Board of Education has recommended the General Assembly increase the assistant principal staffing standard to require one assistant principal for every 400 students.

- Recommendation. Because administering a school has become increasingly more complex, school divisions have recognized a need to provide additional assistant principals at almost three times the rate required by the Standards of Quality. In order to ensure that a high quality system of educational leadership is provided in every school, the staffing ratio should be adjusted to provide one full-time assistant principal for each 400 students.

- Proposed Language.

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

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

2. Assistant principals in elementary schools, ~~one half-time at 600 students;~~ one full-time at ~~900~~ 400 students; assistant principals in middle schools, one full-time for each ~~600~~400 students; assistant principals in high schools, one full-time for each ~~600~~400 students; and school divisions that employ a sufficient number of assistant principals to meet this staffing requirement may assign assistant principals to schools within the division according to the area of greatest need, regardless of whether such schools are elementary, middle, or secondary;

- **Elementary School Principals**

- Background. Standard Two currently requires school divisions to employ a full-time principal in all schools, except for elementary schools with 299 or fewer students, which are only required to employ a half-time principal.

The principal serves as the instructional leader and building manager, in addition to implementing school improvement practices. For small schools, accomplishing this between two geographically distant schools is logistically difficult, as has been recognized by the staffing practices utilized in most of Virginia's small elementary schools.

In every school, a principal also should be present to serve in a leadership role to ensure that a safe learning environment is maintained. For example, in a crisis situation the principal oversees and responds without being responsible for direct supervision of children. If a principal is not present when a situation arises, a lead teacher would have to assume the leadership role while also being responsible for the direct supervision of children.

Based on Fall 2015 membership counts, Virginia has approximately 1,150 elementary schools, of which 153 have fewer than 299 students. These small elementary schools tend to be concentrated in Virginia's least densely populated counties, where consolidating schools is not practical due to lengthy travel times between population centers. In practice, there appear to be only four instances where a school division has required a principal to split his or her time between two small elementary schools, despite there being 153 such small elementary schools.

VASS has expressed support for one 12-month principal to be provided in every elementary school.

Since 2003, the Board of Education has recommended the General Assembly provide one principal in each elementary school.

- Recommendation. Because the role of the principal has grown increasingly complex, and the principal is essential to ensure that schools are safe and secure, a full-time principal should be provided for every elementary school, regardless of size. Therefore, the staffing standard should be adjusted accordingly.

- Proposed Language.

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

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

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

- **School Counselors**

- Background. Standard Two of the Standards of Quality (SOQ) currently requires school divisions to employ counselors as follows:
 - Elementary Schools
 - One hour per day per 100 students
 - One full-time at 500 students
 - One hour per day additional time per 100 students or major fraction thereof
 - Middle Schools
 - One period per 80 students
 - One full-time at 400 students
 - One additional period per 80 students or major fraction thereof
 - High Schools
 - One period per 70 students
 - One full-time at 350 students
 - One additional period per 70 students or major fraction thereof
 - School divisions must meet these requirements on a division-wide basis and may assign counselors to schools according to area of greatest need, regardless of whether such school is an elementary, middle, or high school.

The role of the school counselor has been impacted by expanding responsibilities, including provision of comprehensive services to address students' academic, social and emotional development needs throughout their K-12 experience. These responsibilities are in addition to traditional counselor roles such as providing one-on-one services related to academic and career planning. For difficult to serve populations, the school counselor is increasingly involved in the coordination of academic intervention services and dropout prevention.

The *Profile of a Virginia Graduate* will intensify the need for additional school counselors further, as academic and career planning will be enhanced at the elementary, middle, and high school levels. Academic and career plans, which are already required to be developed during the middle school years, will become integrated into the redesigned high school, requiring more one-on-one planning time as counselors work with students to select and periodically review their pathways to graduation. Elementary and middle schools will also need additional counseling resources, as students will be expected to begin exploring career interests during the elementary years and a career investigations course is proposed in middle school, which is envisioned to closely involve counselors.

Through a roundtable discussion with Board of Education members and VDOE staff, school counselors indicated that duties assigned to these positions have begun to shift toward non-counseling roles such as attendance, testing, clerical, and social work. Counselors also have taken on additional duties as requirements for academic and career plans have been implemented in recent years, and expanded work is anticipated as a result of the implementation of the Profile of a Virginia Graduate. At the public hearings, several individuals commented on the need to lower the counselor to student ratio provided in the SOQ.

Based on FY2015, there was approximately one counselor for every 329 students in Virginia, while the SOQ standards funded only approximately one counselor for every 425 students. The American School Counselor Association's publication [*The Role of the School Counselor*](#) recommends a ratio of one counselor to every 250 students.

- Recommendation. Because additional demands have been placed on counselors, and need for counselor support is anticipated to increase due to future changes in Virginia schools, the student to staff ratio for counselors should be adjusted to one counselor to every 250 students.

- Proposed Language.

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

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

~~4. Guidance counselors in elementary schools, one hour per day per 100 students, one full-time at 500 students, one hour per day additional time per 100 students or major fraction thereof; guidance counselors in middle schools, one period per 80 students, one full-time at 400 students, one additional period per 80 students or major fraction thereof; guidance counselors in high schools, one period per 70 students, one full-time at 350 students, one additional period per 70 students or major fraction thereof. Local school divisions that employ a sufficient number of guidance counselors to meet this staffing requirement may assign guidance counselors to schools within the division according to the area of greatest need, regardless of whether such schools are elementary, middle, or secondary.~~

K. Local school boards shall employ one full-time equivalent school counselor position per 250 students in grades kindergarten through 12.

- **Staffing Standards for Psychologists, Social Workers, and School Nurses**

- Background. Although state assistance is provided, the SOQ does not establish minimum staffing levels for support services-designated positions, which includes positions ranging from those that provide direct student support to those that maintain school facilities. Local school boards have the discretion to fill these positions as they deem necessary. This is in contrast to the minimum instructional position staffing levels that are specified in the SOQ.

School psychologists, school social workers, and school nurses are critical to ensuring that all students, regardless of their situation, have access to a high quality education. Recent significant increases in economically disadvantaged students, English Learners, and students needing more intensive special education services underscore the need for school divisions to provide these supports that address students' mental, emotional and physical health needs. For many of these students, school may be the only place where these services can be accessed.

School social workers collaborate with students, their families, and school staff to address problems that may impact a student's ability to succeed. This collaboration includes linking these students with appropriate resources and assisting teachers and school administrators with appropriate practices to be used with these students' individual situations. Social workers also serve as the coordinator of services for homeless students and those in foster care. The National Association of Social Workers in 2012 published its [*NASW Standards for School Social Work Services*](#), which recommends a staff to student ratio of one to 50 to one to 250, depending on level of services needed.

School nurses help to ensure that schools are safe learning environments for all students. Their role has grown as more students are enrolled with complex medical conditions that require skilled medical care. In addition, schools in recent years have been mandated to administer certain medications for students with acute diabetic and allergic conditions. The National Association of School Nurses in 2015 published its [*School Nurse Workload: Staffing for Safe Care*](#), which does not recommend a specific staffing ratio, but rather an approach that considers student and community needs. This document also acknowledges that the U.S. Department of Health and Human Services' recommended ratio of one school nurse for every 750 students. This recommended ratio is lower than the estimated ratio of one school nurse per 600 students that is currently provided by local school divisions.

The primary responsibility for school psychologists in previous years was to assess students for eligibility for special education services. This role has increased as school psychologists now provide direct support and interventions for students facing academic, behavioral or social-emotional problems. School psychologists also now collaborate with teachers and principals at the school-wide, classroom and individual level to develop and implement practices to improve academic achievement and school climate. The National Association of School Psychologists in 2010 published its [*Model for Comprehensive and Integrated School Psychological Services*](#), which generally recommends a ratio of one psychologist per 1,000 students; with even lower ratios recommended when more intensive services are needed.

Currently, there is limited data on the number of social workers, school psychologists, and school nurses employed by each school division due to inconsistent reporting among school divisions. The estimated ratios of these positions, based upon FY2015 data is:

- School psychologists: One position per approximately 1500 to 1900 students
- School social workers: One position per approximately 1600 students
- School nurses: One position per approximately 600 students

Individuals at the public hearings commented on the need to increase the number of each of these staff positions available, especially for students who do not have access to the services outside of the school system. Over 50 emails were sent to the Board of Education in support of increasing the number of school social workers, and an online petition was submitted with about 1,400 signatures to recognize the importance of school nurses. The Commonwealth Institute for Fiscal Analytics indicated that funding to serve at-risk populations lags behind that of other states. Ensuring access to these positions is one method by which the commonwealth could increase its contribution to serving at-risk students.

- Recommendation. A minimum level of staffing should be provided for social worker, psychologist and school nurse positions to ensure that all students may access these services. This would involve moving these positions from the support service positions category to a prescribed ratio in the Standards of Quality.
- Proposed Language.

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

K. Local school boards shall employ one full-time equivalent school nurse position per 550 students in grades kindergarten through 12.

L. Local school boards shall employ one full-time equivalent school psychologist position per 1,000 students in grades kindergarten through 12.

M. Local school boards shall employ one full-time equivalent school social worker position per 1,000 students in grades kindergarten through 12.

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

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

3. Student support positions, including (i) ~~social workers and social work~~ administrative positions; (ii) guidance administrative positions not included in subdivision H 4; (iii) homebound administrative positions supporting instruction; (iv) attendance support positions related to truancy and dropout prevention; and (v) health and behavioral positions, ~~including other than~~ school nurses, ~~and~~ school psychologists, and school social workers;

Proposed changes to the Appropriation Act related to the Standards of Quality.

- **Recession Era Waivers**

- Background. In 2010, the General Assembly added language to the Appropriation Act to override certain staffing standards in Standard Two that:
 - Permitted school divisions to increase teacher to pupil staffing ratios in kindergarten through grade 7, and in English classes for grades 6 through 12 by one additional student.
 - Waived teacher to pupil staffing ratios for:

- Elementary resource teachers
- Prevention, intervention, and remediation teachers
- English as a second language teachers
- Gifted and talented teachers
- Career and technical funded programs (unless federal Occupational Safety & Health Administration safety requirements impose a maximum class size)
- Instructional and support technology positions (new hires only)
- Librarians (new hires only)
- Guidance counselors (new hires only)

These waivers were implemented during the recession to provide school divisions with temporary staffing flexibility by increasing pupil staffing ratios and eliminating staffing requirements in certain disciplines. School divisions choosing to utilize these provisions in lieu of providing the SOQ-prescribed positions may do so with no loss of state funding.

There is limited data on how school divisions are utilizing these waivers. As part of the SOQ compliance data collection, school divisions are asked if they are using any of these provisions, but are not asked specifically how they are utilizing the waivers. In the 2015-2016 school year, 53 school divisions claimed that they were utilizing the waivers.

- Recommendation. Because the SOQ was established to ensure a minimum level of quality among school divisions in the commonwealth, these provisions should be eliminated to ensure that these positions are provided. The need for flexible staffing standards should be addressed comprehensively through ongoing dialogue with stakeholders, findings based on high school redesign efforts, and the recommendations of the General Assembly’s Joint Committee to Study the Future of Public Elementary and Secondary Education (H.J. 112, S.J. 85, 2016).
- Proposed Legislative Action. To implement this, Item 139 A.17 of the 2016-2018 Appropriation Act should be stricken.

- **Support Position Cap**

- Background. The SOQ requires school divisions to provide support services positions as deemed necessary by each school board for the efficient and cost-effective operation and maintenance of its public schools. This category of positions includes: superintendents, school board members, central office personnel, social workers, psychologists, nurses, attendance staff, clerical, maintenance, security, and school transportation staff, and others. Prior to 2009, SOQ funds were provided for these positions based upon the prevailing per-pupil rates that school divisions were filling these positions.

In 2009, the General Assembly amended the method of funding these positions by limiting the number of positions at 1 support position per 4.03 instructional positions, excluding the positions of division superintendent, school board, school nurse, and school transportation positions. This revised methodology, initially implemented as a cost-cutting measure during the economic downturn, and does not reflect the actual prevailing ratios of support staff that is provided by school divisions.

Throughout the public hearings, the need for additional fiscal resources was a predominant theme. Many individuals and organizations, including the Virginia Association of Counties and the Virginia Municipal League, have noted that education funding in Virginia after the recession has not returned to 2008 levels.

- Recommendation. Because support services positions are essential to the effective operation of schools, and provide vital support to instructional staff, the General Assembly should return to its prior practice of funding support services to school divisions based upon actual local school division practices.
- Proposed Legislative Action. To implement this, Item 139 C.5.k of the 2016-2018 Appropriation Act should be stricken.

Other recommended actions.

- **Provide additional resources to support professional development needs associated with the implementation of the *Profile of a Virginia Graduate*.**

- Background. The *Profile of a Virginia Graduate* will redesign the school experience by recognizing that the skill sets acquired through the K-12 system must be sufficient for students to succeed in jobs resulting from the changing economy and evolving technologies. The *Profile* will emphasize career exploration and planning, provide multiple pathways to graduation, and change graduation expectations to require students to demonstrate mastery of five core competencies: communication, collaboration, critical and creative thinking, and citizenship.

These reforms will require professional development and technical assistance to assist school staff developing instructional strategies, making curriculum changes, establishing career and work learning experiences, and evaluating students using authentic local performance assessments. School administrators also will need professional development to evaluate staff and provide leadership during the transition.

- Recommendation: Provide additional resources to support professional development needs for teachers and school leadership as necessary to support the skills needed to implement the *Profile of a Virginia Graduate*.

- **Adjust SOQ Review Cycle**

- **Background.** Section 22.1-18.01 of the *Code of Virginia* establishes that the Board’s SOQ recommendations be made in even-numbered years. If these recommendations were made in odd-numbered years, they could be developed in concert with the Governor’s biennial budget process, whereby the Governor’s budget is introduced in December of odd-numbered years.
- **Recommendation.** Propose legislation to shift the review of the SOQ from even to odd-numbered years to be aligned more effectively with the legislative budget process.
- **Proposed Language.**

§ 22.1-18.01. Biennial review of the standards of quality required; budget estimates.

A. To ensure the integrity of the standards of quality, the Board of Education shall, in ~~even-numbered~~ odd-numbered years, exercise its constitutional authority to determine and prescribe the standards, subject to revision only by the General Assembly, by reviewing the standards and either (i) proposing amendments to the standards or (ii) making a determination that no changes are necessary.

B. In any ~~odd-numbered~~ even-numbered year following the year in which the Board proposes changes to the standards of quality, the budget estimates that are required to be reported pursuant to § 2.2-1504 shall take into consideration the Board's proposed standards of quality.

- **Data availability for SOQ position assignments**

- **Background.** During the SOQ Committee’s deliberations, staffing standards for special education, career and technical education staffing, and English as a Second Language staffing were discussed as areas for further focus. There are limitations on the data collected regarding the local assignment of these positions, therefore it would be inappropriate to make a staffing recommendation at this time. In lieu of making actual recommendations, a more in depth study should be conducted to determine data needs to examine how local school divisions are allocating staff.
- **Recommendation.** Propose an in-depth study be conducted to ensure that adequate data is available regarding the local deployment of SOQ positions.

SUMMARY OF RECOMMENDATIONS

- Propose legislation to amend the *Code of Virginia* to ensure that students and parents are made aware of career and technical education opportunities.
- Require one full-time assistant principal for every 400 students in grades K-12.
Estimated FY 2018 impact: \$71.4 million.
- Require one full-time principal in every elementary school.
Estimated FY 2018 impact: \$6.8 million.
- Require one school counselor for every 250 students in grades K-12.
Estimated FY 2018 impact: \$82.4 million.
- Require one full-time school psychologist for every 1,000 students.
Estimated FY 2018 impact: \$42.7 million.
- Require one full-time social worker for every 1,000 students.
Estimated FY 2018 impact: \$48.7 million.
- Require one full-time school nurse for every 550 students.
Estimated FY 2018 impact: \$1.8 million.
- Provide additional resources to support professional development needs associated with the implementation of the *Profile of a Virginia Graduate*, as required by § 22.1-253.13:4 of the *Code of Virginia*.
- Eliminate the flexibility provisions established in the Appropriation Act that waives or override certain staff to student ratios that are established in the Standards of Quality.
- Eliminate the methodology established in the Appropriation Act that artificially caps the number of state-funded support positions at one support position for every 4.03 instructional positions.
Estimated FY 2018 impact: \$339.6 million.
- Propose legislation to shift the review of the SOQ from even to odd-numbered years to be aligned more effectively with the legislative budget process.
- Propose an in-depth study be conducted to ensure that adequate data is available regarding the local deployment of SOQ positions.

Appendix E: Current Standards of Quality (SOQ)

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

By December 1 of each year, the Board of Education shall submit to the Governor and the General Assembly a report... Such report shall include a complete listing of the current standards of quality for the Commonwealth's public schools, together with a justification for each particular standard, how long each such standard has been in its current form, and whether the Board recommends any change or addition to the standards of quality.

Standard	Justification	Last Revised
1 - Instructional programs supporting the Standards of Learning and other educational objectives	Provides authorization to the Board of Education to establish the Standards of Learning, and requires local school boards to develop and implement a program of instruction for grades K through 12 that is aligned to the Standards of Learning and meets or exceeds the requirements of the Board of Education.	2016
2 - Instructional, administrative, and support personnel	Establishes the requirement that school boards must provide instructional, administrative, and support personnel necessary for the operation and maintenance of schools.	2016
3 - Accreditation, other standards, assessments, and releases from state regulations	Authorizes the Board of Education to promulgate the standards of accreditation, and requires local school boards to maintain schools that meet the standards of accreditation. The Board is authorized to prescribe Standards of Learning assessments and other assessments.	2016
4 - Student achievement and graduation requirements	Authorizes local school boards to award diplomas to all secondary school students who earn the units of credit prescribed by the Board of Education, pass the prescribed tests, and meet such other requirements prescribed by the school board and approved by the Board of Education.	2016
5 - Quality of classroom instruction and educational leadership	Establishes the expectations for programs of professional development and training, and appropriate performance evaluations for effective educational leadership.	2013
6 - Planning and public involvement	Establishes the requirement for a statewide comprehensive, unified, long-range plan based on data collection, analysis, and evaluation. Each local school board shall also adopt a divisionwide	2007

Standard	Justification	Last Revised
	comprehensive, unified, long-range plan based on data collection, an analysis of the data, and how the data will be utilized to improve classroom instruction and student achievement. Each public school shall also prepare a comprehensive, unified, long-range plan.	
7 - School board policies	Establishes the requirement that local school boards maintain and follow up-to-date policies and regulations, which are available to employees and to the public.	2013

The current Standards of Quality, effective July 1, 2016, are available online at: <http://law.lis.virginia.gov/vacode/title22.1/chapter13.2/>, and are copied below:

Chapter 13.2. Standards of Quality

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

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

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

The Board shall seek to ensure that the Standards of Learning are consistent with a high-quality foundation educational program. The Standards of Learning shall include, but not be limited to, the basic skills of

communication (listening, speaking, reading, and writing); computation and critical reasoning, including problem solving and decision making; proficiency in the use of computers and related technology; computer science and computational thinking, including computer coding; and the skills to manage personal finances and to make sound financial decisions.

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

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

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

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

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

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

The Board of Education shall include in the Standards of Learning for health instruction in emergency first aid, cardiopulmonary resuscitation, and the use of an automated external defibrillator, including hands-on practice of the skills necessary to perform cardiopulmonary resuscitation. Such instruction shall be based on the current national evidence-based emergency cardiovascular care guidelines for cardiopulmonary resuscitation and the use of an automated external defibrillator, such as a program developed by the American Heart Association or the American Red Cross. No teacher who is in compliance with subdivision D 5 of § [22.1-298.1](#) shall be required to be certified as a trainer of cardiopulmonary resuscitation to provide instruction for non-certification.

With such funds as are made available for this purpose, the Board shall regularly review and revise the competencies for career and technical education programs to require the full integration of English, mathematics, science, and history and social science Standards of Learning. Career and technical education programs shall be aligned with industry and professional standard certifications, where they exist.

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

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

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

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

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

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

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

D. Local school boards shall also implement the following:

1. Programs in grades K through three that emphasize developmentally appropriate learning to enhance success.
2. Programs based on prevention, intervention, or remediation designed to increase the number of students who earn a high school diploma and to prevent students from dropping out of school. Such programs shall include components that are research-based.

3. Career and technical education programs incorporated into the K through 12 curricula that include:
 - a. Knowledge of careers and all types of employment opportunities, including, but not limited to, apprenticeships, entrepreneurship and small business ownership, the military, and the teaching profession, and emphasize the advantages of completing school with marketable skills;
 - b. Career exploration opportunities in the middle school grades;
 - c. Competency-based career and technical education programs that integrate academic outcomes, career guidance, and job-seeking skills for all secondary students. Programs shall be based upon labor market needs and student interest. Career guidance shall include counseling about available employment opportunities and placement services for students exiting school. Each school board shall develop and implement a plan to ensure compliance with the provisions of this subdivision. Such plan shall be developed with the input of area business and industry representatives and local community colleges and shall be submitted to the Superintendent of Public Instruction in accordance with the timelines established by federal law; and
 - d. (Effective until October 1, 2016) Annual notice on its website to enrolled high school students and their parents of the availability of the postsecondary education and employment data published by the State Council of Higher Education on its website pursuant to § [23-9.2:3.04](#).
 - d. (Effective October 1, 2016) Annual notice on its website to enrolled high school students and their parents of the availability of the postsecondary education and employment data published by the State Council of Higher Education on its website pursuant to § [23.1-204](#).
4. Educational objectives in middle and high school that emphasize economic education and financial literacy pursuant to § [22.1-200.03](#).
5. Early identification of students with disabilities and enrollment of such students in appropriate instructional programs consistent with state and federal law.
6. Early identification of gifted students and enrollment of such students in appropriately differentiated instructional programs.
7. Educational alternatives for students whose needs are not met in programs prescribed elsewhere in these standards. Such students shall be counted in average daily membership (ADM) in accordance with the regulations of the Board of Education.

8. Adult education programs for individuals functioning below the high school completion level. Such programs may be conducted by the school board as the primary agency or through a collaborative arrangement between the school board and other agencies.
9. A plan to make achievements for students who are educationally at risk a divisionwide priority that shall include procedures for measuring the progress of such students.
10. An agreement for postsecondary degree attainment with a community college in the Commonwealth specifying the options for students to complete an associate's degree or a one-year Uniform Certificate of General Studies from a community college concurrent with a high school diploma. Such agreement shall specify the credit available for dual enrollment courses and Advanced Placement courses with qualifying exam scores of three or higher.
11. A plan to notify students and their parents of the availability of dual enrollment and advanced placement classes, the International Baccalaureate Program, and Academic Year Governor's School Programs, the qualifications for enrolling in such classes and programs, and the availability of financial assistance to low-income and needy students to take the advanced placement and International Baccalaureate examinations. This plan shall include notification to students and parents of the agreement with a community college in the Commonwealth to enable students to complete an associate's degree or a one-year Uniform Certificate of General Studies concurrent with a high school diploma.
12. Identification of students with limited English proficiency and enrollment of such students in appropriate instructional programs.
13. Early identification, diagnosis, and assistance for students with reading and mathematics problems and provision of instructional strategies and reading and mathematics practices that benefit the development of reading and mathematics skills for all students.

