



# COMMONWEALTH of VIRGINIA

## BOARD OF EDUCATION

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

December 1, 2018

The Honorable Ralph S. Northam, Governor  
Members of the Virginia General Assembly  
Commonwealth of Virginia  
Richmond, VA 23219

Dear Governor Northam and Members of the Virginia General Assembly:

On behalf of the Board of Education, I am pleased to transmit the *2018 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 needs of public education in Virginia and provides a summary of achievement for Virginia's students and schools. Additionally, it includes school divisions' compliance with the Standards of Quality, an analysis of school division reporting requirements, and other statutory requirements.

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. However, persistent achievement gaps remain for certain student groups. The Board recognizes the constitutional and shared responsibility to ensure that all children in the Commonwealth, without regard to race, gender, ethnicity, disability, family background, family income, or geographic location, have access to a quality education that prepares them for successful, healthy, fulfilling lives. To ensure this responsibility is met, the Board has focused its work on issues it considers to be the most pressing for public education: equity in our schools, teachers and school leaders, and the implementation of the recent revisions to the *Regulations Establishing Standards for Accrediting Schools (Standards of Accreditation)*, including accountability and graduation requirements. These priorities and goals were outlined in the Board's *Comprehensive Plan: 2018-2023* and an update on progress is included in the *Annual Report*.

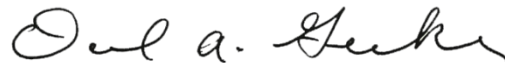
The Board is committed to creating a more equitable public education system that supports a high-quality, diverse teacher workforce, utilizing its authority provided in the *Virginia*

The Honorable Ralph S. Northam, Governor  
Members of the Virginia General Assembly  
November 30, 2018  
Page Two

*Constitution and Code of Virginia.* Addressing conditions that affect student learning and well-being requires a continued investment of resources. Further, addressing these needs 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 will continue its research and work into 2019 with the expectation of developing and submitting a comprehensive package of recommendations prior to the development of the 2020-2021 biennial budget.

The Board is grateful for your continued partnership and efforts to continuously improve Virginia's public K-12 education system.

Sincerely,

A handwritten signature in black ink that reads "Daniel A. Gecker". The signature is written in a cursive style with a large, prominent "D" and "G".

Daniel A. Gecker  
President



**2018 Annual Report**

**Virginia Board of Education**

**2018 ANNUAL REPORT ON  
THE CONDITION AND NEEDS OF  
PUBLIC SCHOOLS IN VIRGINIA**

**VIRGINIA BOARD OF EDUCATION**

**PRESENTED TO THE GOVERNOR  
AND GENERAL ASSEMBLY**

**DECEMBER 1, 2018**

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Virginia Department of Education

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## EXECUTIVE SUMMARY

As outlined in §22.1-18, by December 1 of each year, the Board of Education must submit to the Governor and General Assembly a report on the condition and needs of public education in the Commonwealth.

Through the *2018 Annual Report on the Condition and Needs of Public Schools in Virginia*, the Board of Education reaffirms the priorities and goals outlined in its comprehensive plan, adopted November 2017. The priorities outlined in the comprehensive plan are to:

- Provide high-quality, effective learning environments for all students;
- Advance policies that increase the number of candidates entering the teaching profession and encourage and support the recruitment, development, and retention of well-prepared and skilled teachers and school leaders;
- Ensure successful implementation of the *Profile of a Virginia Graduate* and the accountability system for school quality as embodied in the revisions to the *Standards of Accreditation*.

Through its current review of research and work, the Board has reached several conclusions about the condition of public education in Virginia:

- 1) By nearly every national and state measure, Virginia's public schools, students, and educators continue to improve and lead the way in academic achievement and accountability. However, **persistent achievement gaps remain for certain student groups**. Virginia will achieve equity when a student's zip code or poverty level doesn't predict achievement.
- 2) **Virginia schools are underfunded**. According to the Joint Legislative Audit and Review Commission's report *Virginia Compared to the Other States: 2018 Edition*, Virginia ranks 24<sup>th</sup> of 50 for state and local per pupil funding for Pre K-12 education, and 40<sup>th</sup> of 50 for state per pupil funding. State level support for K-12 education in Virginia has not returned to pre-recessionary levels. Despite recent progress by the legislature, state support is still down 9.1 percent per student for the 2018-2019 school year in real dollars compared to 2008-2009.
- 3) **Local governments continue to take on a larger share of funding**. In 2016-2017, Virginia localities invested \$4.0 billion above the required local effort for SOQ programs. However, not all localities have the capacity to provide additional investments causing inequitable resources and learning opportunities for students.
- 4) Students in high-poverty schools have less experienced teachers, less access to courses, and lower levels of spending on teachers and instructional materials. Despite serving students who often need additional supports and services, **Virginia's high poverty divisions receive 89 cents for every dollar as compared to low poverty divisions**.<sup>1</sup> Average student outcomes similarly lag in high poverty divisions.
- 5) While student enrollment continues to increase, overall staffing levels for Virginia public schools have decreased compared to the 2008-2009 school year. **Currently, there are 1,242 fewer staff**