Local school divisions shall provide reading intervention services to students in kindergarten through grade three who demonstrate deficiencies based on their individual performance on the Standards of Learning reading test or any reading diagnostic test that meets criteria established by the Department of Education. Local school divisions shall report the results of the diagnostic tests to the Department of Education on an annual basis, at a time to be determined by the Superintendent of Public Instruction. Each student who receives early intervention reading services will be assessed again at the end of that school year. The local school division, in its discretion, shall provide such reading intervention services prior to promoting a student from grade three to grade four. Reading intervention services may include the use of: special reading teachers; trained aides; volunteer tutors under the supervision of a certified teacher; computer-based reading tutorial programs; aides to instruct in-class groups while

the teacher provides direct instruction to the students who need extra assistance; and extended instructional time in the school day or school year for these students. Funds appropriated for prevention, intervention, and remediation; summer school remediation; at-risk; or early intervention reading may be used to meet the requirements of this subdivision.

Local school divisions shall provide algebra readiness intervention services to students in grades six through nine who are at risk of failing the Algebra I end-of-course test, as demonstrated by their individual performance on any diagnostic test that has been approved by the Department of Education. Local school divisions shall report the results of the diagnostic tests to the Department of Education on an annual basis, at a time to be determined by the Superintendent of Public Instruction. Each student who receives algebra readiness intervention services will be assessed again at the end of that school year. Funds appropriated for prevention, intervention, and remediation; summer school remediation; at-risk; or algebra readiness intervention services may be used to meet the requirements of this subdivision.

14. Incorporation of art, music, and physical education as a part of the instructional program at the elementary school level.

15. (Applicable to school years before the 2018-2019 school year) A program of physical fitness available to all students with a goal of at least 150 minutes per week on average during the regular school year. Such program may include any combination of (i) physical education classes, (ii) extracurricular athletics, or (iii) other programs and physical activities deemed appropriate by the local school board. Each local school board shall incorporate into its local wellness policy a goal for the implementation of such program during the regular school year.

15. (Applicable beginning with the 2018-2019 school year) A program of physical activity available to all students in grades kindergarten through five consisting of at least 20 minutes per day or an average of 100 minutes per week during the regular school year and available to all students in grades six through 12 with a goal of at least 150 minutes per week on average during the regular school year. Such program may include any combination of (i) physical education classes, (ii) extracurricular athletics, (iii) recess, or (iv) other programs and physical activities deemed appropriate by the local school board. Each local school board shall implement such program during the regular school year.

16. A program of student services for kindergarten through grade 12 that shall be designed to aid students in their educational, social, and career development.

17. The collection and analysis of data and the use of the results to evaluate and make decisions about the instructional program.

18. A program of instruction in the high school Virginia and U.S. Government course on all information and concepts contained in the civics portion of the U.S. Naturalization Test.

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

F. (Effective until October 1, 2016) Each local school board may enter into agreements for postsecondary credential, certification, or license attainment with community colleges or other public institutions of higher education or educational institutions established pursuant to Title 23 that offer a career and technical education curriculum. Such agreements shall specify (i) the options for students to take courses as part of the career and technical education curriculum that lead to an industry-recognized credential, certification, or license concurrent with a high school diploma and (ii) the credentials, certifications, or licenses available for such courses.

F. (Effective October 1, 2016) Each local school board may enter into agreements for postsecondary credential, certification, or license attainment with community colleges or other public institutions of higher education or educational institutions established pursuant to Title 23.1 that offer a career and technical education curriculum. Such agreements shall specify (i) the options for students to take courses as part of the career and technical education curriculum that lead to an industry-recognized credential, certification, or license concurrent with a high school diploma and (ii) the credentials, certifications, or licenses available for such courses.

1988, cc. 645, 682; 1990, cc. 797, 820, 839; 1991, cc. 295, 304; 1992, cc. 132, 591; 1994, cc. [618](#), [790](#); 1996, cc. [163](#), [522](#); 1997, cc. [466](#), [828](#), [829](#); 1998, cc. [103](#), [602](#), [627](#), [800](#), [816](#), [902](#); 1999, cc. [377](#), [444](#), [445](#), [452](#), [461](#), [488](#), [552](#), [595](#), [994](#); 2000, cc. [504](#), [547](#), [653](#), [662](#), [677](#), [684](#), [710](#), [750](#), [867](#); 2001, c. [483](#); 2002, c. [837](#); 2003, cc. [690](#), [697](#), [714](#), [861](#); 2004, cc. [404](#), [848](#), [939](#), [955](#); 2005, cc. [331](#), [450](#); 2007, c. [234](#); 2008,

c. [661](#); 2009, c. [802](#); 2012, cc. [794,845](#); 2013, cc. [123](#), [157](#), [498](#), [530](#); 2014, c. [472](#); 2015, cc. [562](#), [589](#); 2016, cc. [146](#), [155](#), [472](#), [737](#).

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

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

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

C. Each school board shall assign licensed instructional personnel in a manner that produces divisionwide ratios of students in average daily membership to full-time equivalent teaching positions, excluding special education teachers, principals, assistant principals, counselors, and librarians, that are not greater than the following ratios: (i) 24 to one in kindergarten with no class being larger than 29 students; if the average daily membership in any kindergarten class exceeds 24 pupils, a full-time teacher's aide shall be assigned to the class; (ii) 24 to one in grades one, two, and three with no class being larger than 30 students; (iii) 25 to one in grades four through six with no class being larger than 35 students; and (iv) 24 to one in English classes in grades six through 12. After September 30 of any school year, anytime the number of students in a class exceeds the class size limit established by this subsection, the local school division shall notify the parent of each student in such class of such fact no later than 10 days after the date on which the class exceeded the class size limit. Such notification shall state the reason that the class size exceeds the class size limit and describe the measures that the local school division will take to reduce the class size to comply with this subsection.

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

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

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

shall adjust their average daily membership for kindergarten to reflect 85 percent of the total kindergarten average daily memberships, as provided in the appropriation act.

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

To provide algebra readiness intervention services required by § [22.1-253.13:1](#), school divisions may employ mathematics teacher specialists to provide the required algebra readiness intervention services. School divisions using the Standards of Learning Algebra Readiness Initiative funding in this manner shall only employ instructional personnel licensed by the Board of Education.

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

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

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

To provide reading intervention services required by § [22.1-253.13:1](#), school divisions may employ reading specialists to provide the required reading intervention services. School divisions using the Early Reading Intervention Initiative funds in this manner shall employ only instructional personnel licensed by the Board of Education.

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

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

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

3. Librarians in elementary schools, one part-time to 299 students, one full-time at 300 students; librarians in middle schools, one-half time to 299 students, one full-time at 300 students, two full-time at 1,000 students; librarians in high schools, one half-time to 299 students, one full-time at 300 students, two full-time at 1,000 students. Local school divisions that employ a sufficient number of librarians to meet this staffing requirement may assign librarians to schools within the division according to the area of greatest need, regardless of whether such schools are elementary, middle, or secondary; and

4. Guidance counselors in elementary schools, one hour per day per 100 students, one full-time at 500 students, one hour per day additional time per 100 students or major fraction thereof; guidance counselors in middle schools, one period per 80 students, one full-time at 400 students, one additional period per 80 students or major fraction thereof; guidance counselors in high schools, one period per 70 students, one full-time at 350 students, one additional period per 70 students or major fraction thereof. Local school divisions that employ a sufficient number of guidance counselors to meet this staffing requirement may assign guidance counselors to schools within the division according to the area of greatest need, regardless of whether such schools are elementary, middle, or secondary.

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

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

To provide flexibility, school divisions may use the state and local funds for instructional technology resource teachers to employ a data coordinator position, an instructional technology resource teacher position, or a data

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

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

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

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

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

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

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

1. Executive policy and leadership positions, including school board members, superintendents and assistant superintendents;
2. Fiscal and human resources positions, including fiscal and audit operations;
3. Student support positions, including (i) social workers and social work administrative positions; (ii) guidance administrative positions not included in subdivision H 4; (iii) homebound administrative positions supporting instruction; (iv) attendance support positions related to truancy and dropout prevention; and (v) health and behavioral positions, including school nurses and school psychologists;
4. Instructional personnel support, including professional development positions and library and media positions not included in subdivision H 3;
5. Technology professional positions not included in subsection J;
6. Operation and maintenance positions, including facilities; pupil transportation positions; operation and maintenance professional and service positions; and security service, trade, and laborer positions;
7. Technical and clerical positions for fiscal and human resources, student support, instructional personnel support, operation and maintenance, administration, and technology; and
8. School-based clerical personnel in elementary schools; part-time to 299 students, one full-time at 300 students; clerical personnel in middle schools; one full-time and one additional full-time for each 600 students beyond 200 students and one full-time for the library at 750 students; clerical personnel in high schools; one full-time and one additional full-time for each 600 students beyond 200 students and one full-time for the library at 750 students. Local school divisions that employ a sufficient number of school-based clerical personnel to meet this staffing requirement may assign the clerical personnel to schools within the division according to the area of greatest need, regardless of whether such schools are elementary, middle, or secondary.

Pursuant to the appropriation act, support services shall be funded from basic school aid.

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

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

1988, cc. 645, 682; 1991, c. 480; 1997, c. [828](#); 2004, cc. [939](#), [955](#); 2005, cc. [331](#), [450](#); 2010, cc. [537](#), [817](#); 2011, cc. [55](#), [74](#); 2012, cc. [476](#), [507](#); 2013, cc. [123](#), [157](#), [158](#), [224](#); 2016, c. [646](#).

§ 22.1-253.13:3. Standard 3. Accreditation, other standards, assessments, and releases from state regulations.

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

The Board of Education shall promulgate regulations establishing standards for accreditation of public virtual schools under the authority of the local school board that enroll students full time.

The Board shall review annually the accreditation status of all schools in the Commonwealth. The Board shall review the accreditation status of a school once every three years if the school has been fully accredited for three consecutive years. Upon such triennial review, the Board shall review the accreditation status of the school for each individual year within that triennial review period. If the Board finds that the school would have been accredited every year of that triennial review period the Board shall accredit the school for another three years. The Board may review the accreditation status of any other school once every two years or once every three years, provided that any school that receives a multiyear accreditation status other than full accreditation shall be covered by a Board-approved multiyear corrective action plan for the duration of the period of accreditation. Such multiyear corrective action plan shall include annual written progress updates to the Board. A multiyear accreditation status shall not relieve any school or division of annual reporting requirements.

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

When the Board of Education determines through the school academic review process that the failure of schools within a division to achieve full accreditation status is related to division-level failure to implement the Standards of Quality or other division-level action or inaction, the Board may require a division-level academic review. After the conduct of such review and within the time specified by the Board of Education, each school board shall submit to the Board for approval a corrective action plan, consistent with criteria established by the Board setting forth specific actions and a schedule designed to ensure that schools within its school division achieve full accreditation status. If the Board determines that the proposed corrective action plan is not sufficient to enable all schools within the division to achieve full accreditation, the Board may return the plan to the local school board with directions to submit an amended plan pursuant to Board guidance. Such corrective action plans shall be part of the relevant school division's comprehensive plan pursuant to § [22.1-253.13:6](#).

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

B. The Superintendent of Public Instruction shall develop and the Board of Education shall approve criteria for determining and recognizing educational performance in the Commonwealth's public school divisions and schools. Such criteria, when approved, shall become an integral part of the accreditation process and shall include student outcome measurements. The Superintendent of Public Instruction shall annually report to the Board on the accreditation status of all school divisions and schools. Such report shall include an analysis of the strengths and weaknesses of public education programs in the various school divisions in Virginia and recommendations to the General Assembly for further enhancing student learning uniformly across the Commonwealth. In recognizing educational performance in the school divisions, the Board shall include consideration of special school division accomplishments, such as numbers of dual enrollments and students in Advanced Placement and International Baccalaureate courses, and participation in academic year Governor's Schools.

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

C. With such funds as are available for this purpose, the Board of Education shall prescribe assessment methods to determine the level of achievement of the Standards of Learning objectives by all students. Such assessments shall evaluate knowledge, application of knowledge, critical thinking, and skills related to the Standards of Learning being assessed. The Board shall, with the assistance of independent testing experts, conduct a regular analysis and validation process for these assessments. The Department of Education shall make available to school divisions Standards of Learning assessments typically administered by the middle and high schools by December 1 of the school year in which such assessments are to be administered or when newly developed assessments are available, whichever is later.

The Board shall also provide the option of industry certification and state licensure examinations as a student-selected credit.

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

The Board shall include in the student outcome measures that are required by the Standards for Accreditation end-of-course or end-of-grade assessments for various grade levels and classes, including the completion of the alternative assessments implemented by each local school board, in accordance with the Standards of Learning. These assessments shall include end-of-course or end-of-grade tests for English, mathematics, science, and history and social science and may be integrated to include multiple subject areas.

The Board shall prescribe alternative methods of Standards of Learning assessment administration for children with disabilities, as that term is defined in § [22.1-213](#), who meet criteria established by the Board to demonstrate achievement of the Standards of Learning. An eligible student's Individual Education Program team shall make the final determination as to whether an alternative method of administration is appropriate for the student.

The Standards of Learning assessments administered to students in grades three through eight shall not exceed (a) reading and mathematics in grades three and four; (b) reading, mathematics, and science in grade five; (c) reading and mathematics in grades six and seven; (d) reading, writing, and mathematics in grade eight; (e) science after the student receives instruction in the grade six science, life science, and physical science Standards of Learning and before the student completes grade eight; and (f) Virginia Studies and Civics and Economics once each at the grade levels deemed appropriate by each local school board.

Each school board shall annually certify that it has provided instruction and administered an alternative assessment, consistent with Board guidelines, to students in grades three through eight in each Standards of Learning subject area in which a Standards of Learning assessment was not administered during the school year. Such guidelines shall (1) incorporate options for age-appropriate, authentic performance assessments and portfolios with rubrics and other methodologies designed to ensure that students are making adequate academic progress in the subject area and that the Standards of Learning content is being taught; (2) permit and encourage integrated assessments that include multiple subject areas; and (3) emphasize collaboration between teachers to administer and substantiate the assessments and the professional development of teachers to enable them to make the best use of alternative assessments.

Local school divisions shall provide targeted mathematics remediation and intervention to students in grades six through eight who show computational deficiencies as demonstrated by their individual performance on any diagnostic test or grade-level Standards of Learning mathematics test that measures non-calculator computational skills.

The Department of Education shall award recovery credit to any student in grades three through eight who fails a Standards of Learning assessment in English reading or mathematics, receives remediation, and subsequently retakes and passes such an assessment, including any such student who subsequently retakes such an assessment on an expedited basis.

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

The Standards of Learning requirements, including all related assessments, shall be waived for any student awarded a scholarship under the Brown v. Board of Education Scholarship Program, pursuant to § [30-231.2](#), who is enrolled in a preparation program for a high school equivalency examination approved by the Board of Education or in an adult basic education program or an adult secondary education program to obtain the high school diploma or a high school equivalency certificate.

The Department of Education shall develop processes for informing school divisions of changes in the Standards of Learning.

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

The Board of Education shall not include in its calculation of the passage rate of a Standards of Learning assessment for the purposes of state accountability any student whose parent has decided to not have his child take such Standards of Learning assessment, unless such exclusions would result in the school's not meeting any required state or federal participation rate.

D. The Board of Education may pursue all available civil remedies pursuant to § [22.1-19.1](#) or administrative action pursuant to § [22.1-292.1](#) for breaches in test security and unauthorized alteration of test materials or test results. The Board may initiate or cause to be initiated a review or investigation of any alleged breach in security, unauthorized alteration, or improper administration of tests, including the exclusion of students from testing who are required to be assessed, by local school board employees responsible for the distribution or administration of the tests.

Records and other information furnished to or prepared by the Board during the conduct of a review or investigation may be withheld pursuant to subdivision 11 of § [2.2-3705.3](#). However, this section shall not prohibit the disclosure of records to (i) a local school board or division superintendent for the purpose of permitting such board or superintendent to consider or to take personnel action with regard to an employee or (ii) any requester, after the conclusion of a review or investigation, in a form that (a) does not reveal the identity of any person making a complaint or supplying information to the Board on a confidential basis and (b) does not compromise the security of any test mandated by the Board. Any local school board or division superintendent receiving such records or other information shall, upon taking personnel action against a relevant employee, place copies of such records or information relating to the specific employee in such person's personnel file.

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

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

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

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

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

G. Each local school division superintendent shall regularly review the division's submission of data and reports required by state and federal law and regulations to ensure that all information is accurate and submitted in a timely

fashion. The Superintendent of Public Instruction shall provide a list of the required reports and data to division superintendents annually. The status of compliance with this requirement shall be included in the Board of Education's annual report to the Governor and the General Assembly as required by § [22.1-18](#).

H. Any school board may request the Board of Education for release from state regulations or, on behalf of one or more of its schools, for approval of an Individual School Accreditation Plan for the evaluation of the performance of one or more of its schools as authorized for certain other schools by the Standards of Accreditation pursuant to [8VAC20-131-280](#) C of the Virginia Administrative Code. Waivers of regulatory requirements may be granted by the Board of Education based on submission of a request from the division superintendent and chairman of the local school board. The Board of Education may grant, for a period up to five years, a waiver of regulatory requirements that are not (i) mandated by state or federal law or (ii) designed to promote health or safety. The school board shall provide in its waiver request a description of how the releases from state regulations are designed to increase the quality of instruction and improve the achievement of students in the affected school or schools. The Department of Education shall provide (a) guidance to any local school division that requests releases from state regulations and (b) information about opportunities to form partnerships with other agencies or entities to any local school division in which the school or schools granted releases from state regulations have demonstrated improvement in the quality of instruction and the achievement of students.

The Board of Education may also grant local school boards waivers of specific requirements in § [22.1-253.13:2](#), based on submission of a request from the division superintendent and chairman of the local school board, permitting the local school board to assign instructional personnel to the schools with the greatest needs, so long as the school division employs a sufficient number of personnel divisionwide to meet the total number required by § [22.1-253.13:2](#) and all pupil/teacher ratios and class size maximums set forth in subsection C of §[22.1-253.13:2](#) are met. The school board shall provide in its request a description of how the waivers from specific Standards of Quality staffing standards are designed to increase the quality of instruction and improve the achievement of students in the affected school or schools. The waivers may be renewed in up to five-year increments, or revoked, based on student achievement results in the affected school or schools.

1988, cc. [645](#), [682](#); 1990, cc. [820](#), [839](#); 1992, c. [591](#); 1998, cc. [456](#), [567](#), [602](#), [627](#), [843](#), [902](#); 1999, cc. [670](#), [731](#),[1015](#); 2000, cc. [504](#), [735](#), [742](#), [750](#), [752](#), [867](#), [1061](#); 2001, cc. [651](#), [731](#); 2002, cc. [101](#), [167](#), [656](#), [732](#); 2003, cc. [691](#),[1004](#); 2004, cc. [472](#), [939](#), [955](#), [965](#); 2005, cc. [331](#), [450](#), [753](#), [834](#); 2006, cc. [25](#), [38](#), [95](#), [117](#), [131](#); 2007, c. [234](#); 2009, c. [825](#); 2010, c. [76](#); 2011, cc. [248](#), [666](#); 2012, c. [183](#); 2013, cc. [539](#), [571](#), [584](#), [728](#); 2014, cc. [84](#), [585](#), [622](#); 2015, cc.[145](#), [149](#), [322](#), [323](#), [558](#), [566](#); 2016, cc. [386](#), [387](#), [502](#), [522](#), [720](#), [750](#).
§ 22.1-253.13:4. Standard 4. Student achievement and graduation requirements.

A. Each local school board shall award diplomas to all secondary school students, including students who transfer from nonpublic schools or from home instruction, who meet the requirements prescribed by the Board of Education and meet such other requirements as may be prescribed by the local school board and approved by the Board of Education. Provisions shall be made to facilitate the transfer and appropriate grade placement of students from other public secondary schools, from nonpublic schools, or from home instruction as outlined in the standards for accreditation. The standards for accreditation shall include provisions relating to the completion of graduation requirements through Virtual Virginia. Further, reasonable accommodation to meet the requirements for diplomas shall be provided for otherwise qualified students with disabilities as needed.

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

Each local school board shall notify the parents of rising eleventh and twelfth grade students of (i) the requirements for graduation pursuant to the standards for accreditation and (ii) the requirements that have yet to be completed by the individual student.

B. Students identified as disabled who complete the requirements of their individualized education programs and meet certain requirements prescribed by the Board pursuant to regulations but do not meet the requirements for any named diploma shall be awarded Applied Studies diplomas by local school boards.

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

C. Students who have completed a prescribed course of study as defined by the local school board shall be awarded certificates of program completion by local school boards if they are not eligible to receive a Board of Education-approved diploma.

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

D. (For expiration date, see note) In establishing course and credit requirements for a high school diploma, the Board shall:

1. Provide for the selection of integrated learning courses meeting the Standards of Learning and approved by the Board to satisfy graduation credit requirements, which shall include Standards of Learning testing, as necessary.
2. Establish the requirements for a standard and an advanced studies high school diploma, which shall each include at least one credit in fine or performing arts or career and technical education and one credit in United States and Virginia history. The requirements for a standard high school diploma shall, however, include at least two sequential electives chosen from a concentration of courses selected from a variety of options that may be planned to ensure the completion of a focused sequence of elective courses. Such focused sequence of elective courses shall provide a foundation for further education or training or preparation for employment. The advanced studies diploma shall be the recommended diploma for students pursuing baccalaureate study. Both the standard and the advanced studies diploma shall prepare students for post-secondary education and the career readiness required by the Commonwealth's economy.

Beginning with first-time ninth grade students in the 2013-2014 school year, requirements for the standard diploma shall include a requirement to earn a career and technical education credential that has been approved by the Board, except when a career and technical education credential in a particular subject area is not readily available or appropriate or does not adequately measure student competency, in which case the student shall receive satisfactory competency-based instruction in the subject area to satisfy the standard diploma requirements. The career and technical education credential, when required, could include the successful completion of an industry certification, a state licensure examination, a national occupational competency assessment, or the Virginia workplace readiness skills assessment.

Beginning with first-time ninth grade students in the 2016-2017 school year, requirements for the standard and advanced diplomas shall include a requirement to be trained in emergency first aid, cardiopulmonary resuscitation, and the use of automated external defibrillators, including hands-on practice of the skills necessary to perform cardiopulmonary resuscitation.

The Board shall make provision in its regulations for students with disabilities to earn a standard diploma.

3. Provide, in the requirements to earn a standard or advanced studies diploma, the successful completion of one virtual course. The virtual course may be a noncredit-bearing course.

4. Provide, in the requirements for the verified units of credit stipulated for obtaining the standard or advanced studies diploma, that students completing elective classes into which the Standards of Learning for any required course have been integrated may take the relevant Standards of Learning test for the relevant required course and receive, upon achieving a satisfactory score on the specific Standards of Learning assessment, a verified unit of credit for such elective class that shall be deemed to satisfy the Board's requirement for verified credit for the required course.

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

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

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

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

In addition, the Board may:

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

b. Permit students completing career and technical education programs designed to enable such students to pass such industry certification examinations or state licensure examinations to be awarded, upon obtaining satisfactory scores on such industry certification or licensure examinations, the appropriate verified units of credit for one or more career and technical education classes into which relevant Standards of Learning for various classes taught at the

same level have been integrated. Such industry certification and state licensure examinations may cover relevant Standards of Learning for various required classes and may, at the discretion of the Board, address some Standards of Learning for several required classes.

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

8. Consider all computer science course credits earned by students to be science course credits, mathematics course credits, or career and technical education credits. The Board of Education shall develop guidelines addressing how computer science courses can satisfy graduation requirements.

9. Permit local school divisions to waive the requirement for students to receive 140 clock hours of instruction to earn a standard unit of credit upon providing the Board with satisfactory proof, based on Board guidelines, that the students for whom such requirements are waived have learned the content and skills included in the relevant Standards of Learning.

D. (For effective date, see note) In establishing graduation requirements, the Board shall:

1. Develop and implement, in consultation with stakeholders representing elementary and secondary education, higher education, and business and industry in the Commonwealth and including parents, policymakers, and community leaders in the Commonwealth, a Profile of a Virginia Graduate that identifies the knowledge and skills that students should attain during high school in order to be successful contributors to the economy of the Commonwealth, giving due consideration to critical thinking, creative thinking, collaboration, communication, and citizenship.

2. Emphasize the development of core skill sets in the early years of high school.

3. Establish multiple paths toward college and career readiness for students to follow in the later years of high school. Each such pathway shall include opportunities for internships, externships, and credentialing.

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

5. Require students to complete at least one course in fine or performing arts or career and technical education, one course in United States and Virginia history, and two sequential elective courses chosen from a concentration of

courses selected from a variety of options that may be planned to ensure the completion of a focused sequence of elective courses that provides a foundation for further education or training or preparation for employment.

6. Graduation requirements shall include a requirement that students either (i) complete an Advanced Placement, honors, or International Baccalaureate course or (ii) earn a career and technical education credential that has been approved by the Board, except when a career and technical education credential in a particular subject area is not readily available or appropriate or does not adequately measure student competency, in which case the student shall receive satisfactory competency-based instruction in the subject area to earn credit. The career and technical education credential, when required, could include the successful completion of an industry certification, a state licensure examination, a national occupational competency assessment, or the Virginia workplace readiness skills assessment.

7. Beginning with first-time ninth grade students in the 2016-2017 school year, require students to be trained in emergency first aid, cardiopulmonary resuscitation, and the use of automated external defibrillators, including hands-on practice of the skills necessary to perform cardiopulmonary resuscitation.

8. Make provision in its regulations for students with disabilities to earn a diploma.

9. Require students to complete one virtual course, which may be a noncredit-bearing course.

10. Provide that students who complete elective classes into which the Standards of Learning for any required course have been integrated and achieve a passing score on the relevant Standards of Learning test for the relevant required course receive credit for such elective class.

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

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

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

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

In addition, the Board may:

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

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

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

14. Consider all computer science course credits earned by students to be science course credits, mathematics course credits, or career and technical education credits. The Board of Education shall develop guidelines addressing how computer science courses can satisfy graduation requirements.

15. Permit local school divisions to waive the requirement for students to receive 140 clock hours of instruction upon providing the Board with satisfactory proof, based on Board guidelines, that the students for whom such requirements are waived have learned the content and skills included in the relevant Standards of Learning.

E. In the exercise of its authority to recognize exemplary performance by providing for diploma seals:

1. The Board shall develop criteria for recognizing exemplary performance in career and technical education programs by students who have completed the requirements for a Board of Education-approved diploma and shall award seals on the diplomas of students meeting such criteria.

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

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

4. The Board shall establish criteria for awarding a diploma seal of biliteracy to any student who demonstrates proficiency in English and at least one other language for the Board of Education-approved diplomas. The Board shall consider criteria including the student's (i) score on a College Board Advanced Placement foreign language examination, (ii) score on an SAT II Subject Test in a foreign language, (iii) proficiency level on an ACTFL Assessment of Performance toward Proficiency in Languages (AAPPL) measure or another nationally or internationally recognized language proficiency test, or (iv) cumulative grade point average in a sequence of foreign language courses approved by the Board.

F. The Board shall establish, by regulation, requirements for the award of a general achievement adult high school diploma for those persons who are not subject to the compulsory school attendance requirements of [§22.1-254](#) and have (i) achieved a passing score on a high school equivalency examination approved by the Board of Education; (ii) successfully completed an education and training program designated by the Board of Education; (iii) earned a Board of Education-approved career and technical education credential such as the successful completion of an industry certification, a state licensure examination, a national occupational competency assessment, or the Virginia workplace readiness skills assessment; and (iv) satisfied other requirements as may be established by the Board for the award of such diploma.

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

H. The Board shall also collect, analyze, report, and make available to the public high school graduation and dropout data using a formula that excludes any student who fails to graduate because such student is in the custody of the Department of Corrections, the Department of Juvenile Justice, or local law enforcement. For the purposes of the Standards of Accreditation, the Board shall use the graduation rate required by this subsection.

I. The Board may promulgate such regulations as may be necessary and appropriate for the collection, analysis, and reporting of such data required by subsections G and H.

1988, cc. 645, 682; 1990, cc. 820, 839; 1993, c. 661; 1994, cc. [618](#), [790](#); 1997, cc. [828](#), [835](#); 1998, cc. [72](#), [602](#), [627](#); 2001, cc. [483](#), [500](#); 2003, c. [688](#); 2004, cc. [509](#), [939](#), [955](#); 2005, c. [345](#); 2006, c. [584](#); 2007, cc. [34](#), [56](#), [234](#), [351](#), [859](#), [919](#); 2008, c. [351](#); 2009, c. [490](#); 2010, cc. [80](#), [89](#), [162](#), [163](#), [313](#); 2011, c. [209](#); 2012, cc. [454](#), [642](#); 2013, cc. [498](#), [530](#); 2014, cc. [84](#), [590](#); 2015, cc. [329](#), [564](#), [565](#), [591](#), [701](#), [702](#), [705](#); 2016, cc. [720](#), [750](#).
§ 22.1-253.13:5. Standard 5. Quality of classroom instruction and educational leadership.

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

B. Consistent with the finding that leadership is essential for the advancement of public education in the Commonwealth, teacher, principal, and superintendent evaluations shall be consistent with the performance standards included in the Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, Principals, and Superintendents. Evaluations shall include student academic progress as a significant component and an overall summative rating. Teacher evaluations shall include regular observation and evidence that instruction is aligned with the school's curriculum. Evaluations shall include identification of areas of individual strengths and weaknesses and recommendations for appropriate professional activities.

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

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

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

including the Standards of Quality, Board of Education regulations, and the Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, Principals, and Superintendents.

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

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

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

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

1988, cc. 645, 682; 1990, cc. 820, 839; 1992, c. 132; 1997, c. [827](#); 1998, cc. [826](#), [852](#); 1999, cc. [830](#), [1030](#), [1037](#); 2000, c. [867](#); 2004, cc. [939](#), [955](#); 2005, cc. [331](#), [450](#); 2007, c. [234](#); 2013, cc. [588](#), [650](#).
§ 22.1-253.13:6. Standard 6. Planning and public involvement.

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

This plan shall include the objectives of public education in Virginia, including strategies for first improving student achievement, particularly the achievement of educationally at-risk students, then maintaining high levels of student achievement; an assessment of the extent to which these objectives are being achieved; a forecast of enrollment changes; and an assessment of the needs of public education in the Commonwealth. In the annual report required by § [22.1-18](#), the Board shall include an analysis of the extent to which these Standards of Quality have been achieved and the objectives of the statewide comprehensive plan have been met. The Board shall also develop, consistent with, or as a part of, its comprehensive plan, a detailed comprehensive, long-range plan to integrate educational technology into the Standards of Learning and the curricula of the public schools in Virginia, including career and technical education programs. The Board shall review and approve the comprehensive plan for educational technology and may require the revision of such plan as it deems necessary.

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

The divisionwide comprehensive plan shall include, but shall not be limited to, (i) the objectives of the school division, including strategies for first improving student achievement, particularly the achievement of educationally at-risk students, then maintaining high levels of student achievement; (ii) an assessment of the extent to which these objectives are being achieved; (iii) a forecast of enrollment changes; (iv) a plan for projecting and managing enrollment changes including consideration of the consolidation of schools to provide for a more comprehensive and effective delivery of instructional services to students and economies in school operations; (v) an evaluation of the appropriateness of establishing regional programs and services in cooperation with neighboring school divisions; (vi) a plan for implementing such regional programs and services when appropriate; (vii) a technology plan designed

to integrate educational technology into the instructional programs of the school division, including the school division's career and technical education programs, consistent with, or as a part of, the comprehensive technology plan for Virginia adopted by the Board of Education; (viii) an assessment of the needs of the school division and evidence of community participation, including parental participation, in the development of the plan; (ix) any corrective action plan required pursuant to § [22.1-253.13:3](#); and (x) a plan for parent and family involvement to include building successful school and parent partnerships that shall be developed with staff and community involvement, including participation by parents.

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

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

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

1988, cc. 645, 682; 1990, cc. 820, 839; 1992, c. 591; 1998, c. [106](#); 2000, c. [867](#); 2001, c. [484](#); 2004, cc. [939](#), [955,965](#); 2005, cc. [331](#), [450](#); 2007, c. [234](#).

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

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

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

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

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

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

3. The standards of student conduct and attendance and enforcement procedures designed to provide that public education be conducted in an atmosphere free of disruption and threat to persons or property and supportive of individual rights;
 4. School-community communications and community involvement;
 5. Guidelines to encourage parents to provide instructional assistance to their children in the home, which may include voluntary training for the parents of children in grades K through three;
 6. Information about procedures for addressing concerns with the school division and recourse available to parents pursuant to § [22.1-87](#);
 7. A cooperatively developed procedure for personnel evaluation appropriate to tasks performed by those being evaluated; and
 8. Grievances, dismissals, etc., of teachers, and the implementation procedure prescribed by the General Assembly and the Board of Education, as provided in Article 3 (§ [22.1-306](#) et seq.) of Chapter 15, and the maintenance of copies of such procedures.
- D. A current copy of all school division policies and regulations approved by the local school board, including the Student Conduct Policy, shall be posted on the division's website and shall be available to employees and to the public. School boards shall ensure that printed copies of such policies and regulations are available as needed to citizens who do not have online access.
- E. An annual announcement shall be made in each division at the beginning of the school year and, for parents of students enrolling later in the academic year, at the time of enrollment, advising the public that the policies are available in such places.

1988, cc. 645, 682, 754; 1990, c. 291; 1992, c. 591; 2004, cc. [939](#), [955](#); 2007, c. [234](#); 2008, cc. [474](#), [827](#); 2013, c.[301](#).

§ 22.1-253.13:8. Compliance.

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

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

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

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

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

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

1988, cc. 645, 682; 1990, cc. 820, 839; 2004, cc. [939](#), [955](#), [965](#); 2005, cc. [331](#), [450](#).
§ 22.1-253.13:9. Virginia Index of Performance incentive program.

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

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

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

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

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

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

D. In its guidelines for calculating an award under the Virginia Index of Performance incentive program pursuant to this section, the Department of Education shall take into account the number of high school students who earn the one-year Uniform Certificate of General Studies or an associate's degree from a community college in the Commonwealth concurrent with a high school diploma.

2010, cc. [38](#), [103](#); 2011, cc. [119](#), [145](#); 2012, c. [794](#); 2015, c. [566](#).

§ 22.1-253.13:10. Standards of Learning Innovation Committee.

The Secretary of Education, upon receiving recommendations for appointments from the Virginia Parent Teacher Association, Virginia Education Association, Virginia School Boards Association, Virginia Association of Secondary School Principals, Virginia Association of Elementary School Principals, Virginia Association of School Superintendents, Virginia State Reading Association, Virginia School Counselor Association, and Virginia Association for Supervision and Curriculum Development, shall establish and appoint nonlegislative citizen members to the Standards of Learning Innovation Committee (Committee). The Committee shall consist of (i) four members of the Virginia House of Delegates, appointed by the Speaker of the House of Delegates; (ii) three members of the Virginia Senate, appointed by the Senate Committee on Rules on the recommendation of the Chair of the Senate Committee on Education and Health; and (iii) at least one parent of a currently enrolled public school student, public elementary school teacher, public secondary school teacher, public secondary school guidance counselor, school board member, public school principal, division superintendent, curriculum and instruction

specialist, higher education faculty member, representative of a four-year public institution of higher education in the Commonwealth, representative of a two-year public institution of higher education in the Commonwealth, and representative of the business community in the Commonwealth and such other stakeholders as the Secretary deems appropriate, appointed by the Secretary. Members of the Committee should reflect geographic diversity and rural and urban school systems as far as practicable. The Superintendent of Public Instruction, the President of the Board of Education or his designee, and the Secretary of Education or his designee shall serve ex officio. All other members shall be appointed for terms of two years. The Committee, under the direction of the Secretary, shall periodically make recommendations to the Board of Education on (a) the Standards of Learning assessments, (b) authentic individual student growth measures, (c) alignment between the Standards of Learning and assessments and the School Performance Report Card, and (d) ideas on innovative teaching in the classroom. An affirmative vote by a majority of the legislative members in attendance and a majority of nonlegislative members in attendance shall be required for the Committee to adopt any recommendations. The Board of Education shall review the recommendations of the Committee and submit to the Chairmen of the House Committee on Education and the Senate Committee on Education and Health, in advance of the next regular session of the General Assembly, any comments on such recommendations that the Board of Education deems appropriate.

2014, cc. [585](#), [622](#); 2016, c. [648](#).

Appendix F: Charter School Report and Information on Parent and Student Options

The Department of Education collected information on the number of public charter school applications that were reviewed by the Board of Education and subsequently approved or denied by local school boards during 2015-2016.

- One charter school application was resubmitted to the Board of Education during 2015-2016 pursuant to § 22.1-212.9 of the *Code of Virginia*. Following the Board-appointed Charter School Committee’s review of the charter school application and subsequent report, the applicant withdrew the application before continuing the process of Board review.
- One charter school met Board of Education criteria in 2013-2014, was approved by the local school board in 2014-2015, and continues to plan with anticipated operation for students in August 2017.
- No operating charter school closed.
- Eight charter schools in five localities operated for students in 2015-2016:
 1. Murray High School, Albemarle County
 2. The Albemarle Community Public Charter School, Albemarle County
 3. Middleburg Community Charter School, Loudoun County
 4. Hillsboro Charter Academy, Loudoun County
 5. Patrick Henry School of Science and Arts, Richmond
 6. Richmond Career Education and Employment Academy, Richmond
 7. Green Run Collegiate, Virginia Beach
 8. York River Academy, York County

The 2016-2017 accreditation data results, based on 2015-2016 assessments, will be inserted in the table below when final results are available. The Department of Education is not reporting performance against federal annual measurable objective (AMO) targets for the 2015-2016 assessment year. This adjustment is based on guidance from the U.S. Department of Education regarding its plan for an orderly transition from the *Elementary and Secondary Education Act of 1965* (ESEA), as amended by the *No Child Left Behind Act of 2001* (NCLB), to the currently authorized *Every Student Succeeds Act of 2015* (ESSA).

School/Division	Accreditation Status
Murray High School, Albemarle	Fully Accredited
Albemarle Community Public Charter, Albemarle	Partially Accredited: Warned School-Pass Rate*
Middleburg Community Charter, Loudoun	Fully Accredited
Hillsboro Charter Academy, Loudoun	Conditionally Accredited: New School**
Patrick Henry School of Science and Arts, Richmond City	Accreditation Denied***
Richmond Career Education and Employment Academy, Richmond City	Fully Accredited

Green Run Collegiate, Virginia Beach	Fully Accredited
York River Academy, York	Fully Accredited

*Partially Accredited: Warned School-Pass Rate: Schools that are not within a narrow margin of, nor making acceptable progress toward achieving the adjusted SOL pass rates required for full accreditation, receive this rating.

**Conditionally Accredited: Awarded for a one-year period to a new school – comprising students who previously attended one or more existing schools – to provide the opportunity to evaluate the performance of students on SOL tests and other statewide assessments.

***Accreditation Denied: Schools that fail to meet the requirements to be rated fully or provisionally accredited for four consecutive years.

The following section provides a brief summary of additional public schools’ options available to parents and students in the Commonwealth.

Academic-Year Governor's Schools

The Virginia Department of Education, in conjunction with localities, sponsors regional Academic-Year Governor's Schools that serve gifted high school students during the academic year. Currently, 19 Academic-Year Governor's Schools provide students with acceleration and exploration in areas ranging from the arts, to government and international studies, and to mathematics, science, and technology.

Linwood Holton Governor's School

Serves students in grades 10 - 12 at multiple sites in local high schools throughout the Southwest Virginia area. The following school divisions participate in the A. Linwood Holton Governor's School: cities of Bristol, Galax and Norton; and the counties of Bland, Buchanan, Carroll, Dickenson, Grayson, Highland, Lee, Russell, Scott, Smyth, Tazewell, Washington, Wise and Wythe.

Appomattox Regional Governor's School for Arts & Technology

Serves students in grades 9 - 12 at a single site at the renovated Petersburg High School campus in Petersburg, Virginia. The following school divisions participate in the Appomattox Regional Governor's School: cities of Colonial Heights, Franklin, Hopewell, Petersburg and Richmond; and the counties of Amelia, Charles City, Chesterfield, Dinwiddie, Powhatan, Prince George, Southampton, Surry and Sussex.

Blue Ridge Governor's School

Serves students in grades 9-12 at multiple sites in local high schools throughout the central Virginia area. The following school divisions participate in the Blue Ridge Governor's School: counties of Fluvanna, Goochland, Greene, Louisa, Madison, Nelson and Orange.

Central Virginia Governor's School for Science & Technology

Serves students in grades 11 - 12 at a single site next to Heritage High School in Lynchburg, Virginia. The following school divisions participate in the Central Virginia Governor's School: city of Lynchburg; and the counties of Amherst, Appomattox, Bedford and Campbell.

Chesapeake Bay Governor's School for Marine & Environmental Science

Serves students in grades 11 - 12 at three sites affiliated with Rappahannock Community College. The following school divisions participate in the Chesapeake Bay Governor's School: counties of Caroline, Colonial Beach, Essex, Gloucester, King George, King & Queen, King William, Lancaster, Mathews, Middlesex, New Kent, Northumberland, Richmond and Westmoreland.

Commonwealth Governor's School

Serves students in grades 9 - 12 at multiple sites in area high schools. The following school divisions participate in the Commonwealth Governor's School: counties of Caroline, King George, Spotsylvania and Stafford.

Governor's School for the Arts

Serving students grades 9 - 12 at Old Dominion University and assorted arts venues in Norfolk. The following school divisions participate in the Governor's School for the Arts: cities of Chesapeake, Franklin, Norfolk, Portsmouth, Suffolk and Virginia Beach; and the counties of Isle of Wight and Southampton.

Jackson River Governor's School

Serves students in grades 11-12 at Dabney S. Lancaster Community College. The following school divisions participate in the Jackson River Governor's School: cities of Buena Vista and Covington; and the counties of Alleghany, Bath and Botetourt.

Maggie L. Walker Governor's School for Government & International Studies

Serving students in grades 9 - 12 at a single site at the renovated historic Maggie L. Walker High School in Richmond, Virginia. The following school divisions participate in GSGIS: cities of Petersburg and Richmond; and the counties of Charles City, Chesterfield, Goochland, Hanover, Henrico, King & Queen, New Kent, Powhatan, Prince George and West Point.

Massanutten Governor's School for Integrated Environmental Science & Technology

Serving juniors and seniors from the high schools in the city of Harrisonburg and the counties of Page, Rockingham and Shenandoah. The school is located at the Triplett Tech site in southern Shenandoah County.

Mountain Vista Governor's School

Serving juniors and seniors from the high schools in the city of Winchester and the counties of Culpeper, Fauquier, Frederick, Rappahannock and Warren. The program operates in conjunction with Lord Fairfax Community College at the Middletown and Warrenton sites.

New Horizons Governor's School for Science & Technology

Serving students primarily in grades 11 - 12 at a single site within the New Horizons Regional Education Center. The following school divisions participate in the New Horizons Governor's School: cities of Hampton, Newport News, Poquoson and James City/Williamsburg; and the counties of Gloucester, Isle of Wight and York.

Piedmont Governor's School

Serving students in grades 11 - 12 from the campuses of New College Institute and The Institute for Advanced Learning and Research. The following school divisions participate in the Piedmont Governor's School: cities of Danville and Martinsville; and the counties of Henry and Pittsylvania.

Roanoke Valley Governor's School for Science & Technology

Serving students in grades 9 - 12 at a single site in Roanoke, Virginia. The following school divisions participate in the Roanoke Valley Governor's School: Cities of Roanoke and Salem; and the Counties of Bedford, Botetourt, Craig, Franklin, and Roanoke.

Shenandoah Valley Governor's School

Serves students in grades 11 - 12 at multiple sites located at Valley Vocational Technical Center and in the Waynesboro and Staunton area. The following school divisions participate in the Shenandoah Valley Governor's School: cities of Staunton and Waynesboro, and Augusta County.

Southwest Virginia Governor's School for Science, Mathematics & Technology

Serving students in grades 11 -12 at a single site within Pulaski County High School. The following school divisions participate in the Southwest Virginia Governor's School: the cities of Galax and Radford; and the counties of Carroll, Giles, Montgomery, Pulaski, Smyth and Wythe.

The Governor's School of Southside Virginia

Serving students in grades 11-12 at Southside Virginia Community College – John H. Daniel and Christanna Campuses. The following school divisions participate in GSSV: counties of Amelia, Brunswick, Buckingham, Charlotte, Cumberland, Greenville (includes Emporia), Lunenburg, Mecklenburg, Nottoway and Prince Edward.

Thomas Jefferson High School for Science & Technology

Serving students in grades 9 - 12 at a single site in Fairfax County, Virginia. The following school divisions participate in the Thomas Jefferson High School for Science and Technology: city of Falls Church; and the counties of Arlington, Fairfax, Loudoun and Prince William.

The Governor's School at Innovation Park

Serves students in grades 11 - 12 at a single site on the George Mason University Prince William Campus. The following school divisions participate in the Governor's School @ Innovation Park: the cities of Manassas and Manassas Park; and the county of Prince William.

In 2015 there were seven *Summer Residential Governor's Schools* which provide gifted high school juniors and seniors with intensive educational experiences in visual and performing arts;

humanities; mathematics, science, and technology; or through mentorships in marine science, medicine and health sciences, or engineering. Each Summer Residential Governor's School focuses on one special area of interest. Students live on a college or university campus for up to four weeks each summer. During this time, students are involved in classroom and laboratory work, field studies, research, individual and group projects and performances, and seminars with noted scholars, visiting artists, and other professionals. In the three mentorships, students are selected to work side-by-side with research scientists, physicians, and a variety of other professionals. A director and a student-life staff provide supervision of students 24 hours a day, throughout the program.

There were also twenty *Summer Regional Governor's Schools* in 2015. The Summer Regional Governor's Schools exist in a variety of formats. Most often, groups of school divisions design these programs to meet the needs of their local gifted elementary and middle school students. These schools provide exciting opportunities in the arts, sciences, and humanities. The Department of Education approves each Summer Regional Governor's School and evaluates each program as funding permits. Summer Regional Governor's Schools typically are housed at a public school or on the campus of a college, community college, or university. The lengths of programs vary, with some lasting a week or less while others may last four or more weeks. Most students return to their homes at the end of each day's activities; however, the University of Virginia's College at Wise, Southside, and Valley/Ridge Summer Regional Governor's Schools are residential.