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<sup>1</sup> Baker, Farrie, Sciarra. (2018) *Is School Funding Fair? A National Report Card (Seventh Edition)*. Newark, NJ: Education Law Center and Rutgers Graduate School of Education.  
[http://www.edlawcenter.org/assets/files/pdfs/publications/Is\\_School\\_Funding\\_Fair\\_7th\\_Editi.pdf](http://www.edlawcenter.org/assets/files/pdfs/publications/Is_School_Funding_Fair_7th_Editi.pdf).

**in Virginia schools and over 50,000 more students enrolled, many requiring additional supports and services.<sup>2</sup>**

- 6) Virginia is facing a growing shortage of high-quality educators entering and remaining in the classroom. **The number of unfilled teacher positions across the Commonwealth has increased by 42 percent over the past ten years**, from 760 to 1,080, and has become an emergency in many high poverty schools. The percent of provisionally licensed and inexperienced teachers has similarly climbed.
- 7) **For the past six years in Virginia, teacher turnover rates have been above ten percent.** While the specific reasons for departure are not collected, nationally the major reasons for teacher turnover include lack of administrative support, poor teaching conditions and accountability pressures.
- 8) Virginia ranked 29<sup>th</sup> out of 50 for average salary of K-12 teachers, as of 2016. **When compared to similarly educated professions across the country, Virginia teacher wages are less competitive, earning about 30 percent less than similarly educated professions.<sup>3</sup>**
- 9) Comprehensive induction programs can improve teacher retention and accelerate the professional growth of a teacher, providing a positive return on investment and improve student learning.
- 10) Financial incentives can impact teacher recruitment and retention. Research shows that state financial incentive programs have potential to direct teachers to shortage areas but those incentive programs will lose their appeal if they are not sufficient, sustainable, and paired with improvements to working conditions.
- 11) PreK and early childhood education are essential to the success of Virginia's public education system. There are approximately 512,000 children ages birth to five in Virginia. Of these, roughly 100,000 are accessing publicly-funded programs including child care subsidy, Head Start, pre-K and other programs. Approximately 90,000 children enter kindergarten each year from Virginia's early childcare education system, of which only 60 percent are fully ready with the literacy, math and social skills needed. **Without quality early childhood education programs, significant achievement gaps will continue to exist.**

The Board is committed to creating a more equitable public education system that supports a high-quality, diverse teacher workforce, utilizing its authority provided in the *Virginia Constitution and Code of Virginia*. Addressing conditions that affect student learning and well-being requires a continued investment of resources. Further, addressing these needs 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 will continue its research and work into 2019 with the expectation of developing and submitting a comprehensive package of recommendations to the Governor and General Assembly prior to the development of the 2020-2021 biennial budget.

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<sup>2</sup> The Commonwealth Institute of Fiscal Analysis. (2018) <http://www.thecommonwealthinstitute.org/wp-content/uploads/2018/10/PUBLIC-SCHOOLS-IN-VIRGINIA-130.pdf>

<sup>3</sup> Baker, Farrie, Sciarra. (2018) *Is School Funding Fair? A National Report Card (Seventh Edition)*. Newark, NJ: Education Law Center and Rutgers Graduate School of Education. [http://www.edlawcenter.org/assets/files/pdfs/publications/Is\\_School\\_Funding\\_Fair\\_7th\\_Editi.pdf](http://www.edlawcenter.org/assets/files/pdfs/publications/Is_School_Funding_Fair_7th_Editi.pdf)

## 2018 ANNUAL REPORT ON THE CONDITION AND NEEDS OF PUBLIC SCHOOLS IN VIRGINIA

Education plays a vital role in determining how someone will spend his or her adult life and creates opportunities that can lead to higher earnings, better health, and a longer life. By the same token, the long-term social and financial cost of educational failure is high. A fair and inclusive system that makes the advantages of education available to all is one of the most powerful levers to achieve equity in our society. Every student deserves an equitable education that prepares him or her to succeed in a fast-paced, ever-changing global society.