Governor's STEM Academies

Governor's STEM Academies are programs designed to expand options for the general student population to acquire STEM (Science, Technology, Engineering and Mathematics) literacy and other critical skills, knowledge and credentials that will prepare them for high-demand, high-wage, and high-skill careers in Virginia. Each academy is a partnership among school divisions, postsecondary institutions and business and industry.

There are currently 23 Governor's STEM Academies:

Governor's Career and Technical Academy for Renewable Resources and Agricultural Sciences – Halifax County

Program Focus: The program prepares students for careers in forestry management and leadership in forestry-related industries, including agriculture, biotechnology and manufacturing.

Partners: Halifax County Public Schools; Southern Virginia Higher Education Center; Virginia Polytechnic Institute and State University; WoodLINKS, Inc.; Morgan Lumber; Ontario Hardwood; J.M. Huber Corporation; Virginia Cooperative Extension; Danville Community College; Southside Virginia Community College; Halifax County Board of Supervisors; H&M Logging; Virginia Department of Forestry.

Greater Peninsula Governor's Stem Academy (Formerly Known as the Governor's Academy for Innovation, Technology & Engineering (GAITE) – Hampton

Program Focus: The program focuses on electrical and mechanical engineering with instruction provided at high schools in participating school divisions, online and at Thomas Nelson Community College.

Partners: New Horizons Regional Education Centers (NHREC); Greater Peninsula Public School Divisions: Gloucester County; Hampton City; Newport News City; Poquoson City; Williamsburg-James City County; York County; Thomas Nelson Community College (TNCC); Old Dominion University (ODU); Virginia Space Grant Consortium; Northrop Grumman Corporation; The Apprenticeship School of Northrop Grumman; Cooperating Hampton Roads Organization for Minorities in Engineering (CHROME); Peninsula Council for Workforce Development; Peninsula Workforce Investment Board; and Peninsula Technical Preparation.

Governor's Career and Technical Academy in Arlington (GCTAA) – Arlington County

Program Focus: The program at the Arlington Career Center integrates instruction in science, technology, engineering and mathematics in five focus areas – automotive, digital media, information technology, emergency medical services and engineering.

Partners: Northern Virginia Community College and Arlington County Public Schools are co-lead partners for the Governor's Career and Technical Academy in Arlington. Partners include The American Service Center; Arlington Employment Center; Passport Nissan; Nortel Telecommunications; The American Youth Policy Forum; Viral Media Productions; and Virginia Polytechnic Institute and State University. Other supporters include The American Association of Community Colleges; Arlington Economic Development; DeVry University; Farrish of Fairfax; National Science Foundation; Nortel Telecommunications; Passport Chrysler; and Passport Infiniti.

FIRST: Fostering Innovation and Relevance Through STEM and Trades – Suffolk

Program Focus: The program at the Pruden Center for Industry focuses on engineering and industrial trades, health sciences, automotive technology, information technology and human services.

Partners: The Pruden Center for Industry and Technology; Suffolk Economic Development; Tidewater Community College; Hampton Roads Research Partnership; Isle of Wight County Public Schools; Suffolk City Public Schools; Isle of Wight Chamber of Commerce; Isle of Wight Economic Development; Isle of Wight County Government; The Pruden Foundation; Sentara Obici Hospital; Starr Motor Company.

STEM for LIFE (Science, Technology, Engineering, and Math for Life-Long Initiatives for Future Education) – Russell County

Program Focus: The program focuses on science, technology, engineering, mathematics and will include correlated "hands-on" instruction in science and mathematics for middle school students. Dual-enrollment classes offered at the University of Virginia's College at Wise (UVA-Wise) Technology Center in Lebanon are offered to students in Russell, Dickenson, Tazewell, Scott and Lee counties.

Partners: Russell County Public Schools; Southwest Virginia Community College; The University of Virginia's College at Wise; Virginia Economic Development Program; Bostic, Tucker and Company; Virginia Coalfield Economic Development Authority; Appalachian Electric Power Company; Southwest Virginia Public Education Consortium; Town of Lebanon.

Stafford Academy for Technology (STAT) – Stafford County

Program Focus: The program focuses on information technology, mathematics and engineering with instruction provided at three locations – Brooke Point High School, North Stafford High School and Stafford High School.

Partners: Stafford County Public Schools; Germanna Community College; Diversified Educational Systems; Employment Resources, Inc.; Fredericksburg Regional Alliance; Fredericksburg Regional Chamber of Commerce; Free Lance-Star; GEICO; Hilldrup Companies; Mary Washington Hospital/Medicorp; Rappahannock Region Small Business Development Center; R.L. Williams, Ltd./Autodesk, Inc.; Spotsylvania Technology Center; Stafford County Economic Development; Stafford County Career and Technical Education Advisory Committee; Stafford Rotary; University of Mary Washington; Virginia Employment Commission; Weldon Cooper Center; Workforce Investment Board, Inc.

Loudoun Governor's Career and Technical Academy – Loudoun County

Program Focus: This program offers students five career pathways in the areas of agriculture, health care, science, technology, engineering and mathematics, and transportation, distribution and logistics.

Partners: Loudoun County Public Schools; Monroe Technology Center; Northern Virginia Community College; Shenandoah University; Virginia Polytechnic Institute and State University; George Washington University; REHAU; Fortessa, Inc.; Lockheed Martin; Metropolitan Washington Airports Authority; America Online, LLC; Loudoun County Economic Development, The Claude Moore Charitable Foundation; TELOS/Xacta Corporation; Hayes-Large Architects; Jerry's Automotive Group.

Chesterfield Governor's Career and Technical Academy for Engineering Studies – Chesterfield County

Program Focus: This program, located at Lloyd C. Bird High School, offers students two opportunities to pursue engineering studies. There is the science and mathematics pathway for those who want to pursue an engineering career and the engineering technology program.

Partners: Chesterfield County Public Schools; American Society of Civil Engineers; Austin, Brockenbrough and Associates, L.L.P.; Northrop Grumman; John Tyler Community College; Mazda North American Operations; McDonough, Bolyard and Peck, Inc.; Core Consulting; Bon Secours; and St. Francis Medical Center.

Governor's Career & Technical Education Academy for STEM in Richmond – Richmond

Program Focus: A rigorous academic and technical program of study in two career pathways (Engineering and Technology and Therapeutic Services) prepares students for a full range of postsecondary opportunities (two- and four-year colleges), entry level employment, apprenticeships, and the military.

Partners: J. Sargeant Reynolds Community College, Virginia Commonwealth University, Virginia State University, The Science Museum of Virginia, the MathScience Innovation Center.

The Blue Ridge Crossroads Governor’s Academy for Technical Education (BRCGATE) – Carroll County

Program Focus: The academy targets three pathways in three career clusters: Engineering and Technology, Construction, and Food Production and Processing Systems. Students enrolled in the Engineering and Technology pathway are actively involved with high-tech devices, engineering graphics, mathematical concepts, and scientific principles through engineering design experiences. The Construction pathway builds upon current dual enrollment career and technical program areas within the Architecture and Construction Cluster with a focus on Green career awareness and training. In the Food Production and Processing Systems pathway, Carroll County Public Schools (CCPS) makes its Agriculture Research Farm available to other partners in the Academy to conduct independent research.

Partners: Carroll County Public Schools; Galax City Public Schools; Grayson County Public Schools, the Crossroads Institute; Wytheville Community College; Virginia Tech; Virginia Cooperative Extension Agency; New River/Mount Rogers Workforce Investment Board; Chestnut Creek School of the Arts; and the following businesses: Red Hill General Store; The Turman Group; Lowe’s Home Improvement; and future partners: Radford University; Medfit Systems; Professional Networks; Guardian; and MOOG Industries.

Governor’s STEM Academy for Engineering, Marketing, and Information Technology Studies – Virginia Beach

Program Focus: The program at the Landstown Governor’s STEM Academy focuses on engineering and technology, professional sales, and Web and digital communications.

Partners: Landstown high School and Technology Academy; Virginia Commonwealth University.

The Grassfield High School Governor’s STEM Academy – Chesapeake

Program Focus: The program at the Grassfield High School focuses on engineering and technology, marketing management, and programming and software.

Partners: Chesapeake City Public Schools; Old Dominion University; Tidewater Community College; James Madison University.

Governor’s STEM Academy at Chantilly High School – Fairfax County

Program Focus: The program at the Chantilly High School focuses on engineering and technology and network systems. The Academy provides students with the STEM-enriched technological skills necessary to succeed in a related career and postsecondary education.

Partners: Fairfax County Public Schools; Northern Virginia Community College; Norfolk State University; Old Dominion University.

Governor’s STEM Academy at the Burton Center for Arts and Technology – Roanoke County

Program Focus: The program at the Burton Center for Arts and Technology focuses on engineering and technology, facility and mobile equipment maintenance, and journalism and

broadcasting. Student learning and achievement are enhanced through integration of academic, STEM curriculum, applied technology, and increased participation in student organizations.

Partners: Roanoke County Public Schools; Virginia Western Community College; and Virginia Tech University.

The Bridging Communities Governor’s STEM Academy – New Kent County

Program Focus: Bridging Communities Governor’s STEM Academy emphasizes two career clusters that provide students clear pathways among high school and higher education and high-demand jobs. Students enrolled in the proposed Academy receive academic and technical training in career preparation for Health Sciences and Engineering and Technology.

Partners: New Kent County Public Schools; Charles City County Public Schools; King and Queen County Public Schools; King William County Public Schools; Middlesex County Public Schools

Lynchburg Regional Governor’s STEM Academy – Lynchburg

Program Focus: The program at the Lynchburg Regional Governor’s STEM Academy focuses on pathways in two Career Clusters: Health Science and Science, Technology, Engineering and Mathematics (STEM) and provides students academic and technical training in career preparation for Engineering and Technology and Diagnostic Services pathways.

Partners: Amherst County Public Schools, Appomattox County Public Schools, Bedford County Public Schools, Campbell County Public Schools, Lynchburg City Public Schools, and Central Virginia Community College, Region 2000 Technology Council.

Heritage High School Governor’s STEM Academy – Newport News

Program Focus: The program at the Heritage High School Governor’s STEM Academy focuses on pathways in three Career Clusters: Architecture and Construction, Information Technology and Science, Technology, Engineering and Mathematics (STEM) and offers a program of study designed to expand options for students to acquire skills in science, technology, engineering, and mathematics. The program combines academic coursework and research experience with a challenging and focused school environment to prepare students for 21st century careers.

Partners: Newport News Public Schools, Christopher Newport University, Norfolk State University, Old Dominion University and Thomas Nelson Community College.

Northern Neck Technical Center Governor’s STEM Academy for Agriculture and Maritime Studies – Richmond County

Program Focus: The program at the Northern Neck Technical Center Governor’s STEM Academy for Agriculture and Maritime Studies focuses on pathways in three Career Clusters: Agriculture, Food and Natural Resources; Transportation, Distribution and Logistics; and Science, Technology, Engineering and Mathematics (STEM) and prepares students for college and high-paying technical positions in the agriculture and maritime industries that prevail in the Northern Neck.

Partnership Members: Northern Neck Technical Center; Town of Colonial Beach Public Schools; Essex County Public Schools; Lancaster County Public Schools; Northumberland County Public Schools; Richmond County Public Schools (Academy Fiscal Agent); Westmoreland County Public Schools; Rappahannock Community College; The College of William and Mary; Rappahannock Educational Consortium; National Science Foundation Southeast Maritime and Transportation Center (NSF SMART Center); STEM Education Alliance; Friends of the Rappahannock; Richmond County Extension Service; Bay Consortium Workforce Investment Board, Inc.; Historyland Nursery; Montague Farms, Inc.; Northern Neck Nursery; Northern Neck Vegetable Growers Association, Inc.; Whelan's Marina; White Point Marina, Inc.

Pulaski County Public Schools Governor's STEM Academy – Pulaski County

Program Focus: The Pulaski County Governor's STEM Academy Pathways to Success provides rigorous academic content concentrating on three career pathways: Construction, Production, and Engineering and Technology. Student learning and achievement are enhanced through the integration of core academics, a STEM-focused curriculum, applied technology, and increased participation in career and technical student organization leadership events.

Partnership Members: Pulaski County Public Schools, Pulaski County Chamber of Commerce, Pulaski County Community Development, Pulaski County Board of Supervisors, New River Community College, Virginia Tech, Caterpillar, OWPR Inc., Appalachian Machine Inc. Habitat for Humanity New River Valley, BAE Systems, and Joint Services for Pulaski County.

Governor's STEM Academy at George C. Marshall High School – Fairfax County

Program Focus: George C. Marshall High School Governor's STEM Academy, in collaboration with its partners, provides students the foundational skills needed to pursue career pathways within information technology and engineering. The Academy is centrally located within Northern Virginia. Because of its central location, partnerships with local businesses, and post-secondary articulation and dual enrollment agreements, the Governor's STEM Academy is uniquely poised to meet the mission: increase student access to STEM specific instructional programs and pathways in career and technical education; and develop a highly-skilled, diverse STEM high school graduate prepared for postsecondary education or the global work force.

Partnership Members: Fairfax County Public Schools, Systemic Solutions, George Mason University, Virginia Tech, Positek.net LLC, Tysons Regional Chamber of Commerce, Junior Achievement of Greater Washington, Marymount University, Terra Wi, Cisco Systems, Watnee LLC.

Governor's STEM Academy at Harrisonburg High School – Harrisonburg City

Program Focus: The Harrisonburg High School Governor's STEM Academy emphasizes an integrative (I-STEM) learning approach to prepare students for meeting the challenges of today and the near future. The I-STEM model consists of specific units that are collaboratively developed based on the Science Standards of Learning and integrated with those from language arts, mathematics, social science, and technology, as well as engineering content.

Partnership Members: Harrisonburg City Public Schools, James Madison University, Blue Ridge Community College, Blackwell Engineering, Rockingham Group, Shenandoah Valley Electric Cooperative, Serco, Kawneer, Shenandoah Valley Technology Counsel, Stanford Research Institute.

Governor's STEM Academy at Christiansburg High School – Montgomery County

Program Focus: The Montgomery County Governor's STEM Academy, in collaboration with its partners, offers a program of study to expand students' knowledge and skills in STEM literacy as it relates to advanced manufacturing. Students gain the knowledge and skills needed to succeed in the technologically-rich workplace by learning how to work in teams, communicate effectively, and apply the principles and skill sets in STEM fields.

Partnership Members: Montgomery County Public Schools, Virginia Tech, Montgomery County Department of Economic Development, New River Community College, Jeld-Wen Interior Doors, Automation Creations, OWPR Architects and Engineers, Moog Components Group, NRV Competitiveness Center.

Architecture & Applied Arts Governor's STEM Academy – Hampton

Program Focus: The Architecture & Applied Arts Governor's STEM Academy increases rigor in a small learning community of students, relates academic subjects to a career focus, and works to meet local and regional employer needs while engaging students in rigorous academic and technical STEM coursework. It is a combination of fine arts and career and technical education with a focus relating to STEM, design, aesthetics, and function.

Partnership Members: Hampton City Public Schools, Distinctive Magazine, ECPI College of Technology, Hampton University, New Horizons Regional Education Center, Newport News Shipbuilding, Peninsula Council for Workforce Development, Q-Design, Thomas Nelson Community College, and Walsh Electric.

Governor's Health Sciences Academies

Governor's Health Sciences Academies are programs designed to expand options for students' health science literacy and other critical knowledge, skills, and credentials that will prepare them for high-demand, high-wage, and high-skills careers in Virginia. Each academy is a partnership among school divisions, postsecondary institutions and business and industry.

Each Governor's Academy for Health Sciences incorporates academic content with career and technical instruction and implements the five career pathways: Therapeutic Services, Diagnostic Services, Health Informatics, Support Services, and Biotechnology Research and Development.

There are currently nine Governor's Health Sciences Academies:

Monticello Governor's Health Sciences Academy – Albemarle County

Program Focus: The program empowers students to use 21st century skills while exploring health science career opportunities. The program provides students a foundation for postsecondary education or work force readiness in certified health-related professions. Students

explore core content with technology through integrated projects, case studies, and focused learning experiences.

Partnership Members: Albemarle County Public Schools, Charlottesville/Albemarle Technical Education Center, University of Virginia, University of Virginia Healthcare System, University of Virginia School of Medicine, University of Virginia Innovations, Piedmont Virginia Community College, Martha Jefferson Hospital, Virginia Biotechnology Association, Defense Intelligence Agency, Albemarle County Economic Development, Hemoshear, Phthisis Diagnostics, Afton Scientific, Orange Family Physicians, and Charlottesville Sedation Dentistry.

Chesterfield County Public Schools Governor’s Health Sciences Academy – Chesterfield County

Program Focus: The program provides a program of studies that allows students to explore a wide range of health science-related fields, while building an understanding of the core skills necessary to enhance students’ ability to find success in higher education and the 21st century workplace. The rigorous academic curriculum is centered around hands-on classroom and lab experiences to better prepare students for the rapidly changing, technologically enhanced health science field.

Partnership Members: Chesterfield County Public Schools, Chippenham-Johnston Willis Medical Center, Virginia Commonwealth University, John Tyler Community College, Virginia Tech, ECPI, Bon Secours Sports Medicine, Sheltering Arms Hospital, St. Francis Hospital, St. Mary’s Hospital, Memorial Regional and Richmond Community Hospital, Central Virginia Health Planning Agency, Brandermill Woods Retirement Facility, West End Orthopedic, Medical College of Virginia and Wauford Group.

Superintendent’s Region 8 Governor's Health Sciences Academy – Cumberland County

Program Focus: The program of study expands options for students to acquire skills in the health sciences. The Academy is in partnership with Southside Virginia Community College (SVCC) and surrounding hospitals, nursing homes, assisted living homes, South Central Workforce Investment Board Region VIII, Piedmont Health District, Southside Director of Governor’s School and Superintendents’ Region 8 school divisions (Amelia, Brunswick, Buckingham, Charlotte, Cumberland, Greensville, Halifax, Lunenburg, Mecklenburg, Nottoway, and Prince Edward). The Academy combines coursework and research experience with a challenging and focused school and college environment to prepare students for 21st century careers. Students gain the knowledge and skills they need to succeed in technologically rich workplaces by learning how to work in teams, communicate effectively, think critically, solve problems, and demonstrate a positive work ethic.

Partnership Members: Cumberland County Public Schools, Southside Virginia Community College, Amelia County Public Schools, Brunswick County Public Schools, Buckingham County Public Schools, Charlotte County Public Schools, Greensville County Public Schools, Halifax County Public Schools, Lunenburg County Public Schools, Mecklenburg County Public Schools, Nottoway County Public Schools, Prince Edward County Public Schools, Piedmont Health District, and South Central Workforce Investment Board Region.

Falls Church Governor’s Health Sciences Academy – Fairfax County

Program Focus: The program increases awareness of the growing and ever-changing health field, increases knowledge and applicable skills of young adults moving ahead in their health science pathway of choice, and increases their connection with industry professionals who can direct and encourage students to pursue health science-related careers. The program also includes extensions with other CTE program areas, such as engineering and technology, business and information technology, and marketing programs to provide opportunities outlined in the Commonwealth of Virginia's Plan of Study Pathways for Therapeutic Services, Support Services, Diagnostic Services, Health Informatics, and Biotechnology Research and Development.

Partnership Members: Fairfax County Public Schools, Annandale Chamber of Commerce, Falls Church Chamber of Commerce, George Mason University – Department of Nursing, Northern Virginia Community College, Howard University College of Dentistry, University of Maryland School of Dentistry, Virginia Commonwealth University - School of Pharmacy, American Association of Colleges of Pharmacy, Association of American Medical Colleges—Aspiring Docs Program, Inova Health System, Capital Caring (hospice & palliative care), Wise Hospice Options, Walgreens Pharmacy, U.S. Department of Homeland Security--Secret Service, County of Fairfax, VA (Fairfax County Police Department, Fairfax County Fire and Rescue Department, Fairfax County Sheriff's Office), Arlington County Fire Department, Sterling Fire and Rescue, Occoquan-Woodbridge-Lorton Fire and Rescue, James Madison Fire and Rescue, Virginia Tech Fire and Rescue, Prince William County Fire and Rescue – Paramedics, International Association of Fire Fighters, Falls Church Early Childhood Class Based Special Education Center, Northern Virginia Dental Clinic, Mission of Mercy–Northern Virginia Dental Association, Donate Life Virginia, Patterson Dental, Pace Dental.

Clifford S. Hardison Governor's Health Sciences Academy – Fairfax County

Program Focus: The program is built on the existing Fairfax County Public Schools health and medical sciences courses at West Potomac Academy. It includes extensions with other CTE program areas, such as Engineering & Technology, Business and Information Technology and Marketing programs to provide opportunities outlined in the Commonwealth of Virginia's Plan of Study pathways for Therapeutic Services, Support Services, Diagnostic Services, Health Informatics, and Biotechnology Research and Development. An extensive network of healthcare professionals, business and industry partners, and higher education professionals provide extended learning opportunities to students via field trips, guest speaker opportunities, job shadow experiences, and internships. Industry partners specializing in high-tech professions, highly ranked medical facilities, as well as federal government facilities close to FCPS give the students unique access to these professionals.

Partnership Members: Fairfax County Public Schools, Northern Virginia Community College Medical Education Campus (dental, nursing, paramedic, PT/OT), Howard University College of Dentistry, Virginia Commonwealth University School of Pharmacy, Columbia University College of Dental Medicine, University of Maryland School of Dentistry, Virginia Dental Association, Inova Health System, Capital Caring Hospice and Palliative Care, Walgreens.

Gloucester County Public Schools and Mathews County Public Schools Governor's Health Sciences Academy – Gloucester County and Mathews County

Program Focus: The program combines rigorous academic coursework and research experience within a challenging and focused environment to prepare Academy students for 21st century health sciences careers. The program provides expanded options for students' health science literacy and other critical knowledge, skills, and credentials that prepares them for high-demand, high-wage, and high-skill health sciences careers in Virginia and provides a comprehensive career readiness curriculum.

Partnership Members: Gloucester County Public Schools, Mathews County Public Schools, Riverside School of Health Careers, Rappahannock Community College, and New Horizons Regional Education Centers.

Hampton City Public Schools Governor's Health Sciences Academy – Hampton City

Program Focus: The program provides rigorous academic preparation and realistic job previews and experiences for students prior to participating in health science programs that lead to industry recognized credentials and state licenses and increase rigor in all related academic subjects, meet local and regional employer needs, and develop students to meet the current and imminent health care industry needs. The curriculum is designed to motivate and challenge students by building their knowledge and critical-thinking skills through cutting-edge, technology-infused performance-based instruction. Performance-based learning connects students to the world beyond the school walls, helping students to appreciate the social relevance of their studies while exploring STEM careers.

Partnership Members: Hampton City Public Schools, Hampton University, Thomas Nelson Community College, ECPI College of Technology, The Abreon Group, Riverside School of Health Careers, and Sentara Healthcare.

Newport News Schools and York County Public Schools Governor's Health Sciences Academy – Newport News and York County

Program Focus: The program combines academic coursework and clinical experiences with a challenging and focused school environment to prepare students for careers in the Health Sciences. Students gain the knowledge and skills they need to succeed in Health Sciences careers by learning how to work in teams, communicate effectively, and apply the principles of mathematics and science to solve real-world problems in the health career field. The program of study is designed to expand options for students' health science literacy and other critical knowledge, skills, and credentials that will prepare students for high-demand, high-wage, and high-skills health sciences careers in Virginia.

Partnership Members: Newport News Public Schools, York County Public Schools, New Horizons Regional Technical Center, Riverside School of Health Careers, Riverside Health Systems, Thomas Nelson Community College, Hampton University, Old Dominion University, and Community Health Charities.

Bedford County Public Schools Governor's Health Sciences Academy – Bedford County

Program Focus: The mission of the Bedford County Governor's Health Sciences Academy is to provide students with a clear educational pathway that will prepare them to meet their career goals in high-demand, high-wage, and high-skill health sciences careers in Virginia. Each

program provides students with entry-level and college preparatory skills, creating a strong foundation toward attainment of their career/educational goals. Students gain marketable skills as well as develop strong workplace readiness skills through emphasis placed on the Virginia Workplace Readiness Skills. Students have access and exposure to 21st century technology resources specific to their program of study.

Partnership Members: Bedford County Public Schools, XLR8 Lynchburg Regional Governor's STEM Academy, Bedford County Department of Economic Development, Bedford Area Chamber of Commerce, Central Virginia Community College, Centra, Lynchburg College, and Liberty University.

High School Innovation Programs

At the recommendation of the SOL Innovation Committee, the 2015 General Assembly authorized competitive grants in order to encourage school divisions to develop innovative programs that emphasize personalized learning, alignment with local workforce needs, and college and career readiness. The first round of grants was issued in 2015 to help five school divisions plan, and in 2016 four of the programs received an implementation grant.

The programs receiving implementation grants, by division, are as follows:

- Chesterfield County (and Charles City County, Colonial Heights, Dinwiddie County, Goochland County, Hanover County, Henrico County, New Kent County, Powhatan County and Richmond) - The Richmond Regional School for Innovation-CodeRVA, in partnership with community colleges and Richmond-area employers, will prepare students to graduate with an associate degree, industry certification and guaranteed employment.
- Fairfax County - A three-year, interdisciplinary program at Edison High will allow students to rotate freely between subjects and classrooms as they prepare for college and careers in science, technology, engineering and mathematics.
- Salem - A personalized learning program at Salem High will include curriculum changes, alternative scheduling and workplace learning to prepare students for post-secondary employment.
- Williamsburg-James City County - Curricular and structural innovations at Warhill High will promote self-directed learning projects, flexible pacing and student autonomy.

Five additional high school innovation planning grants were awarded in 2015 to divisions that have proposed bold programs aimed at providing their students with innovative approaches to learning.

The proposals receiving high school innovation planning grants in 2015, by school division, are as follows:

- Bedford County - Jefferson Forest High students will complete their first two years of high school working in personalized learning teams while identifying routes for career exploration. After completion of the early high school program, students will choose one of four career pathways offered in grades 11-12. These pathways include apprenticeships,

industry credentials, dual enrollment or Advanced Placement courses, or completing a traditional high school program.

- Hampton - Bethel High, Hampton High, Kecoughtan High and Phoebus High will present instruction within industry- and subject-themed academies with separate learning spaces within the schools for each academy. The academies will provide opportunities for students to earn postsecondary credit through dual enrollment classes, online learning and early college programs. Local businesses will offer work-based learning through job shadowing, mentorships, internships and apprenticeships.
- Madison County - Madison County High students will pursue industry credentials and apprenticeships in preparation for journeyman and master examinations while earning associate degrees through Germanna Community College. The planning grant also will support research of the “simulated workforce” instructional model employed in other states. The planned innovations are intended for Standard Diploma students but will be open to all Madison County High students.
- Virginia Beach - The program at Green Run High will combine blended learning and internships aligned with students’ needs and interests. Green Run High students will have a choice of college and career pathways, including industry credentialing, internships with local businesses, and advanced academic programs at local colleges.
- Williamsburg-James City County - Jamestown High and Lafayette High students will develop individualized learning plans emphasizing communication, collaboration, problem solving, critical thinking and authentic learning experiences. Students will establish a foundation of academic knowledge during the first two years of high school, followed by practical experiences in the community and the workplace during their junior and senior years.

Appendix G: Analysis of School Division Reporting Requirements in Response to House Bills 196 and 521 (2016)

BACKGROUND

This report is in response to portions of House Bills 196 and House Bill 521 that amend § 22.1-17 and § 22.1-18 respectively. Specifically, House Bill 196 requires the Board of Education to:

... report to the Chairmen of the House Committee on Education and the Senate Committee on Education and Health by November 15 of each year on (i) information that public elementary and secondary schools and local school divisions are required to provide to the Department of Education pursuant to state law, (ii) the results of the annual evaluation and determination made by the Department of Education pursuant to subsection C, (iii) any reports required of public elementary or secondary schools or local school divisions that the Department of Education has consolidated, (iv) any information that the Department of Education no longer collects from public elementary or secondary schools or local school divisions, and (v) any forms that the Department of Education no longer requires public elementary or secondary schools or local school divisions to complete.

House Bill 521 requires the Board of Education to develop:

*A complete listing of each report that local school divisions are required to submit to the Board or any other state agency, including name, frequency, and an indication of whether the report contains information that the local school division is also required to submit to the federal government; and
A complete listing of each report pertaining to public education that local school divisions are required to submit to the federal government, including name and frequency.*

This report is responsive to both bills.

METHODOLOGY

Information was gathered during one-on-one interviews with key Department of Education leadership, a survey of school division personnel, a review of the Department's website, and a review of the Department's "Calendar of Reports."

FINDINGS

Information that public elementary and secondary schools and local school divisions are required to provide to the Department of Education pursuant to state law, (ii) the results of the annual evaluation and determination made by the Department of Education pursuant to subsection C, HB 196)/A Complete Listing of Each Report That Local School Divisions are Required To Submit to the Board (HB 521)

Annually, the Department publishes the “Calendar of Reports” that contains a listing of all the reports the Department will collect during the year. The report is updated by polling Department of Education leadership to obtain additions, changes, and deletions. The Calendar includes the frequency or due date(s) for the report, the name of the report, the website with reporting instructions, and an office contact for the report. During the course of this review, it was determined that more timely updates are needed to the Calendar. Below are the results of the evaluation for the 2016-2017 school year.

Due Date	Report Name	Funding Type	Submission Type	Frequency
August 15	Adult Basic Education, English Literacy, & Adult Secondary Programs Accountability Report & Adult Education and Family Literacy Act (Federal) and General Adult Education (State) Programs	Both	Electronic	Annually
August 15	English Literacy/Civics Education Program Report	Federal	Electronic	Annually
January 1 & June 1	Race to GED Program Report	State	Paper Form	2 Times a Year
August 1	Individual Student Alternative Education Plan Grant Application	State	Paper Form	Annually
September 30, 2016	Enrollment Reports for Remedial Summer School & Foster Care	State	Electronic	Annually

Due Date	Report Name	Funding Type	Submission Type	Frequency
September 15, 2016 (September 30, 2016 with approved extension)	Annual School Report - Financial Section	Both	Electronic	Annually
June 15, 2016	Certification of Adequate Funds Budgeted to Meet Required Local Effort for the Standards of Quality and Local Match Requirements for Certain State Funds	State	Electronic	Annually
October 31, 2016	K-3 Primary Class Size Reduction Program	State	Electronic	Annually
April 29, 2016	Career and Technical Education Financial Report (CTEFR) for SY 2014-2015	State	Electronic	Annually
January 29, 2016 & September 30, 2016	Secondary Enrollment Demographic Form (SEDF) Fall & EOY Reports (via Master Schedule Collection - MSC)	State	Electronic	2 Times a Year
July 31, 2016	CTE Credentialing Collection (CTECC) (via SSWS)	Both	Electronic	Annually
August 26, 2016	Substitute Tests	Both	Electronic	Annually

Due Date	Report Name	Funding Type	Submission Type	Frequency
Fall SRC - Mid-October Spring SRC - Mid-April EOY SRC - Mid-July & Summer SRC -August 30th	Student Record Collections also includes elements of the December 1 Child Count Collection	Both	Electronic	4 Times a Year
EOY - September & Fall - January	EOY Master Schedule Data Collection & Fall Master Schedule Data Collection/ Instructional Personnel (MSC - IPAL)	Both	Electronic	2 Times a Year
August	Educational Registry Application (ERA)	Both	Electronic	Annually
May 15	Virginia Preschool Initiative (Required in Appropriation Act)	State	Electronic	Annually
May 6th, 2016 (projected) June 10th, 2016 (actual)	Advanced Placement and International Baccalaureate Test Fee Payment Program	Federal	Electronic	Annually
August 30	Annual Report - Programs for the Gifted	State	Electronic	Annually
September 30	School Program Approval Application for Driver Education & Driver Education Status Questionnaire & Notification Process Concerning Driver Education	State	Electronic	Annually

Due Date	Report Name	Funding Type	Submission Type	Frequency
	Teachers Who Receive Traffic Citations			
June	Wellness Related Fitness Report	State	Electronic	Annually
July 25, 2014	Collection of Data Relative to Compliance with the Standards of Quality (SOQ) and Other Miscellaneous Reporting Requirements	State	Electronic	Annually
January-Annually	Title I, Part A, Comparability Report	Federal	Electronic	Annually
November/Annually	Title I, Part D, Subpart 1 and Subpart 2, Count of Children Who Are Neglected or Delinquent (N or D)	Federal	Electronic	Annually
Report Monthly/ Certification in August	Crash/Incident Report & Certification of School Bus Insurance	State	Electronic	Annually
October	Pupil Transportation Report	State	Electronic	Annually

Due Date	Report Name	Funding Type	Submission Type	Frequency
November 15	Report of Free/Reduced Meal Applications	Federal	Electronic	Annually
January 31	School Nutrition Programs Semi-Annual Financial Report for July-December	Federal	Electronic	Annually
July 1	School Nutrition Programs Annual Agreement	Federal	Electronic	Annually
July 31	School Nutrition Programs Annual Financial Report for July -June	Federal	Electronic	Annually
Reporting Period: July 1 through June 30	Special Education State Performance Report Indicator Data	Federal	Electronic	Annually
July 15 Regional Centers July 31 School Divisions	Annual Report for Discipline, Crime and Violence	Both	Electronic	Optional Monthly Submission/Required Annually
Mid-September	Homebound Student Services	State	Electronic	Annually

Due Date	Report Name	Funding Type	Submission Type	Frequency
Collection Window Opens on December 1	December 1 Child Count	Both	Electronic	Annually
March 4, 2016	Exceptions to One Percent Cap on the VAAP Survey (VAAP CAP)	Federal	Electronic	Annually
Fall 2016	Teacher and Principal Evaluation Collection Report	Federal	Electronic	Annually
January 29, 2016	Supply and Demand Report for School Personnel	State	Electronic	Annually
June 2016	Mentor Teacher Program Evaluation & Program Reports	State	Electronic	Annually
Fall 2016	New Teachers Program Report	State	Electronic	Annually
Fall 2016	National Board Certification Incentive Award Report	Both	Electronic	Annually
October 1	Student Data Collection for Homeless Children & Youth For Subgrantees	Both	Electronic	Annually

...or any other state agency, including name, frequency, and an indication of whether the report contains information that the local school division is also required to submit to the federal government; and

A complete listing of each report pertaining to public education that local school divisions are required to submit to the federal government, including name and frequency.

This information was obtained via a survey of divisions, in which the following requests were made.

1. List each report that your local school division is required to submit to any state agency other than the Board of Education or the Department of Education. Please include the name of the report and how frequently it is required. Indicate whether the report contains information that the local school division is also required to submit to the federal government.
2. List each report that your local school division is required to submit to the federal government. Please include the name of the report and how frequently it is required.
3. Please also list data that you report to multiple offices in VDOE (duplicate reporting requests).

Responses were received from 69 school divisions. The results of the survey appear below.

Report Name	Frequency	Federal	State	Duplicate
Equal Opportunity (EEO-5)	1x every 2 yrs	Yes		
VA School Safety Audit	Annually		Yes	Yes
Civil Rights Data Collection	Annually	Yes		
Survey of Public School Attendance Boundaries		Yes		
Shelter Facility Survey		Yes		
Surplus Property			Yes	
Sch. Resource Officer Qrtly Progress Reports and Financial Reports			Yes	
Student Immunization Data	Annually		Yes	
Vision and Hearing Screening Report	Annually		Yes	
CTE Follow-Up Survey	Annually	Yes		
Virginia Retirement System Report	Monthly		Yes	
Current Employment Statistics Report	Monthly	Yes		
Quarterly Tax and Wage Report	Monthly		Yes	
Claim Calculation Detail Report	Quarterly	Yes		

Report Name	Frequency	Federal	State	Duplicate
Cost Pool Calculation Report	Quarterly	Yes		
Material and Supply Report	Quarterly	Yes		
Capital Cost Report	Quarterly	Yes		
Calendar Data Entry Report	Quarterly	Yes		
RMTS Participation Report	Quarterly	Yes		
Health Personnel RMTS Report	Quarterly	Yes		
VA Department of Medical Assistance Services	Quarterly		Yes	
Cost and Transportation Reports	Annually		Yes	
VA Department of Medical Assistance Services	Annually		Yes	
FFATA Reporting	Annually	Yes		
Employment Statistics	Monthly	Yes		
Form 941 (IRS)	Quarterly	Yes		
Form VA-16	Quarterly		Yes	
VEC SUI	Quarterly		Yes	
VA-6	Annually		Yes	
Upload W-2s	Annually		Yes	
Annual School Report – Financial Section	Annually		Yes	Yes
Secondary Student Career Clusters Enrollment Report (SSCCER)	Annually		Yes	
CTE Follow-up Survey of Program Completers	Annually		Yes	
Enrollment Reports for Remedial Summer School & Foster Care	Annually		Yes	
Individual Student Alternative Education Plan Report	Annually		Yes	
Race to GED Program Report	Annually		Yes	
English Literacy/Civics Education Program Report	Annually		Yes	
Cert. of Adequate Funds Budgeted to Meet Required Local Effort for the SOQ and Local Match Requirements for Certain State Funds	Annually		Yes	
Final Completer Demographics Report	Annually		Yes	
CTE Credential Collection via SSWS	Annually		Yes	
Preliminary B47CTE Completer Demographics Report (CDR)	Annually		Yes	

Report Name	Frequency	Federal	State	Duplicate
Secondary Enrollment Demographic Fall Report	Annually		Yes	
Career and Technical Education Financial Report	Annually		Yes	
Student Record Collections	Quarterly		Yes	
Virginia Preschool Initiative	Semi-Annually		Yes	Yes
Programs for the Gifted	Annually		Yes	Yes
School Program Approval App. For Driver Ed. and Driver Ed. Status Questionnaire & Notification Process Concerning Driver Ed. Teachers Who Receive Traffic Citations	Annually		Yes	Yes
Wellness Related Fitness Report	Annually		Yes	
SOQ & Other Miscellaneous Reporting	Annually		Yes	
Title 1, Part A, Comparability Report	Annually		Yes	Yes
Title 1, Part D, Subpart 1 and Subpart 2, Count of Children Who Are Neglected or Delinquent (N or D)	Annually		Yes	Yes
Crash/Incident Report & Certification of School Bus Insurance	Monthly		Yes	
Pupil Transportation Report	Annually		Yes	
Report of Verification of Free/Reduced Meal Applications	Annually		Yes	
School Nutrition Programs Semi-Annual Financial Report for July – December	Semi-Annually		Yes	Yes
Local Wellness Policy Status Report	Annually		Yes	
School Nutrition Programs Annual Agreement	Annually		Yes	Yes
School Nutrition Programs Annual Financial Report for July-June	Annual		Yes	Yes
Special Ed. State Performance Report Indicator Data	Annually		Yes	
Annual Report for Discipline, Crime and Violence	Semi-Annually		Yes	Yes
Homebound Student Services	Annually		Yes	

Report Name	Frequency	Federal	State	Duplicate
Special Ed. Child Count Certification Report	Annually		Yes	
Teacher and Principal Evaluation Collection Verification Report (TPEC)	Annual		Yes	
Instructional Personnel (IPAL) Verification Report and Survey Data Report	Semi-Annually		Yes	
Supply and Demand Report for School Personnel	Annually		Yes	
Mentor Teacher Program Evaluation and Program Reports	Annually		Yes	
New Teachers Program Verification Report	Annually		Yes	
Natl. Board Certification Incentive Award Verification Report	Annually		Yes	
Student Data Collection for Homeless Children & Youth for Sub-grantees	Annually		Yes	Yes
Use of Teacher Data Certification	Annually		Yes	
Division Testing Verification	Annually		Yes	
Educational Registry Application Verification Report	Annually		Yes	
Identification of Title 1 Schools	Annually		Yes	
NASN/School Health Data Collection	Not Listed		Yes	
Status Immunization Report	Annually		Yes	
Crisis Management Plan Certification	Annually		Yes	Yes
Student Climate Survey	Annually		Yes	
IDEA MOE	Annually		Yes	Yes
Certification of Obligation of the 15 Percent Carryover Limitation for Title 1, Part A	Annually		Yes	
K-3 Class Size Reduction Program Part of Fall Record Collection	Annually		Yes	Yes
Special Education Excess Cost Report	Annually		Yes	Yes
Advanced Fee Placement	Annually		Yes	
Report of Dropouts & Graduation Indicator	Annually		Yes	

Report Name	Frequency	Federal	State	Duplicate
CMS/COB Data Match Report	Every 3 Years	Yes		
Medicaid Random Moment Time Study	Quarterly		Yes	
New Hire Report	Ongoing		Yes	
Non-Federal/In-Kind Report	Annually		Yes	
Tiered Fidelity Report (VTSS/PBIS)	Mid-Year and End-of-Year		Yes	
VA Child & Adolescent Needs & Strengths (CANS)	Annually		Yes	
Affordable Care Act Report	Annually	Yes		
Confirmation of USDA Commodities Received	Annually	Yes		
DOD Program – Assistance Received	Annually	Yes		
UMASS Student Counts/Public Consulting Group (PCA)	Quarterly and Annually	Yes		
Value of Commodities Received	Annually	Yes		
1099 Report	Annually	Yes		
Daily Absence Report to VA Health Dept.	Daily		Yes	
ISAEF Annual Program Report	Annually		Yes	
Medicaid Billing & Annual Medicaid Cost-Based Report	Annual	Yes		
Medicaid Billing	Annual		Yes	
RM3 – Certificate of Records Destruction	Every 3 Years		Yes	
SF-429 Real Property Status Report	Semi-Annually	Yes	Yes	
Payment Management System – Drawdown of Federal Funds	Semi-Annually		Yes	
Virginia Board of Nursing	Annually		Yes	
Survey of Occupational Injuries and Illnesses	Only if Participating		Yes	
Radon Inspection Reports	Not stated		Yes	
SCHEV GEAR UP Summative Evaluation	Annual	Yes		
SCHEV GEAR UP Implementation Plan	Annual & Bi-Monthly	Yes		
Deaf-Blind Census	Annually	Yes		
Transitional Reinsurance Fee Report	Annually	Yes		

Report Name	Frequency	Federal	State	Duplicate
Patient-Centered Outcomes Research	Annually	Yes		
Challenged School Report	No Response		Yes	
Focus School Information/Report	No Response		Yes	Yes
Proportionate Set Aside/Parentally Placed Private Student	No Response			
Threat Assessment Survey	No Response			
Certification of Non-participation of Critical Shortage Teachers and Administrators	Annually			
Pressure Vehicle Inspections	Annually			
Census Surveys	At Times			
School Improvement Plans for Non-accredited Schools	Annually and Quarterly		Yes	
Grant Information	Annually	Yes		
Confirmation of DOD Produce Program	Annually		Yes	
USDA Commodities Received	Annually		Yes	
SF 428 – Tangible Personal Property	Annually	Yes		
Summer Food Program	Annually	Yes		
Construction Procurement Survey	Quarterly	Yes	Yes	
Cohort Graduation	Quarterly	Yes	Yes	Yes
Reassignment of VAAP Scores	Annually	Yes		
Preschool Least Restrictive Environment	Annually	Yes	Yes	
Preschool Outcomes	Annually	Yes	Yes	
Timeline for Eligibility	Annually	Yes	Yes	
Part C to Part B Transition	Annually	Yes	Yes	
Postsecondary Outcomes	Annually	Yes	Yes	
CTE Federal Monitoring Report-Self Assessment	1x Every 6 yrs	Yes	Yes	
Secondary IEP Goals and Transition Services	Annually	Yes	Yes	
Parent Involvement	Annually	Yes	Yes	
English Language Learners	No Response	Yes	Yes	
Authorization of Signatures	No Response		Yes	
SSWS Certification	No Response		Yes	
National Board Certification	No Response		Yes	

Report Name	Frequency	Federal	State	Duplicate
Annual Administrative Manual	No Response		Yes	
Summer Governor's School Nomination	No Response		Yes	
Senior Class College and Scholarship Report	No Response		Yes	
Impact Aid	Annually	Yes		
Air Force JROTC – DD Form 2767	Annually	Yes		
GSA System for Award Management (SAM)	Annually	Yes		
Project Graduation	No Response		Yes	
Proportionate Set-Aside Calculations for Parentally Placed Private Schools				
VPI and VPI Applications	Annually		Yes	Yes
Confirmation of USDA Commodities Received	Annually		Yes	
Confirmation of DOD Produce Program	Annually		Yes	
VEA Teacher Salary Survey	Annually		Yes	
VSBA Salary Scale Survey	Annually		Yes	
VEA JLARC Study	Annually		Yes	
JMU Salary Survey	Annually		Yes	
Fringe to Shenandoah Valley Regional Program	Semi-Annually		Yes	
US Department of Labor and Statistics Data	Annually		Yes	
Occupational Employment Statistics	Annually		Yes	
Health Insurance and Other Benefits for Active Employees Survey	Annually	Yes	Yes	
Scoliosis	Annually		Yes	
ACA PCORI	Annually	Yes		
Project Hope	Annually		Yes	
December 1 Child Count	Annually		Yes	
Advanced Placement & Inter. Baccal. Test Fee Program	Annually		Yes	
DODEA Military Partners K-12 Evaluation Report Activity	Quarterly	Yes		
Necrology List	Annually		Yes	
Mira Corp	Annually	Yes		

Report Name	Frequency	Federal	State	Duplicate
Myers and Saufer Self Audit Report	Annually	Yes		
State Performance Plan Indicators: 7,9,10,11,12,12, and 14	Annually		Yes	
Fall Submission	Annually		Yes	

(iii) any reports required of public elementary or secondary schools or local school divisions that the Department of Education has consolidated, (iv) any information that the Department of Education no longer collects from public elementary or secondary schools or local school divisions, and (v) any forms that the Department of Education no longer requires public elementary or secondary schools or local school divisions to complete.