The *2018 Annual Report on the Condition and Needs of the Public Schools in Virginia* presents the needs of public education, a summary of achievement, and an appendix of reports required by the *Code of Virginia*.

### I. The Needs of Public Education in Virginia

The Board of Education reaffirms the priorities and goals outlined in its comprehensive plan, adopted November 2017. The priorities outlined in the comprehensive plan are to:

- Provide high-quality, effective learning environments for all students;
- Advance policies that increase the number of candidates entering the teaching profession and encourage and support the recruitment, development, and retention of well-prepared and skilled teachers and school leaders;
- Ensure successful implementation of the *Profile of a Virginia Graduate* and the accountability system for school quality as embodied in the revisions to the *Standards of Accreditation*.

To begin addressing these priorities, the Board created the Special Committee on Evidence-Based Policymaking which met with a growing number of experts and researchers in the field to learn about best practices in equity and teacher attraction and retention, and continues to analyze Virginia-specific data. Through its current review of research and work, the Board has reached several conclusions:

- 1) By nearly every national and state measure, Virginia's public schools, students, and educators continue to improve and lead the way in academic achievement and accountability. However, persistent achievement gaps remain for certain student groups. Virginia will achieve equity when a student's zip code or poverty level doesn't predict achievement.
- 2) Virginia schools are underfunded. According to the Joint Legislative Audit and Review Commission's report *Virginia Compared to the Other States: 2018 Edition*, Virginia ranks 24<sup>th</sup> of 50 for state and local per pupil funding for Pre K-12 education, and 40<sup>th</sup> of 50 for state per pupil funding. State level support for K-12 education in Virginia has not returned to pre-recessionary levels. Despite recent progress by the legislature, state



support is still down 9.1 percent per student for the 2018-2019 school year in real dollars compared to 2008-2009.

- 3) Local governments continue to take on a larger share of funding. In 2016-2017, Virginia localities invested \$4.0 billion above the required local effort for SOQ programs. However, not all localities have the capacity to provide additional investments causing inequitable resources and learning opportunities for students.
- 4) Students in high-poverty schools have less experienced teachers, less access to courses, and lower levels of spending on teachers and instructional materials. Despite serving students who often need additional supports and services, Virginia's high poverty divisions receive 89 cents for every dollar as compared to low poverty divisions.<sup>4</sup> Average student outcomes similarly lag in high poverty divisions.
- 5) While student enrollment continues to increase, overall staffing levels for Virginia public schools have decreased compared to the 2008-2009 school year. Currently, there are 1,242 fewer staff in Virginia schools and over 50,000 more students enrolled, many requiring additional supports and services.<sup>5</sup>
- 6) Virginia is facing a growing shortage of high-quality educators entering and remaining in the classroom. The number of unfilled teacher positions across the Commonwealth has increased by 42 percent over the past ten years, from 760 to 1,080, and has become an emergency in many high poverty schools. The percent of provisionally licensed and inexperienced teachers has similarly climbed.
- 7) For the past six years in Virginia, teacher turnover rates have been above ten percent. While the specific reasons for departure are not collected, nationally we know that the major reasons for teacher turnover include lack of administrative support, poor teaching conditions and accountability pressures.
- 8) Virginia ranked 29<sup>th</sup> out of 50 for average salary of K-12 teachers, as of 2016. When compared to similarly educated professions across the country, Virginia teacher wages are less competitive, earning about 30 percent less than similarly educated professions.<sup>6</sup>
- 9) Comprehensive induction programs can improve teacher retention and accelerate the professional growth of a teacher, providing a positive return on investment and improve student learning.
- 10) Financial incentives can impact teacher recruitment and retention. Research shows that state financial incentive programs have potential to direct teachers to shortage areas but those incentive programs will lose their appeal if they are not sufficient, sustainable, and paired with improvements to working conditions.

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<sup>4</sup> Baker, Farrie, Sciarra. (2018) *Is School Funding Fair? A National Report Card (Seventh Edition)*. Newark, NJ: Education Law Center and Rutgers Graduate School of Education.

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<sup>5</sup> The Commonwealth Institute of Fiscal Analysis. (2018) <http://www.thecommonwealthinstitute.org/wp-content/uploads/2018/10/PUBLIC-SCHOOLS-IN-VIRGINIA-130.pdf>

<sup>6</sup> Baker, Farrie, Sciarra. (2018) *Is School Funding Fair? A National Report Card (Seventh Edition)*. Newark, NJ: Education Law Center and Rutgers Graduate School of Education.

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11) PreK and early childhood education are essential to the success of Virginia's public education system. There are approximately 512,000 children ages birth to five in Virginia. Of these, roughly 100,000 are accessing publicly-funded programs including child care subsidy, Head Start, pre-K and other programs. Approximately 90,000 children enter kindergarten each year from Virginia's early childcare education system, of which only 60 percent are fully ready with the literacy, math and social skills needed. Without quality early childhood education programs, significant achievement gaps will continue to exist.

### **Priority 1: Provide high-quality, effective learning environments for all students**

Consistent with the constitutional mandate, the Board seeks to provide a high-quality, effective learning environment for all students. The current standards have not resulted in educational equity. There is a persistent achievement gap.<sup>7</sup>

Students in high poverty schools have less experienced instructors, less access to high level science, math, and advanced placement courses, and lower levels of state and local spending on instructors and instructional materials.<sup>8</sup> High poverty divisions in Virginia get 89 cents for every dollar compared to low poverty divisions.<sup>9</sup> Additionally, the average teacher salary during the 2013-2014 school year in high poverty schools was over \$11,000 less than in low poverty schools.<sup>10</sup> Currently, 32.46 percent of Virginia public school students are considered At-risk.<sup>11</sup> Through the work in school improvement over the past decade, the Board has learned that our children in poverty need additional services to be able to benefit from educational opportunity. Our schools in high poverty areas do not have access to the same funding that schools in low-poverty areas do, and they have greater numbers of students that may require access to additional services in order to receive the full benefit of the education being offered. Many challenges will need to be addressed to close the achievement and opportunity gap including access to healthy

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<sup>7</sup> Bohrnstedt, G., Kitmitto, S., Ogut, B., Sherman, D., and Chan, D. (2015). *School Composition and the Black-White Achievement Gap*. U.S. Department of Education, Washington, DC: National Center for Education Statistics. [https://nces.ed.gov/nationsreportcard/subject/studies/pdf/school\\_composition\\_and\\_the\\_bw\\_achievement\\_gap\\_2015.pdf](https://nces.ed.gov/nationsreportcard/subject/studies/pdf/school_composition_and_the_bw_achievement_gap_2015.pdf)

<sup>8</sup> Duncombe, Chris. (2017) *Unequal Opportunities: Fewer Resources, Worse Outcome for Students in Schools with Concentrated Poverty*. Richmond, VA: The Commonwealth Institute. [http://www.thecommonwealthinstitute.org/wp-content/uploads/2017/10/unequal\\_opportunities.pdf](http://www.thecommonwealthinstitute.org/wp-content/uploads/2017/10/unequal_opportunities.pdf).

<sup>9</sup> Baker, Farrie, Sciarra. (2018) *Is School Funding Fair? A National Report Card (Seventh Edition)*. Newark, NJ: Education Law Center and Rutgers Graduate School of Education. [http://www.edlawcenter.org/assets/files/pdfs/publications/Is\\_School\\_Funding\\_Fair\\_7th\\_Editi.pdf](http://www.edlawcenter.org/assets/files/pdfs/publications/Is_School_Funding_Fair_7th_Editi.pdf).

<sup>10</sup> Duncombe, *Unequal Opportunities: Fewer Resources, Worse Outcome for Students in Schools with Concentrated Poverty*. Richmond, VA: The Commonwealth Institute. [http://www.thecommonwealthinstitute.org/wp-content/uploads/2017/10/unequal\\_opportunities.pdf](http://www.thecommonwealthinstitute.org/wp-content/uploads/2017/10/unequal_opportunities.pdf).

<sup>11</sup> The At-risk student population is calculated as the number of free-meal eligible students for non-Community Eligibility Provision (CEP) schools or as the identified student percentage (students directly certified for school meal benefits) for CEP schools, divided by total student membership for the school.

food, school infrastructure, advanced courses and technology, and the need for wrap-around services, in addition to great teachers and school leaders.