Data collections and reports that have been eliminated:

Virginia GAE Diploma Program Report
Career and Technical Education Annual Wage and Hour Report
On-Time Graduation Rate, Federal Graduation Indicator, and Graduation and Completion Indicator

Data collections and reports that were consolidated:

The Remedial Summer School Enrollment Report was combined with the Foster Care Enrollment Report
The fall and spring Secondary Enrollment Demographic Forms were combined
Secondary Student Career Clusters Enrollment Report was combined with the Spring Student Record Collection
Career and Technical Education Self-Assessment was combined with the application for Perkins funding
Completer Demographics Collection was combined with the end-of-year Student Record Collection
The Student Record Data Collection (fall) was added to the Master Schedule Data Collection
The Student Record Data Collection (spring) was added to the Master Schedule Data Collection
The Student Record Data Collection (summer) was added to the Master Schedule Data Collection
The Student Record Data Collection (end of year) was added to the Master Schedule Data Collection
The Other Academic Indicator was combined with the Student Record Collection
The Instructional Personnel Data Collection was combined with the Master Schedule Data Collection

The Virginia Preschool Initiative Application and Fall Enrollment Report was combined with the Virginia Preschool Initiative Interim Report
The Early Intervention Reading Initiative Certification was added to the Standards of Quality Compliance Report
The Charter School Evaluation Report was added to the Standards of Quality Compliance Report
Annual Request for Waivers for Pre-Labor Day Opening was added to the Standards of Quality Compliance Report
The Certification of School Bus Insurance and the Certification of Self-Insurance was combined with the Crash/Incident Report
Certification of Pre-Accreditation Eligibility was added to the Standards of Quality Compliance Report
School Nutrition Programs Local Accountability Review for School Lunch was combined with the After School Snack report
Special Education Child Count was combined with the Student Record Collection
Special Education Regional Tuition Reimbursement was combined with Special Education Child Count and the Student Record Collection
Instructional Personnel Verification Report & survey Data Report was combined with the Master Schedule collection
Mentor Teacher Hard-to-Staff Program Report was combined with the Mentor Teacher Program Report
Supply and Demand Report for School Personnel was consolidated with the Master Schedule Collection
New Teachers Program Verification Report was consolidated with the Career Switcher, Hard-to-Staff, and Mentor Teacher Program

CONCLUSION

In response to House Bill 521, the Board of Education will annually survey school divisions about federal government and other state agency reporting, submitting a listing of reports by December 1 of each year.

In response to House Bill 196, the Board of Education will continue its practice of annually reviewing reports that the Department of Education requires of local school divisions, with an emphasis on reports that can be eliminated or consolidated with other reports. The results of this annual review will be reported to the Chairmen of the House Committee on Education and the Senate Committee on Education by November 15 of each year.

Appendix H: Status Report Regarding Multidivision Online Learning

Background

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. 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 approval 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 legislation 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 website containing relevant information, including course content, registration information, teacher qualifications, and completion rates. The local boards were required to post information on their websites 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. 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.

The second application window was opened on January 3, 2012, with provider applications accepted for 30 days. 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 third application window was opened on January 2, 2013. During that time, four organizations submitted new applications and course correlation documents, and providers approved in 2011 and 2012 submitted new courses for review and approval. After a thorough review, the four new applicants were approved as multidivision online providers.

A fourth 30-day application window opened on January 2, 2014. During that time, one organization submitted a new application and course correlation documents, and providers approved in 2011, 2012, and 2013 submitted new courses for review and approval. After a

thorough review, the one new applicant was approved as a multidivision online provider and additional courses from existing providers were approved.

A fifth 30-day application window opened on January 5, 2015. During that time, three organizations submitted new applications and course correlation documents, and providers approved in 2011, 2012, 2013, and 2014 submitted new courses for review and approval. After a thorough review, the three new applicants were approved as multidivision online providers and additional courses from existing providers were approved.

A sixth 30-day application window opened on January 4, 2016. During that time, no organizations submitted new applications or correlation documents; two providers chose not to continue their multidivision online provider status, and providers approved in 2011, 2012, 2013, 2014, and 2015 submitted new courses for review and approval. After a thorough review, additional courses from existing providers were approved.

Twelve of the 20 currently approved organizations offered courses to students in Virginia during the 2015-16 school year. These organizations completed monitoring reports in July 2016. After reviewing data from these reports and conducting monitoring interviews with the providers, the Department of Education has identified one primary issue of concern: a discrepancy still exists between multidivision online provider course enrollment data submitted by providers and data reported in the Student Record Collection (SRC).

Activities during the Reporting Period

The following is a list of key activities that occurred between October 1, 2015, and October 1, 2016:

- The application window was opened for 30 days beginning January 4, 2016. New applications were not received by any organizations.
- Of the 273 courses reviewed for correlation to the SOL, 160 were approved during the application period. Providers were given the opportunity to submit additional correlation information for courses that did not receive initial approval. After the resubmission period, 68 additional courses were approved, bringing the total number of approved courses to 228. A summary of approved providers and the courses for which they have been approved to offer is shown in this report.
- The Department of Education required approved providers to complete monitoring reports that detailed their activities in the Commonwealth during the 2015-2016 academic year.
- The Department of Education conducted monitoring interviews with the 12 providers that offered courses during the 2015-2016 school year: Apex Learning; CCPSOnline – Chesterfield County Public Schools; Connections Education, LLC (formerly known as Connections Academy, LLC); Edgenuity (formerly known as Education2020, Inc.); EdOptions Academy; Florida Virtual School; Founders Education; Fuel Education; K12

Inc.; The Virtual High School (formerly known as VHS Collaborative); and York County School Division.

- The Assistant Superintendent for Instruction will detail findings from the monitoring reports and interviews in letters to each provider.

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, with the March 31 average daily membership, and with the last day of school.

It appears that school divisions are still somewhat uncertain about what constitutes a course offered by a multidivision online provider as compared to a course taught online by local teachers. This issue is complicated by the fact that some multidivision online providers also offer online content for the courses that can be taught by local teachers. As a result, there is a discrepancy in the enrollment data submitted by multidivision online providers on the monitoring reports and the enrollment data reported by divisions through the SRC. The Department of Education will continue to provide guidance on this issue.

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.

Enrollment Data

During the fall Master Schedule Collection, school divisions provide data on the number of students enrolled in courses offered by approved multidivision online providers. The table below shows student enrollment in multidivision online provider courses by division.

Division	Number of students enrolled in courses offered by approved providers in 2012-2013	Number of students enrolled in courses offered by approved providers in 2013-2014	Number of students enrolled in courses offered by approved providers in 2014-2015	Number of students enrolled in courses offered by approved providers in 2015-2016
Albemarle County	205	126	107	9
Alexandria	1483	284	365	160
Amherst County	0	0	326	385
Appomattox County	0	0	38	8
Arlington County	161	19	0	0
Bedford County	0	825	868	36

Division	Number of students enrolled in courses offered by approved providers in 2012-2013	Number of students enrolled in courses offered by approved providers in 2013-2014	Number of students enrolled in courses offered by approved providers in 2014-2015	Number of students enrolled in courses offered by approved providers in 2015-2016
Bristol	2	28	0	27
Buena Vista	1	0	57	0
Charlottesville	0	0	64	111
Craig County	0	35	42	20
Culpeper County	2	11	0	119
Cumberland County	1	7	70	7
Danville	0	0	211	0
Essex County	0	0	17	35
Fairfax County	922	55	1240	1361
Floyd County	0	7	1	0
Franklin City	47	74	37	130
Galax	0	0	31	25
Gloucester County	61	90	0	0
Goochland County	0	3	21	268
Hampton	19	140	25	66
Hanover County	0	13	0	30
Henrico County	2620	1464	1320	2200
Henry County	0	0	10	3
Highland County	0	0	4	0
King William County	328	254	0	0
Lancaster County	0	0	0	14
Lee County	0	0	0	8
Loudoun County	130	38	0	1
Louisa County	0	0	0	1
Lunenburg County	0	41	42	25
Lynchburg	0	35	0	0
Madison County	0	20	57	63
Manassas	0	0	122	35
Martinsville City	0	0	0	15
Mathews County	0	34	22	35
Middlesex County	0	12	20	15
Nelson County	6	0	0	0
Northampton County	0	0	155	242
Northumberland County	12	6	8	1

Division	Number of students enrolled in courses offered by approved providers in 2012-2013	Number of students enrolled in courses offered by approved providers in 2013-2014	Number of students enrolled in courses offered by approved providers in 2014-2015	Number of students enrolled in courses offered by approved providers in 2015-2016
Orange County	144	138	314	305
Patrick County	0	0	9	11
Pittsylvania County	56	78	0	0
Poquoson County	0	10	0	0
Powhatan County	133	0	0	0
Radford	0	2	12	53
Rappahannock County	0	0	14	6
Richmond County	0	32	26	28
Shenandoah County	0	0	287	241
Smyth County	13	2	46	6
Stafford County	0	0	156	150
Staunton	0	1	30	4
Suffolk City	0	0	0	298
Sussex County	0	0	0	11
Warren County	0	0	0	3
Washington County	34	0	0	2
Waynesboro	0	0	1	0
West Point	9	1	12	12
Westmoreland County	0	0	0	83
Winchester	46	65	0	0
Wise County	176	191	263	413
Wythe County	0	0	22	42
Total Students Enrolled	6611	4141	6472	7,123

Assessment Data

Assessment data for students who took the Virginia Standards of Learning subject area tests, the Virginia Modified Achievement Standards Test, Virginia Alternative Assessment, and Virginia Grade Level Alternative were collected. The SRC shows the participation rates for all students who were required to take one or more of these assessments and who took a virtual course from an approved provider were as follows:

- English: 98.51%
- Mathematics: 94.92%
- Science: 95.98%
- History: 96.32%

The data represents the assessment results for all students who took a virtual course including students with disabilities, students with limited English proficiency, and economically disadvantaged students.

Course Enrollment, Completion, and Pass Rate Data

Data from the provider monitoring reports show that 5,215 students enrolled in virtual courses from approved providers; 78 percent of those students completed the courses. Completion data from individual providers are presented in the table below.

Course Completion Data	Courses	Number of Enrollments	Number of Completers	Overall Completer Percentage
Accelerated Education ¹	N/A	N/A	N/A	N/A
Apex Learning ²	See Course List	408	370	90.69%
BYU Independent Study ¹	N/A	N/A	N/A	N/A
CCPSOnline - Chesterfield County Public Schools ²	See Course List	803	726	90.41%
CompuHigh ¹	N/A	N/A	N/A	N/A
Connections Education, LLC (formerly known as Connections Academy) ²	See Course List	492	340	69.11%
Edgenuity ²	See Course List	747	389	52.07%
Edison Learning ¹	N/A	N/A	N/A	N/A
EdOptions Online Academy	See Course List	157	115	73.25%
Florida Virtual School ²	See Course List	232	206	88.79%
Founders Education ²	See Course List	<	<	<
Fuel Education	See Course List	464	35	7.54%
OdysseyWare ¹ (formerly known as Glynlyon OddesseyWare)	N/A	N/A	N/A	N/A
K12 Inc.	See Course List	1766	1764	99.89%
Longwood University Extended ¹	N/A	N/A	N/A	N/A
Loudoun County Public Schools ¹	N/A	N/A	N/A	N/A
Middleton Academy (formerly known as Milburn Online) ¹	N/A	N/A	N/A	N/A
Proximity Learning, Inc. [formerly known as Proximity Learning, Inc. (myLanguage360)]	See Course List	10	10	100.00%
The Virtual High School (formerly known as The VHS Collaborative) ²	See Course List	86	84	97.67%
York County Public Schools ²	See Course List	50	50	100.00%
Totals		5,215	4,089	78.41%

¹Provider did not provide courses to any students in Virginia during the 2015-2016 school year.

²Enrollment process consists of an Add/Drop Period. Completion percentage includes drops during Add/Drop Period.

< = Data suppressed to protect student identities

Data from the provider monitoring reports show that 5,215 students enrolled in virtual courses from approved providers; 75 percent of those students both completed and passed the courses. Pass rates from individual providers are below.

Course Pass Rates	Courses	Number of Students Enrolled in Courses	Number of Students Completing and Passing Courses	Overall Pass Rate
Accelerated Education ¹	N/A	N/A	N/A	N/A
Apex Learning	See Course List	408	289	70.83%
BYU Independent Study ¹	N/A	N/A	N/A	N/A
CCPSOnline - Chesterfield County Public Schools	See Course List	803	698	86.92%
CompuHigh ¹	N/A	N/A	N/A	N/A
Connections Education, LLC (formerly known as Connections Academy)	See Course List	492	310	63.01%
Edgenuity	See Course List	747	387	51.81%
Edison Learning ¹	N/A	N/A	N/A	N/A
EdOptions Online Academy	See Course List	157	110	70.06%
Florida Virtual School	See Course List	232	205	88.36%
Founders Education	N/A	<	<	<
Fuel Education	N/A	464	35	7.54%
Glynlyon OdysseyWare ¹	N/A	N/A	N/A	N/A
K12 Inc.	See Course List	1766	1764	99.89%
Longwood University Extended ¹	N/A	N/A	N/A	N/A
Loudoun County Public Schools ¹	N/A	N/A	N/A	N/A
Middleton Academy (formerly known as Milburn Online) ¹	N/A	N/A	N/A	N/A
Proximity Learning, Inc. [formerly known as Proximity Learning, Inc. (myLanguage360)]	See Course List	10	10	100.00%
The Virtual High School (formerly known as The VHS Collaborative)	See Course List	86	75	87.21%
York County Public Schools	See Course List	50	50	100.00%
Totals		5,215	3,933	75.42%

¹Provider did not provide courses to any students in Virginia during the 2015-2016 school year.

Student Demographic Data

Student demographic data were requested on the provider monitoring reports. Of the 20 approved providers, 12 offered instruction during the 2015-16 school year. Of these 12, six collected and reported student data on gender, race, and ethnicity. Of the data reported:

- Gender data were provided for 1,885 students. Of these students, 43.4 percent were male and 56.6 percent were female.
- Racial and ethnic data were provided for 1,619 students. Of these students, 6 percent were reported as Hispanic or Latino, 7 percent were Asian, 18 percent were Black or African American, 65.8 percent were White, and 2.7 percent were two or more ethnicities. Less than 1 percent were reported as American Indian or Alaskan Native, Native Hawaiian, or Pacific Islander.

The table below shows demographic data as reported by each of the approved providers.

Provider	Number of Students Served		Demographic Information		Ethnic and Racial Makeup of Student Body						
	Full-Time	Part-Time	Males	Females	Hispanic or Latino	American Indian or Alaskan Native	Asian	Black or African American	Native Hawaiian or Pacific Islander	White	Two or More Ethnicities
Accelerated Education¹	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Apex Learning	0	208	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
BYU Independent Study¹	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
CCPSOnline - Chesterfield County Public Schools	0	714	233	481	34	2	25	99	1	515	38
CompuHigh¹	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Connections Education, LLC (formerly known as Connections Academy)	49	7	24	34	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Edgenuity	72	318	180	194	20	0	48	35	0	132	4
Edison Learning¹	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
EdOptions Academy	0	157	100	57	0	0	7	23	1	66	0
Florida Virtual School	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Founders Education	0	3	2	1	DNA	DNA	DNA	DNA	DNA	DNA	DNA

Provider	Number of Students Served		Demographic Information		Ethnic and Racial Makeup of Student Body						
	Full-Time	Part-Time	Males	Females	Hispanic or Latino	American Indian or Alaskan Native	Asian	Black or African American	Native Hawaiian or Pacific Islander	White	Two or More Ethnicities
Fuel Education	2	239	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Glynlyon OdysseyWare¹	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
K12	497	0	243	254	39	1	28	132	2	317	2
Longwood University Extended¹	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Loudoun County Public Schools	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Middleton Academy (formerly known as Milburn Online)¹	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Proximity Learning, Inc. [formerly known as Proximity Learning, Inc. (myLanguage360)]	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
The Virtual High School (formerly known as The VHS Collaborative)	0	80	35	45	4	0	6	3	0	33	0
York County Public Schools	0	2	1	1	0	0	0	0	0	2	0

¹Provider did not provide courses to any students in Virginia during the 2015-2016 school year.
DNA indicates Data Not Available

Provider Monitoring Interviews

The Department of Education conducted monitoring interviews with the 12 providers that offered courses during the 2015-2016 school year.

Apex Learning

The provider has a 28-day add/drop period as part of the course enrollment process. Completion data include withdrawals during the add/drop period. No issues were identified with this provider.

CCPSOnline – Chesterfield County Public Schools

The provider has an add/drop period through the middle of October as part of the course enrollment process. Completion data include withdrawals during the add/drop period. No issues were identified with this provider.

Connections Education, LLC (formerly known as Connections Academy, LLC)

The provider has an add/drop period through the end of March as part of the course enrollment process. Completion data include withdrawals during the add/drop period. No issues were identified with this provider.

Edgenuity

The provider has a 14-day “drop grace” period as part of the course enrollment process for the academic year and a 7-day “drop grace” period as part of the course enrollment process for the summer session. Completion data include withdrawals during the “drop grace” period. No issues were identified with this provider.

EdOptions Academy (Edmentum, Inc.)

The provider has a 14-day “drop grace” period as part of the course enrollment process. Completion data include withdrawals during the “drop grace” period. No issues were identified with this provider.

Florida Virtual School

The provider has a 28-day “drop grace” period as part of the course enrollment process. Completion data include withdrawals during the “drop grace” period. No issues were identified with this provider.

Founders Education

The provider has a two week (or locally determined) add/drop period as part of the course enrollment process. Completion data include withdrawals during the add/drop period. No issues were identified with this provider.

Fuel Education

The provider does not have an add/drop period as part of the course enrollment process. Students can enroll or drop at any time. Completion and pass rate data for this provider are incomplete due to the absence of data submission for world language courses.

K12 Inc.

Instruction begins as early as August 22 and attendance is logged when the local school division has its first day of school. The provider begins to count students internally on October 1st, which is the last day students can enroll.

Proximity Learning, Inc. [formerly known as Proximity Learning, Inc. (myLanguage360)]
Interview date TBD

The Virtual High School (formerly known as The VHS Collaborative)

The provider has a two week add/drop period as part of the course enrollment process.

Completion data include withdrawals during the add/drop period. No issues were identified with this provider.

York County Public Schools

The provider has a two week add/drop period at the start of the academic year and the start of the second semester as part of the course enrollment process. Completion data include withdrawals during the add/drop period. No issues were identified with this provider.

Department of Education Parental Satisfaction Survey Data

The Department of Education requested all multidivision online providers send program participants links to a parent survey. A total of 243 survey responses were received from 8 of the 12 providers who offered instruction during the 2015-2016 school year. Of these, 232 were from parents, 16 were from mentors, and 11 were from students, administrators, mentors, or learning coaches. The table below shows the demographics of the survey responses received.

	Total Responses	Responder Demographic			Number of Courses Taken Online		
		Parent	Mentor	Other	1-2	3-5	6+
Apex Learning	17	17	0	0	15	2	0
CCPSOnline - Chesterfield County Public Schools	42	42	0	0	37	5	0
Connections Education	10	8	1	1	0	6	4
Edgenuity	24	22	2	0	18	5	1
EdOptions Academy	1	1	0	0	1	0	0
Founders Education	2	2	0	0	2	0	0
K12 Inc.	146	139	13	10	6	16	121
York County Public Schools	1	1	0	0	1	0	0
Total	243	232	16	11	80	34	126

The surveys showed that 33 percent of the students participated in one or two courses online, 14 percent of the students participated in three to five courses online, and 52 percent of the students participated in six or more courses online. In addition, 80 percent of the respondents stated that

they would enroll their children with the provider again. Further results from these surveys included:

Technical Issues

- Seventy-six percent (76%) reported that their children often did not have, rarely had, or never had any technical issues with the online courses.
- Seventy-three (73%) reported that any technical issues were resolved in an average to very fast period of time.
- The respondents provided a variety of examples regarding technical issues.

Overall Course Quality

- Ninety-three percent (93%) agreed or strongly agreed that the quality of the online course was good.
- Ninety-four percent (94%) agreed or strongly agreed that the quality of the course content was good.
- Ninety-three percent (93%) agreed or strongly agreed that their children had been appropriately challenged by the online course.
- Seventy-seven percent (77%) agreed that the online course was appropriately personalized to meet the unique needs of their children.

Communication

- Ninety-one percent (91%) agreed or strongly agreed that the frequency of communication with teachers met their children's needs; ninety-four percent (94%) agreed or strongly agreed that the actual communications were adequate.
- Seventy-nine percent (79%) agreed or strongly agreed that the frequency of communication with other students met their children's needs.
- Ninety percent (90%) agreed or strongly agreed that the frequency of communication between their children and the teachers met their children's needs.

Issues and Challenges

During the 2015-2016 school year, one issue identified in the previous year continued to be an area of concern:

- There was a discrepancy in the enrollment data submitted by providers and the data reported by school divisions through the Student Record Collection.

The Department of Education will continue to provide guidance to providers on the submission of enrollment data. The Department of Education will also continue to provide guidance to school divisions on the reporting of enrollment data. The Assistant Superintendent for Instruction will detail findings from the monitoring reports and interviews in letters to each provider. No deficiencies were noted.

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; CCPSOnline – Chesterfield County Public Schools; CompuHigh, LLC; Connections Academy, LLC (now known as Connections Education); Education2020, Inc. (now known as Edgenuity); EdOptions Online Academy; Edison Learning, Inc.; Florida Virtual School; Giant Campus of Virginia (merged with Education2020, Inc., during the 2011-12 school year); K12 Inc.; 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 (now known as FlipSwitch); Cambium Education, Inc.; Glynlyon OdysseyWare; Proximity Learning, Inc. (mylanguage360); and Plato Learning, Inc. Cambium Education, Inc., decided during the 2013-2014 school year to no longer offer an online program as a multidivision online provider. Plato Learning, Inc., merged with Edmentum during the 2012-2013 school year and no longer offers an online program as a multidivision online provider.

Of the four applications received during the 2013 application window, all four providers met the criteria for approval: Edmentum, Connections Education GradPoint, Milburn Online (now known as Middleton Academy), and The American Academy, LLC. Edmentum merged with EdOptions Online Academy during the 2013-2014 school year and no longer offers an online program as a multidivision online provider.

The one application received during the 2014 application window from Longwood University Extended met the criteria for approval.

Of the three applications received during the 2015 application window, all three providers met the criteria for approval: Founders Education, Fuel Education, and Loudoun County Public Schools. Connections Education GradPoint and FlipSwitch (formerly known as American Virtual Academy) decided during the 2014-2015 school year to no longer offer online programs as multidivision online providers.

There were no new applications received during the 2016 application window. Graduation Alliance decided during the 2015-2016 academic year that they no longer wished to remain a multidivision online provider for Virginia.

Since 2011, the Department of Education has approved a total of 27 multidivision online providers. As stated above, seven of the providers (Cambium Education, Inc.; Connections

Education GradPoint; Edmentum; FlipSwitch (formerly known as American Virtual Academy); Giant Campus of Virginia; Plato Learning, Inc.; and Graduation Alliance) no longer offer courses as a multidivision online provider. Therefore, 20 of the 27 multidivision online providers are listed below with the courses they have been approved to offer.

The approved providers may offer 1,264 approved courses including non-SOL elective courses submitted during the application period and throughout the year. 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, Washington 98139

Approved SOL Courses

Virginia SOL Course [Provider Course Name]
 Algebra I
 Algebra II
 Biology
 Chemistry
 Civics & Economics [Economics]
 Earth Science
 English Grade 9
 English Grade 10
 English Grade 11
 English Grade 12
 Geometry
 Health Grade 7
 Physical Science
 Physics
 Virginia & US Government [American Government]
 Virginia and United States History [American History]
 World History & Geography 1500-Present [World History]

Non-SOL Elective Courses

AP French
 AP Spanish
 Middle School The Choice Is Yours
 Business Communication
 Child Development
 Hospitality and Tourism
 Law and Ethics
 Media Studies
 Middle School Life Skills
 Nutrition
 Retailing
 Anthropology
 Creative Writing
 Intro to Group Sports
 Intro to Individual Sports
 Middle School Study Skills
 Psychology

Research
 7 Habits
 Sociology
 World Religions

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)]
 Algebra Functions and Data Analysis
 Biology [Biology (Core/Honors/LA)]
 Biology [Biology II - Virginia Ecology]
 Chemistry [Chemistry (Core/Honors/LA)]
 Earth Science [Earth Science (Core/Honors/LA)]
 Economics and Personal Finance [U.S. and Global Economics (Honors)]
 English Grade 9
 English Grade 10 [English III: Critical Reading and Effective Writing (Core/Honors/LA)]
 English Grade 11 [English Grade 11 (Core/Honors)]
 English Grade 12 [English IV: British and World Literature (Honors)]
 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 I [French I (Core)]
 French I Honors

French II [French II (Core)]
 French II Honors
 General Music 9-12 [Music Grades 9-12 (Core)]
 Geometry [Geometry (Core/Honors/LA)]
 Health Grades 9 and 10
 Mathematical Analysis [Pre-calculus]
 Mathematical Analysis[Pre-calculus Honors]
 Physical Education Grades 9 and 10
 Physical Science [Physical Science (Core/Honors/LA)]
 Physics [Physics Core]
 Physics [Physics Honors]
 Probability & Statistics
 Spanish I [Spanish I (Core)]
 Spanish I Honors
 Spanish II [Spanish II (Core)]
 Spanish II Honors
 Spanish III
 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)]

Non-SOL Elective Courses

AP Statistics
 AP Calculus AB
 AP Biology
 AP Chemistry
 AP Physics B
 AP Psychology
 AP English Language and Composition
 AP English Literature and Composition
 AP Macroeconomics
 AP Microeconomics
 AP Spanish Language
 AP U.S. Government and Politics
 AP U.S. History
 Art Appreciation
 Creative Writing
 Economics and Personal Finance
 Financial Literacy
 Liberal Arts Math
 Media Literacy
 Multicultural Studies
 Music Appreciation Core
 Psychology
 Reading Skills and Strategies

Sociology
 Writing Skills and Strategies

**BYU Independent Study
 120 MORC
 Provo, Utah 84602**

Approved SOL Courses

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

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

Virginia SOL Course [Provider Course Title]

English Grade 9 [English 9]
 Health Grade 10 [Health 10]
 Health Grade 9 [Health 9]
 Physical Education Grade 10 [PE 10]
 Physical Education Grade 9 [PE 9]
 Virginia and U.S. Government

Non-SOL Elective Courses

Earth Science 2
 Psychology
 Sociology

**CompuHigh, LLC
 515 Wilson Avenue
 Morgantown, West Virginia 26501**

Approved SOL Courses

Virginia SOL Course [Provider Course Title]
 Biology
 Earth Science [Earth Science]
 World History & Geography to 1500 [World History I]

**Connections Education, LLC (formerly known as
 Connections Academy, LLC)
 1001 Fleet Street, 5th Floor
 Baltimore, Maryland 21202**

Approved SOL Courses

Virginia SOL Course [Provider Course Title]

Algebra I
 Algebra II
 Biology
 Chemistry
 Chinese I A
 Chinese I B
 Chinese II A
 Chinese II B
 Earth Science
 Economics and Personal Finance
 English Kindergarten [Language Arts K]
 English Grade 1 [Language Arts 1]
 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 [Language Arts 6]
 English Grade 7 [Language Arts 7]
 English Grade 8 [Language Arts 8]
 English Grade 9
 English Grade 10
 English Grade 11
 English Grade 12
 French I
 French II
 Geometry
 Health Grade 6
 Health Grade 9 [Health, Fitness & Nutrition]
 Health Grade 10 [Personal Fitness]
 History Grade K [Social Studies K]
 History Grade 1 [Social Studies 1]
 History Grade 2 [Social Studies 2]
 Japanese I A
 Japanese I B
 Japanese II A
 Japanese II B
 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]
 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]
 Physical Education Grade 1 [Physical Education 1]
 Physical Education Grade 2 [Physical Education 2]
 Physical Education Grade 6 [Health and Physical Education 6]
 Physical Education Grade 7 [Health and Physical Education 7]
 Physical Education Grade 8 [Health and Physical Education 8]
 Physical Science [Science 8]
 Physics [Physics A/B]
 Probability and Statistics [Math-Statistics]
 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 Grade 6 [Science 6]
 Science Kindergarten [Kindergarten Science]
 Spanish I
 Spanish II
 Spanish III
 Spanish IV
 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]
 World History and Geography to 1500 [World History]
 World History and Geography: 1500 - present [World History]

Non-SOL Elective Courses
 Advanced Algebra w/ Financial App
 Anatomy and Physiology
 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 Communication
 Business Systems Technology
 Calculus
 Children's Spanish I
 Children's Spanish II
 College Prep with ACT
 College Prep with SAT
 Consumer Math
 Consumer Math A
 Consumer Math B
 Criminal Investigation
 Digital Photography
 Educational Technology and Online Learning 1
 Educational Technology and Online Learning 2
 Educational Technology and Online Learning 3
 Educational Technology and Online Learning 4
 Educational Technology and Online Learning 5
 Educational Technology and Online Learning 6
 Educational Technology and Online Learning 7
 Educational Technology and Online Learning 8
 Educational Technology and Online Learning K
 Elementary Chinese I
 Elementary Chinese II
 Elementary Sign Language
 Elementary Spanish I
 Elementary Spanish II
 Emergent Computer Technology
 Environmental Science
 Environmental Science A
 Environmental Science B
 Essential Algebra Readiness
 Essential Math 3
 Essential Math 4
 Essential Math 5
 Essential Math 6
 Essential Math 7
 Explorations in Mathematics
 Explorations in Mathematics A
 Explorations in Mathematics B
 Exploratory Spanish
 Game Design
 Introduction to Computers and Applications A
 Introduction to Computers and Applications B
 Intro to Criminal Justice
 Intro to Homeland Security
 Intro to Psychology
 Intro to Sociology
 Introduction to Homeland Security
 Introductory Astronomy
 Journalism A
 Journalism B
 Keyboarding MS
 Keyboarding HS

Life Management Skills
 Marine Science
 Middle Chinese I
 Middle Chinese II
 Middle Sign Language
 Middle Spanish I
 Middle Spanish II
 Pre-Calculus
 Java I
 Java II
 Psychology A
 Psychology B
 Research Methods
 Sign Language I
 Spanish IV
 Speech and Debate
 Sports Management
 Web Design

Edgenuity (formerly known as Education2020, Inc.)
7303 East Earll Drive
Scottsdale, Arizona 85251

Approved SOL Courses

Virginia SOL Course [Provider Course Title]
 Algebra I
 Algebra I Honors
 Algebra II
 Algebra II Honors
 Algebra II and Trigonometry
 Algebra Functions and Data Analysis
 Biology
 Biology Honors
 Chemistry
 Chemistry Honors
 Civics and Economics
 Earth Science
 English Grade 6 [English 6]
 English Grade 7 [English 7]
 English Grade 8 [English 8]
 English Grade 9 [English 9]
 English Grade 9 Honors
 English Grade 10 [English 10]
 English Grade 10 Honors
 English Grade 11 [English 11]
 English Grade 11 Honors
 English Grade 12 [English 12]
 English Grade 12 Honors
 French I [VA French I]
 French II [VA French II]
 French III [VA French III]
 French 1 (middle school course grades 6-8)
 French 2 (middle school course grades 6-8)
 Geometry
 Geometry Honors

German I [VA German I]
 German II [VA German II]
 German 1 (middle school course grades 6-8)
 German 2 (middle school course grades 6-8)
 Health Grade 9
 Latin I [VA Latin I]
 Latin II [VA Latin II]
 Latin 1 (middle school course grades 6-8)
 Life Science [Life Science Grade 7]
 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]
 Modern Languages 1 [VA Chinese 1] (middle school course grades 6-8)
 Modern Languages 2 [VA Chinese 2] (middle school course grades 6-8)
 Physical Education Grade 9
 Physical Science
 Physics
 Physics Honors
 Probability & Statistics
 Science Grade 6
 Science Grade 7
 Science Grade 8
 Spanish I [VA Spanish I]
 Spanish II [VA Spanish II]
 Spanish III [VA Spanish III]
 Spanish 1 (middle school course grades 6-8)
 Spanish 2 (middle school course grades 6-8)
 Trigonometry
 US History to 1865 [Middle School US History]
 US History 1865 to Present [US History]
 Virginia and U.S. Government
 Virginia and U.S. History
 World Geography [Human Geography]
 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 Environmental Science
 AP French Language & Culture
 AP Human Geography
 AP Language and Composition
 AP Literature and Composition
 AP Psychology
 AP Spanish Language and Culture
 AP U.S. History
 AP World History
 Art History I

Biology II: Ecology
 Career Planning and Development
 Classic Novels & Author Studies (includes 15 novels)
 Computer Applications: Office 2010
 Computer Science
 Concepts in Probability and Statistics
 Digital Arts
 Expository Reading and Writing
 IDEA Writing - (Instruction to Develop Expository Modeling and Applied Writing)
 Information Technology Fundamentals
 Intro to Communication and Speech
 Introduction to Art
 Literacy and Comprehension I
 Literacy and Comprehension II
 Medical Terminology
 Microsoft Office Specialist
 Online Learning and Digital Citizenship
 Pre-Algebra Elective [Pre-Algebra]
 Pre-Calculus
 Projects in Game Design
 Project in Audio Engineering
 Psychology
 Sociology
 Strategies for Academic Success

CTE Courses:

Advanced Drawing & Design
 Business Marketing
 Career Explorations
 Economics and Personal Finance
 Entrepreneurship
 Intro to Health Science
 Information Tech Fundamentals

Dual Credit Courses:

Accounting
 College Algebra
 Introduction to Art History
 Human Biology
 Visual Communications
 Conflict Resolution
 Macroeconomics
 Microeconomics
 Project Management
 Introduction to Psychology
 Approaches to Studying Religion
 Introduction to Sociology
 Introduction to Statistics

Test preparation courses:

6th Grade Reading
 7th Grade Civics & Economics
 7th Grade Reading
 8th Grade Science

Virginia & U.S. History
 Test-Prep ACT (includes Math, Reading, Writing, English, and Science strands)
 Test-Prep GED (includes Math, Reading, Science, Social Studies, Writing strands)
 Test-Prep SAT (includes Math, Critical Reading, and Writing strands)
 Test-Prep SOL 6th Grade Math
 Test-Prep SOL 7th Grade Math
 Test-Prep SOL 8th Grade Math
 Test-Prep SOL 8th Grade Reading
 Test-Prep SOL 8th Grade Writing
 Test-Prep EOC SOL 9th Grade Reading
 Test-Prep EOC SOL 9th Grade Writing
 Test-Prep EOC SOL 10th Grade Reading
 Test-Prep EOC SOL 10th Grade Writing
 Test-Prep EOC SOL 11th Grade Reading
 Test-Prep EOC SOL 11th Grade Writing
 Test-Prep EOC SOL Algebra I
 Test-Prep EOC SOL Algebra II
 Test-Prep EOC SOL Geometry
 Test-Prep EOC SOL Earth Science
 Test-Prep EOC SOL Biology
 Test-Prep EOC SOL Chemistry
 Test-Prep EOC SOL Civics & Economics
 Test-Prep EOC SOL World Geography
 Test-Prep EOC SOL World History & Geography to 1500
 Test-Prep EOC SOL World History & Geography 1500-Present
 Test-Prep COMPASS (includes Math, Reading, and Writing strands)
 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]
 AP Biology
 AP Calculus
 AP Chemistry
 AP English Literature and Composition
 AP U.S. History
 Biology [Biology]
 Chemistry [Chemistry]
 Civics and Economics [Civics]
 Civics and Economics [Economics]
 Earth Science [Earth Science]
 English Grade 6

English Grade 8
 English Grade 9 [English I]
 English Grade 10 [English II]
 English Grade 11
 English Grade 12
 French I [French 1 A/B (to VA 2014 Standards)]
 French II [French 2 A/B (to VA 2014 Standards)]
 Geometry
 German I [German 1 A/B (to VA 2014 Standards)]
 German II [German 2 A/B (to VA 2014 Standards)]
 Health Grade 9 [Health Grade 9]
 Life Science [Life Science Grade 7]
 Mathematics Grade 6
 Mathematics Grade 7
 Mathematics Grade 8
 Physical Education Grade 9
 Physical Education Grade 10
 Physical Science
 Physics
 Probability & Statistics
 Spanish I [Spanish 1 A/B (to VA 2014 Standards)]
 Spanish II [Spanish 2 A/B (to VA 2014 Standards)]
 Spanish III [Spanish 3 A/B (to VA 2014 Standards)]
 US History to 1865 [Middle School US History]
 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]

Non-SOL Elective Courses

Academic Success
 Accuplacer Prep-Math
 Accuplacer Prep-Reading
 Accuplacer Prep-Sentence Skills
 ACT Prep English
 ACT Prep Mathematics
 ACT Prep Reading
 ACT Prep Science Reasoning
 ACT WorkKeys-Applied Mathematics-Leveled
 ACT WorkKeys-Comprehensive
 ACT WorkKeys-Locating Information, Teamwork, Listening, and Applied Tech-Leveled
 ACT WorkKeys Prep
 ACT WorkKeys-Reading for Information-Leveled
 ACT WorkKeys-Writing-Leveled
 Advanced Reading Skills
 Advanced Writing Skills
 African American Studies
 American Literature
 Anthropology 1
 Anthropology 2
 Archaeology
 Art History & Appreciation

Art in World Cultures
 Astronomy
 ASVAB Prep Mathematics
 ASVAB Prep Technology & General Science, Part 1
 ASVAB Prep Technology & General Science, Part 2
 ASVAB Prep Word Knowledge & Paragraph Comprehension
 Basic Reading Skills
 Basic Writing Skills
 British Literature
 Career Explorations
 CASAS Prep Competencies 0-4
 CASAS Prep Competencies 5
 CASAS Prep Competencies 6
 CASAS Prep Competencies 7-8
 CASAS Prep Competencies Adult Secondary Writing Skills
 CASAS Prep Competencies Basic Reading Skills
 CASAS Prep Competencies Basic Writing Skills
 Computer Technology
 Consumer Mathematics
 Creative Writing
 Criminology: Inside the Criminal Mind
 Developmental Math 1 - Pre-Algebra
 Developmental Math 2 - Beginning Algebra
 Developmental Math 3 - Intermediate Algebra
 Developmental Math 4 - Advanced Algebra
 Essential Career Skills
 Forensic Science I: Secrets of the Dead
 Forensic Science 2: More Secrets of the Dead
 Game Development
 GED Prep Mathematics
 GED Prep Reading Language Arts
 GED Social Studies
 GED Science
 Gothic Literature: Monster Stories
 Great Minds in Science: Ideas for a New Generation
 HESI Prep
 HiSET Prep Language Arts-Reading, Part 1
 HiSET Prep Language Arts-Reading, Part 2
 HiSET Prep Language Arts-Writing, Part 1
 HiSET Prep Language Arts-Writing, Part 2
 HiSET Prep Language Arts-Mathematics, Part 1
 HiSET Prep Language Arts-Mathematics, Part 2
 HiSET Prep Language Arts-Science, Part 1
 HiSET Prep Language Arts-Science, Part 2
 HiSET Prep Language Arts-Social Studies, Part 1
 HiSET Prep Language Arts-Social Studies, Part 2
 HOPE
 History of the Holocaust
 Human Geography
 Integrated Math 1
 Integrated Math 2
 Integrated Math 3
 Integrated Physics & Chemistry
 International Business
 Introduction to Business Administration
 Introduction to Social Media
 Introduction to Social Media: Our Connected World
 Law & Order: Introduction to Legal Studies
 Middle School Journalism
 Music Appreciation
 Music Appreciation: The Enjoyment of Listening
 Native American Studies: Contemporary Perspectives
 Native American Studies: Historical Perspectives
 Peer Counseling
 Personal Psychology I: Living in a Complex World
 Personal Psychology I: The Road to Self-Discovery
 Philosophy: The Big Picture
 Praxis Prep-Core Academic Skills : Mathematics, Part 1
 Praxis Prep-Core Academic Skills: Mathematics, Part 2
 Praxis Prep-Core Academic Skills: Reading, Part 1
 Praxis Prep-Core Academic Skills: Reading, Part 2
 Praxis Prep-Core Academic Skills: Writing, Part 1
 Praxis Prep-Core Academic Skills: Writing, Part 2
 Precalculus
 Principles of Agriculture, Food, & Natural Resources
 Principles of Education and Training A/B
 Principles of Government and Public Administration A/B
 Principles of Human Services A/B
 Principles of Law, Public Safety, Corrections and Security A/B
 Principles of Marketing, Advertising, & Sales
 Principles of Public Service: To Serve & Protect
 Principles of Transportation, Distribution, and Logistics A/B
 Professional Communication
 Psychology
 Public Speaking
 Real World Parenting
 SAT Prep
 Social Issues
 Social Problems I: A World in Crisis
 Social Problems II: Crisis, Conflicts & Challenges
 Sociology
 Sociology I: The Study of Human Relationships
 Sociology II: Your Social Life
 Structure of Writing
 TABE Prep Language Level A
 TABE Prep Language Level D
 TABE Prep Language Level E
 TABE Prep Language Level L
 TABE Prep Language Level M
 TABE Prep Mathematics Level A, Part 1
 TABE Prep Mathematics Level A, Part 2
 TABE Prep Mathematics Level D
 TABE Prep Mathematics Level E
 TABE Prep Mathematics Level L

TABE Prep Mathematics Level M
 TABE Prep Reading Level A
 TABE Prep Reading Level D
 TABE Prep Reading Level E
 TABE Prep Reading Level L
 TABE Prep Reading Level M
 TASC Prep-Language Arts- Reading Part 1
 TASC Prep-Language Arts- Reading Part 2
 TASC Prep-Language Arts- Writing Part 1
 TASC Prep-Language Arts- Writing Part 2
 TASC Prep-Mathematics Part 1
 TASC Prep-Mathematics Part 2
 TASC Prep-Science Part 1
 TASC Prep-Science Part 2
 TASC Prep-Social Studies Part 1
 TASC Prep-Social Studies Part 2
 TEAS Prep-Test of Essential Academic Skills:
 English
 TEAS Prep-Test of Essential Academic Skills: Math
 TEAS Prep-Test of Essential Academic Skills:
 Reading
 TEAS Prep-Test of Essential Academic Skills:
 Science
 Web Design
 World Literature
 World Religions: Exploring Diversity

CTE Courses:

Accounting [Virginia Accounting]
 Construction Technology (Principles of Architecture
 and Construction)

Edison Learning, Inc.

**485 Lexington Avenue
 New York, New York 10017**

Approved SOL Courses

Virginia SOL Course [Provider Course Title]
 Algebra I
 Algebra II
 Biology
 Chemistry
 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
 World Geography
 World History 1500-Present [World History II]

Non-SOL Elective Courses

Anatomy and Physiology
 Astronomy
 Biotechnology
 Calculus

Computer Engineering
 Electrical Engineering
 Environmental Science
 Epidemiology
 Fitness
 Forensics
 General Math
 Genetics
 Health
 HTML
 Internet Safety
 Intro to Office Applications
 Introduction to Technological Sciences
 JAVA
 Life Science
 Life Skills
 Macroeconomics
 Mechanical Engineering
 Microeconomics
 MS Art History and Appreciation
 MS Health and Fitness
 MS Music Theory and Appreciation
 MS Problem Solving
 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]
 Algebra I
 Algebra II
 Biology [Biology/Biology Honors]
 Chemistry [Chemistry/Chemistry Honors]
 Chinese I [Chinese I Grades 9-12]
 Chinese II [Chinese II Grades 9-12]
 Earth Science [Earth Space Science]
 English Grade 6 [Middle School Language Arts 1]
 English Grade 10 [English II]
 English Grade 11 [English III]
 English Grade 12 [English IV]
 English Grade 9 [English I]
 French I
 French II

Geometry [Geometry/Geometry Honors]
Health Grade 9 [Health and PE Grade 9]
Math 6 [Middle School Mathematics I]
Math 7 [Middle School Mathematics I]
Physics [Physics/Physics Honors]
Science Grade 6 [Comprehensive MS Science I]
Spanish I [Spanish I Grades 9-12]
US & World Government [American
Government/American Government Honors]
US & World History [American History/American
History Honors]
Virginia and US History [US History]
World History and Geography 1500 to Present
[World History]

Non-SOL Elective Courses

(MJ=Middle School; LRC=Learning Recovery
Course)

Advance Algebra w/Financial Application
AP Art History
AP Biology
AP Calculus AB
AP Calculus BC
AP Computer Science A
AP English Comp
AP English Language and Composition
AP English Lit
AP English Literature and Composition
AP Environmental Science
AP Macroeconomics
AP Microeconomics
AP Psychology
AP Statistics
AP United States Government and Politics
(MJ=Middle School; LRC=Learning Recovery
Course)
Algebra I (LRC)
Algebra II (LRC)
Algebra Readiness
American Government (LRC)
American History (LRC)
Biology (LRC)
Calculus
Chemistry (LRC)
Chinese I
Chinese II
Chinese III
Computer Programming I
Computing for College and Careers
Critical Thinking 6/7
Earth Space Science
Earth Space Science (LRC)
Economics With Financial Literacy
Economics (LRC)
English I (LRC)
English II (LRC)

English III (LRC)
English IV (LRC)
Fitness Grade 6
Fitness Lifestyle Design
Forensic Science
Geometry (LRC)
Global Studies
HOPE
Journalism
Law Studies
Leadership Skills Development
Liberal Arts Mathematics
Life Management Skills
Marine Science
Middle School Career Research and Decision
Making
MJ Language Arts 2
MJ Language Arts 3
Middle School Business Keyboarding
Middle School Comprehensive Science I
Middle School Civics]
Middle School Spanish I
Middle School U.S. History
MJ Comprehensive PE Grades 6/7
MJ Comprehensive PE Grades 7/8
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 Reading 1
MJ Spanish 1
MJ Spanish 2
MJ Spanish 2 v9
MJ U.S. History
Personal Fitness- Adaptive IEP or 504 Plan
Personal Fitness
Physical Science (LRC)
Physics (LRC)
Pre-Calculus
Psychology I
Reading 6/7/8
Reading for College Success
Social Media I
Thinking and Learning Strategies
Web Design I
World History (LRC)

Founders Education

**1105 Taylorsville Road
Washington Crossing, PA 18977**

Approved SOL Courses

Algebra I
Algebra II
Algebra II and Trigonometry
Biology
Chemistry
Earth Science
Geometry
Language Arts 9
Language Arts 10
Language Arts 11
Language Arts 12
Physics
Trigonometry
Virginia and US Government
Virginia and US History
World History and Geography to 1500
World History and Geography 1500 - Present

CTE Courses:

Economics and Personal Finance

Fuel Education

**2300 Corporate Park Drive
Herndon, VA 20171**

(Approved Fuel Education Courses)

Art Appreciation
Language Arts 6
Language Arts 7
Language Arts 8
Math 6
Math 7
Math 8
Physical Education

(Approved K12 Courses)

6-8 General Music [Music Appreciation 6-8]
9-12 General Music [Music Appreciation 9-12]
Algebra I
Algebra II
Biology [202 Biology]
Chemistry [302 Chemistry]
Chemistry Credit Recovery
Chinese I - Semester 1 [Competency Middle School Chinese 1]
Chinese I - Semester 2 [Competency Middle School Chinese 2]
Chinese I [High School Competency Chinese I]
Chinese II [High School Competency Chinese II]
Chinese I [Fluency High School Chinese I]
Chinese II [Fluency High School Chinese II]
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 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 [English I]
English I Credit Recovery Grade 9
English Grade 9 [102 Literary Analysis and Composition I]
English Grade 10 [English II]
English Grade 10 [202 Literary Analysis and Composition II]
English Grade 11 [English III]
English Grade 11 [302 American Literature]
English Grade 12 [English IV]
English Kindergarten [Language Arts K]
French I - Semester 1 [Competency Middle School French 1]
French I - Semester 2 [Competency Middle School French 2]
French I [High School Competency French I]
French I [Fluency High School French I]
French II [High School Competency French II]
French II [Fluency High School French II]
French III [High School Competency French III]
Geometry
German I - Semester 1 [Middle School Competency German 1]
German I - Semester 2 [Middle School Competency German 2]
German I [High School Competency German I]
German II [High School Competency German II]
Health Grade 3
Health Grade 4
Health Grade 5
Health Grade 6
Health Grade 7
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 - Semester 1 [Competency Middle School Latin 1]
Latin I - Semester 2 [Competency Middle School Latin 2]
Latin I [High School Competency Latin I]
Latin II [High School Competency Latin II]
Life Science [Life Science Grade 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]
 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]
 Physical Education 6
 Physical Education 7
 Physical Education 8
 Physical Science [Physical Science Grade 8]
 Physical Science Credit Recovery
 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 - Semester 1 [Competency Middle School Spanish 1]
 Spanish I - Semester 2 [Competency Middle School Spanish 2]
 Spanish I [High School Competency Spanish I]
 Spanish I [Fluency High School Spanish I]
 Spanish II [High School Competency Spanish II]
 Spanish II [Fluency High School Spanish II]
 Spanish III [High School Competency Spanish III]
 Trigonometry
 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)]

(Approved Aventa Courses)
 Algebra I [Virginia Algebra I]
 Algebra I [Virginia Algebra I - CR]
 Algebra I [Virginia Algebra I - FN]
 French I
 French II

French IV
 Geometry
 German III
 Health - Grade 6
 Japanese I
 Japanese II
 Latin I
 Latin II
 Physical Education - Grade 6
 Physical Education - Grade 8
 Spanish I
 Spanish I CR
 Spanish II
 Spanish III
 Spanish IV
 Trigonometry
 World History I [World History I(CR)]

*Non-SOL Elective Courses
(Approved Aventa Education Courses)*

AP Art History
 AP Biology
 AP Calculus AB
 AP Calculus BC
 AP Computer Science
 AP English Language
 AP English Literature
 AP European History
 AP French Language
 AP Macroeconomics (CTE Course)
 AP Microeconomics (CTE Course)
 AP Psychology
 AP Spanish Language
 AP Statistics
 AP US Government
 AP World History

(Approved K12 Courses)

AP Biology
 AP Calculus
 AP French
 AP Spanish
 AP World History
 Environmental Science
 Forensic Science
 Public Speaking
(Approved Aventa Courses)
 AP Art History
 AP English
 AP English Literature
 AP French
 AP Psychology
 AP Spanish
 AP Statistics
 AP U.S. Government
 AP U.S. History

Anthropology
Archaeology
Contemporary World Issues
Creative Writing
Criminology
Environmental Science - Semester 1
Environmental Science - Semester 2
Forensic Science
Game Design
Journalism
Pre-Calculus
Psychology
Public Speaking
Social Problems
Social Problems 2
Sociology
Sociology A
Sociology 1
Sociology 2

Glynlyon OdysseyWare
300 North McKemey Avenue
Chandler, Arizona 85226

Approved SOL Courses

Algebra I
Chemistry
Earth Science
English Grade 7
English Grade 8
English Grade 9
English Grade 10
English Grade 11
English Grade 12
Geometry
Mathematics Grade 7
Mathematics Grade 8
Trigonometry
World Geography

K12 Inc.
2300 Corporate Park
Herndon, Virginia 20171

Approved SOL Courses

Virginia SOL Course [Provider Course Title]
(*Approved K12 Courses*)
6-8 General Music [Music Appreciation 6-8]
9-12 General Music [Music Appreciation 9-12]
Algebra I
Algebra II
Biology [202 Biology]
Chemistry [302 Chemistry]
Chinese I
Chinese II
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 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 [English I]
English Grade 9 [102 Literary Analysis and
Composition I]
English Grade 10 [English II]
English Grade 10 [202 Literary Analysis and
Composition II]
English Grade 11 [English III]
English Grade 11 [302 American Literature]
English Grade 12 [English IV]
English Kindergarten [Language Arts K]
French I
Geometry
German I [VA German I]
German II [VA German II]
Health Grade K [Physical Education (K-2)]
Health Grade 1 [Physical Education (K-2)]
Health Grade 2 [Physical Education (K-2)]
Health Grade 3 [Health 3]
Health Grade 4 [Health 4]
Health Grade 5 [Health 5]
Health Grade 6 [Health 6]
Health Education Grade 7 [Health 8]
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 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 [Pre-Algebra A]
Mathematics Grade 7 [Pre-Algebra B]
Mathematics Kindergarten [Math K]
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]
Physical Education Grade K [Physical Education (K-
2)]

Physical Education Grade 1 [Physical Education (K-2)]
 Physical Education Grade 2 [Physical Education (K-2)]
 Physical Education Grade 3 [PE 3]
 Physical Education Grade 4 [PE 4]
 Physical Education Grade 5 [PE 5]
 Physical Education Grade 6 [PE 6]
 Physical Education Grade 7 [PE 7]
 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]
 Trigonometry
 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)]

(Approved Aventa Courses)

Algebra I [Virginia Algebra I]
 Algebra I [Virginia Algebra I - CR]
 Algebra I [Virginia Algebra I - FN]
 French I
 French II
 French III
 Geometry
 German III
 Health - Grade 6
 Japanese I
 Japanese II
 Latin I
 Latin II

Physical Education - Grade 6
 Physical Education - Grade 8
 Spanish I
 Spanish I CR
 Spanish II
 Spanish III
 Spanish IV
 Trigonometry
 World History I [World History I(CR)]

(Approved Fuel Education Courses)

Language Arts 6
 Language Arts 7
 Language Arts 8
 Math 6
 Math 7
 Math 8
 Physical Education

Non-SOL Elective Courses

(Approved K12 Courses)

AP Biology
 AP Calculus
 AP French
 AP Spanish
 AP World History
 Environmental Science
 Forensic Science
 Public Speaking

(Approved Aventa Courses)

AP Art History
 AP English
 AP English Literature
 AP French
 AP Psychology
 AP Spanish
 AP Statistics
 AP U.S. Government
 AP U.S. History
 Anthropology
 Archaeology
 Art Appreciation
 Contemporary World Issues
 Creative Writing
 Criminology
 Environmental Science - Semester 1
 Environmental Science - Semester 2
 Forensic Science
 Game Design
 Journalism
 Pre-Calculus
 Psychology
 Public Speaking
 Social Problems
 Social Problems 2

Sociology
Sociology A
Sociology 1
Sociology 2

(Approved Fuel Education Courses)

AP Art History
AP Biology
AP Calculus AB
AP Calculus BC
AP Computer Science
AP English Language
AP English Literature
AP European History
AP French Language
AP Macroeconomics
AP Microeconomics
AP Psychology
AP Spanish Language
AP Statistics
AP US Government
AP World History
Art Appreciation

**Longwood University Extended
Ruffner 140, 201 High Street
Farmville, Virginia 23909**

No approved courses at this time

**Loudoun County Public Schools
21000 Education Court
Ashburn, VA 20148**

Approved SOL Courses

SOL Course [Provider Course Name]
Algebra I
Algebra II and Trigonometry
Biology
Chemistry
Earth Science
Economics
Economics and Personal Finance (CTE Course)
English 9
English 10 [British Literature]
English 11 [American Literature]
English 12 [World Literature]
English 12 - Semester 1
English 12 - Semester 2
Geometry
Health and PE 9
Health and PE 10
Math Analysis
Personal Finance (CTE Course)

Physics
US Government
US Government [Semester 1 - Seniors only]
US Government [Semester 2 - Seniors only]
Virginia and US History
World History & Geography to 1500 [World
Geography and World History I]
World History & Geography 1500 to present [World
History II]

Non-SOL Elective Courses

Astronomy
Oceanography

**Middleton Academy
3460 Commission Court, Suite 200
Woodbridge, Virginia 22192**

Middleton Academy is approved to offer the Apex Learning curriculum of virtual courses approved by the Virginia Department of Education (VDOE) in 2011. The Apex Learning courses may not be modified or edited without the submission of these courses to the VDOE during a multidivision online provider application period.

**Proximity Learning, Inc. [formerly known as
Proximity Learning, Inc. (myLanguage360)]
900 South Capital of Texas Highway, Suite 350
Austin, Texas 78746**

Approved SOL Courses

American Sign Language I
American Sign Language II
Chinese I
Chinese II

**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
AP Art History
AP Biology
AP Calculus AB
AP Calculus BC
AP Chemistry
AP Computer Science A
AP Economics
AP Eng. Lang. & Comp.
AP Eng. Lit. & Comp.
AP Environmental Sci.
AP European Hist.

AP French Language and Culture
 AP Government & Politics: U.S.
 AP Human Geography
 AP Music Theory
 AP Physics 1
 AP Physics C
 AP Psychology
 AP Spanish Language and Culture
 AP Statistics
 AP US History
 AP World History
 Academic Writing
 Am. Popular Music
 Anatomy & Physiology
 Animal Behavior & Zoology
 Art History
 Art History: Art of the Caribbean Islands
 Astronomy Principles
 Biochemistry
 Bioethics
 Biotechnology
 Business & Personal Law
 CAD
 Differential Calculus
 Climate Change
 Computational Sci. & Eng. Using Java
 Computer Animation with Scratch
 Computer Science
 Constitutional Law
 Creating Art Hist.
 Creating Effective PowerPoint Presentations
 Creative Writing
 Criminology
 Democracy in the U.S.
 Eastern & Western Thought
 Economics
 Employability Skills
 Engineering for Sustainable Energy
 Engineering Principles
 Entrepreneurship
 Environmental Science
 Environmental Science Honors
 Epidemics
 Essay Writing
 Evolution & Nature of Science
 Fantasy & Science Fiction Short Stories
 Film & Literature
 Folklore & Literature of Myth, Magic, and Ritual
 Forensic Sci.
 French Language and Culture
 Genes & Disease
 Geometry
 German Language and Culture
 Ghoulies, Ghosties, and Long-Legged Beasities
 Glory of Ancient Rome
 U.S. Government
 Hist. of Photography
 Holocaust
 Horror Writers
 Human Body
 Internat'l Business
 Investing in the Stock Market
 Italian Language and Culture
 Journalism/Digital Age
 Kindergarten Apprentice Teacher
 Latin 1
 Latin 2
 Literacy Skills/21st Century
 Literature of the World
 Mandarin Chinese Language and Culture
 Marketing & the Internet
 Math and Modern Logic
 Math You Can Use In College and Careers
 Meteorology
 Modern Middle East
 MS Business Found.
 MS Civics
 MS Engineering
 MS Pre-Algebra
 MS The Teenage Brain
 MS World War II Through the Eyes of Dr. Seuss
 Music Listening & Critique
 Music: Fund. of Composition
 Mythology
 Now What Will You Do?
 Nuclear Physics: Science, Technology & Society
 Number Theory
 Oceanography
 Parenting /21st Century
 Peacemaking
 Pearl Harbor and the Pacific Theater
 Personal Finance
 Perspectives in Health
 Philosophy I
 Physics
 Poetry Reading & Writing
 Poetry Writing
 Portuguese I
 Practical Law
 Preparing for College
 Preveterinary Medicine
 Programming in Visual Basic
 Psych. I
 Psych. of Crime
 Psychology Honors
 Russian Lang. & Culture
 Screenwriting Fund.
 Shakespeare in Films
 Sociology
 Spanish Culture & 20th Century Hispanic Lit.
 Sports & Society
 Statistics

To Kill a Mockingbird
Twentieth Century Women Authors
U.S. Foreign Policy
Video Game Design Using Game Maker
Web Design
Who Do I Want To Be When I Grow Up?
World Conflict, United Nations Intro
World Religions
Young Adult Literature

Game Design II
Introduction to Marketing
Leadership Seminar
Life Planning
Marketing I & II (with COOP components)
Psychology
Survey of World Languages

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 9 [English Grade 9]
English Grade 10 [English Grade 10]
English Grade 11 [English Grade 11]
English Grade 12 [English Grade 12]
French I [French I]
French II [French II]
Geometry [Geometry A]
Health Grade 9 [Health Grade 9]
Health Grade 10 [Health Grade 10]
Mathematical Analysis [Mathematical Analysis]
Physical Education Grade 9
Physical Education Grade 10
Physical Education Grade 11
Physical Education Grade 12
Physics [Physics]
Spanish I [Spanish I]
Spanish II [Spanish II]
Spanish III [Spanish III]
Trigonometry [Trigonometry]
Virginia & U.S. Government [Virginia and US Government]
Virginia & U.S. History [Virginia and US History]
World Geography [World Geography]
World History to 1500 [World History I]
World History 1500-Present [World History II]

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

Appendix I: Virtual Virginia Brief

Background

Virtual Virginia (VVA), a program of the Virginia Department of Education, offered seventy-two online Advanced Placement (AP®), World Language, core academic, and elective courses to students across the Commonwealth in the 2015-2016 academic year. Virtual Virginia is committed to providing high-quality, rigorous course content with the flexibility to meet schools' and students' varied schedules. The Virtual Virginia program strives to provide instruction that meets the individual needs of students.

Virtual Virginia works with Virginia public schools to provide student access to courses that are unavailable to them due to low enrollments, scheduling conflicts, and the lack of highly qualified teachers. Virtual Virginia ensures the availability of high quality and rigorous Advanced Placement and World Language courses to underserved populations and provides equity of access to educational options throughout Virginia.

Courses are delivered via the Internet through a secure, web-based environment; students may participate at school or at home. The courses promote a high level of interaction among students and teachers. The content is media-rich, interactive, and engaging and is designed to address different learning styles. The courses contain readings, discussion forums, written assignments, media, student presentations and projects, case studies, simulations, virtual lab assignments, models, interactive assignments, and opportunities for collaboration.

Virtual Virginia courses meet and exceed Virginia's Standards of Learning. All Advanced Placement courses are audited and approved by the College Board as well as the National Collegiate Athletic Association (NCAA). The overall course completion rate for 2015-2016 was eighty-seven percent and the overall course pass rate was eighty-eight percent.

Virtual Virginia teachers are highly qualified and hold Virginia licenses in their content area. In 2015-2016, Virtual Virginia employed sixty-two full-time and adjunct highly qualified and licensed Virginia teachers. Although teachers' loads vary by course, the 2015-2016 average student to full-time teacher ratio was 93:1 and the average student to adjunct teacher ratio was 42:1.

Public school students enroll in Virtual Virginia courses via their local school counselors beginning in April each year; each school may enroll fifteen students per course on a first come, first served basis. Schools must provide an adult mentor, the required textbooks, and technology resources. Standardized assessments are proctored by public school instructional staff. The local schools award letter grades and graduation credit for the courses taken.

The Virtual Virginia instructor provides appropriate services to all students, including those with documented disabilities. Local school counselors identify qualified students with disabilities who need appropriate adjustments by indicating the student had either an IEP or 504 plan during the registration process. The school counselor and local adult mentor develop a plan for services to be offered and share the accommodations needed for the students' success in the course with the Virtual Virginia instructor.

Advanced Placement courses are tuition free for students participating in the Early College Scholars (ECS) program; non-ECS students pay a reduced tuition of \$375 times the Local Composite Index (LCI). Standard and elective courses are tuition free for public school students. Tuition is charged for nonpublic and out-of-state students; in addition, a \$75 drop fee is assessed if students withdraw after the 21st day of class.

Virtual Virginia has served over 72,000 students since its inception in 2002. During the 2015-2016 academic year, there were 11,642 students enrolled in 26,213 half-credit enrollments. This includes more than 8,613 students enrolled in the Economics and Personal Finance course.

During the 2016 summer session, 461 students enrolled in the following Virtual Virginia summer school courses: Economics and Personal Finance, Pre-Calculus/Mathematical Analysis, Algebra I, Algebra II, Virginia and U. S. Government, Virginia and U. S. History, English 9, English 10, English 11, English 12, Health and Physical Education 9, Health and Physical Education 10, Chemistry, and Physics.

In 2015-2016, Virtual Virginia was represented in all eight Superintendent's Regions and had enrollments in ninety-three percent of Virginia school divisions. Public school students comprise ninety-nine percent of the students served by the Virtual Virginia program.

Full-Time Pilot

During the 2015-2016 academic year, Virtual Virginia began a full-time high school pilot program based on the current program model. For the first time, students were able to complete the requirements for a standard or advanced diploma fully online. Virtual Virginia added thirteen new core courses to the curriculum. The pilot was open to a maximum of 100 students; fifty-eight students completed the pilot. Students registered via local public schools.

The full-time pilot is open to 200 students for the 2016-2017 school year. As of late August 2016, 172 were enrolled.

Math Outreach Pilot

Beginning in the fall of 2015, Virtual Virginia began a Math Outreach pilot program designed to support schools without highly qualified Algebra I teachers. This program provided interactive online instruction for Virginia public school students enrolled in Algebra I, and provided a collection of resources, including recorded videos and suggested classroom activities, for Virginia teachers. Sixteen localities across the Commonwealth participated in the pilot program.

The Math Outreach pilot program is available for both Algebra I and Geometry for the 2016-2017 academic year. As of late August 2016, fifteen localities have signed up to participate in live lessons for Algebra I and ten localities have signed up to participate in live lessons for Geometry for the 2016-2017 academic year.

Department of Education Student Survey Data

In the spring of 2016, the Department conducted a survey of current Virtual Virginia students. A total of 1,563 students responded to the survey. Survey participants included both supplemental (part-time) and full-time Virtual Virginia students. A high-level summary of the data are listed below.

- Eighty-five percent (85%) of students agreed or strongly agreed that they were prepared for the responsibility and self-direction that online courses require.
- Ninety-six percent (96%) of students agreed or strongly agreed that they had the reading skills to be successful in the course.
- Ninety percent (90%) of students agreed or strongly agreed that they were comfortable using the online tools and software for the course.
- Seventy-eight percent (78%) of students agreed or strongly agreed that they had the time management skills to be successful in the online course.
- Seventy-eight percent (78%) of students agreed or strongly agreed that they would feel comfortable taking another online course.
- Sixty-four percent (64%) of students agreed or strongly agreed that the online course was more challenging than similar face-to-face courses.
- Eighty-one percent (81%) of students agreed or strongly agreed that they were able to receive help with the online course if they needed it.

Enrollment by Division

Division	Enrollment
ACCOMACK	96
ALBEMARLE	34
ALLEGHANY	206
AMELIA	191
AMHERST	5
APPOMATTOX	22
ARLINGTON	93
AUGUSTA	70
BATH	6
BEDFORD COUNTY	41
BLAND	1
BOTETOURT	348
BRISTOL	47
BRUNSWICK	188
BUCHANAN	25
BUCKINGHAM	10
BUENA VISTA	14
CAMPBELL	649
CAROLINE	13
CARROLL	10
CHARLES CITY	62
CHARLOTTE	185
CHARLOTTESVILLE	3
CHESAPEAKE	107
CHESTERFIELD	82
CLARKE	142
COLONIAL BEACH	53
COLONIAL HEIGHTS	55
COVINGTON	1
CRAIG	9
CULPEPER	81
DANVILLE	28
DINWIDDIE	10
ESSEX	8
FAIRFAX COUNTY	18
FALLS CHURCH	4
FAUQUIER	114
FLOYD	180
FLUVANNA	46
FRANKLIN CITY	134
FRANKLIN COUNTY	544

Division	Enrollment	Division	Enrollment
FREDERICK	56	PAGE	230
FREDERICKSBURG	49	PATRICK	69
GALAX	50	PITTSYLVANIA	247
GILES	46	POQUOSON	35
GLOUCESTER	392	PORTSMOUTH	26
GRAYSON	2	POWHATAN	365
GREENE	174	PRINCE EDWARD	2
GREENSVILLE	3	PRINCE GEORGE	619
HALIFAX	1	PRINCE WILLIAM	173
HAMPTON	61	PULASKI	35
HANOVER	15	RADFORD	121
HARRISONBURG	12	RAPPAHANNOCK	30
HENRICO	31	RICHMOND CITY	52
HENRY	724	RICHMOND COUNTY	147
HIGHLAND	37	ROANOKE CITY	6
HOPEWELL	120	ROANOKE COUNTY	43
ISLE OF WIGHT	188	ROCKBRIDGE	6
KING AND QUEEN	3	ROCKINGHAM	14
KING GEORGE	16	RUSSELL	3
KING WILLIAM	19	SALEM	321
LANCASTER	93	SCOTT	12
LEE	9	SHENANDOAH	480
LOUDOUN	75	SMYTH	193
LOUISA	6	SOUTHAMPTON	52
LUNENBURG	34	SPOTSYLVANIA	46
LYNCHBURG	25	STAFFORD	209
MADISON	16	STAUNTON	20
MANASSAS	7	SUFFOLK	33
MANASSAS PARK	38	SURRY	3
MARTINSVILLE	150	TAZEWELL	106
MATHEWS	147	VIRGINIA BEACH	288
MIDDLESEX	112	WARREN	19
MONTGOMERY	781	WASHINGTON	60
NELSON	126	WAYNESBORO	28
NEW KENT	8	WEST POINT	13
NEWPORT NEWS	12	WESTMORELAND	17
NORFOLK	16	WILLIAMSBURG	150
NORTHAMPTON	117	WINCHESTER	4
NORTHUMBERLAND	2	WISE	91
NOTTOWAY	189	YORK	144
ORANGE	26		

Appendix J: Virtual Learning Workgroup

During the 2016 General Assembly HB 8 was proposed to establish the Board of the Virginia Virtual School as a policy agency in the executive branch of state government. The 14-member Board of the Virginia Virtual School would govern the full-time virtual school programs offered to students enrolled in the Virginia Virtual School. Beginning with the 2018-2019 school year, the bill required the school to be open to any school-age person in the Commonwealth of Virginia and provide an educational program meeting the Standards of Quality for grades kindergarten through 12, with a maximum enrollment of 5,000 students statewide. The bill required the average state share of Standards of Quality per pupil funding for each enrolled student to be transferred to the school.

HB 8 was vetoed by Governor McAuliffe. However, the Governor directed the State Superintendent of Public Instruction to establish a working group to look at the growing need for virtual learning opportunities, to include the advocates for and patron of HB 8. A virtual learning workgroup was established that includes the advocates for and patron of HB 8 along with other state and national stakeholders and proponents of virtual learning. Representatives from the Department of Education and the Secretary of Education's office have held meetings with the virtual learning workgroup and continue to seek input from the group. A report on the status of recommendations from the virtual learning workgroup was presented to the Virtual Learning Advisory Committee on October 20. A report to the Governor on plans to further enhance virtual learning in the Commonwealth of Virginia is due to be submitted by November 15, 2016.