### **Education Funding**

According to the Joint Legislative Audit and Review Commission's report *Virginia Compared to the Other States: 2018 Edition*, Virginia ranks 24<sup>th</sup> of 50 for state and local per pupil funding for Pre K-12 education, and 40<sup>th</sup> of 50 for state per pupil funding. These figures demonstrate the gap between state and local funding of public education. The majority of public school funding in Virginia, 51 percent, is from localities. The state contributes 42 percent of public school funding, with seven percent from federal sources. Some students from historically disadvantaged backgrounds are starting with less than their peers, and require more targeted resources and wrap-around services, based on individual needs, to achieve the same level of success as their peers. Despite serving students who often need additional supports and services, Virginia's high poverty divisions get 89 cents for every dollar as compared to low poverty divisions.<sup>12</sup>

State level support for K-12 education in Virginia has not returned to pre-recessionary levels. Despite recent progress by the legislature, state support is still down 9.1 percent per student for the 2018-2019 school year in real dollars compared to 2008-2009.<sup>13</sup> Local governments continue to provide a greater share of funding. In 2016-2017, Virginia localities invested \$4.0 billion above the required local effort for SOQ programs. However, not all localities have the capacity to provide additional investments causing inequitable resources and opportunities for students.

### **Equity**

Over the past ten years, student enrollment in Virginia has shifted from majority-minority student enrollment to minority-majority student enrollment (*Chart I*), growing in diversity, representing ever-changing communities.

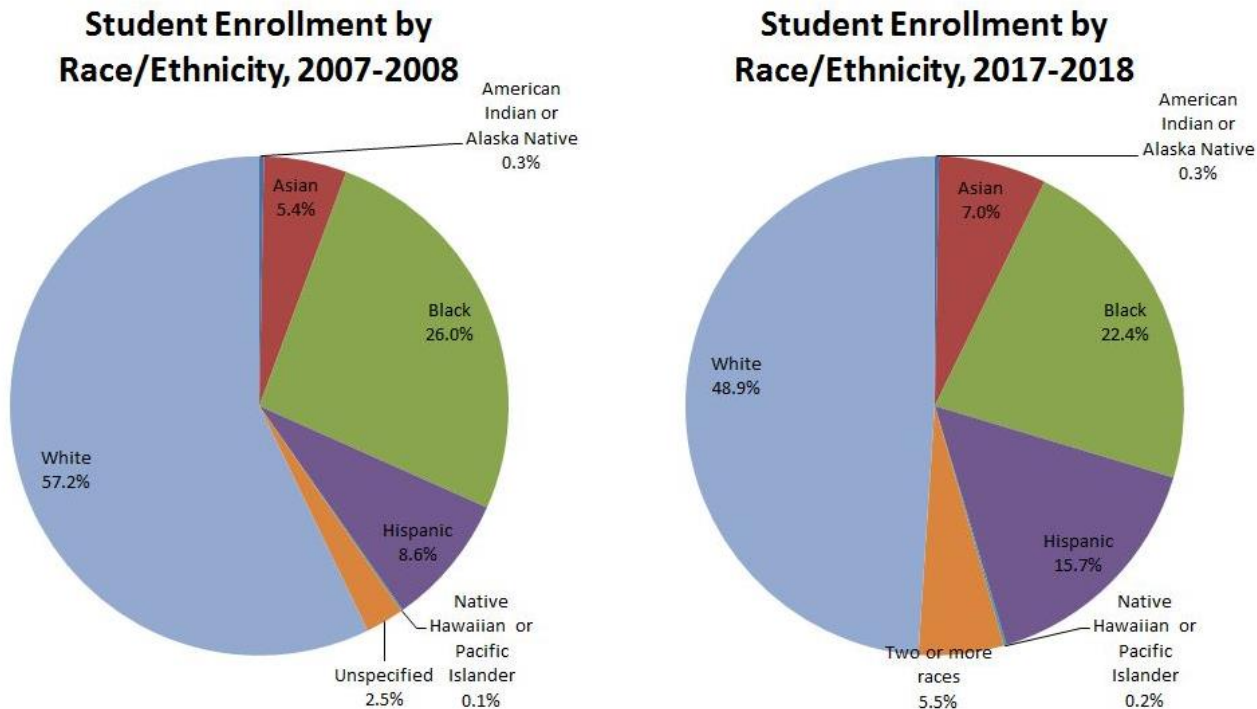
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<sup>12</sup> Baker, Farrie, Sciarra. (2018) *Is School Funding Fair? A National Report Card (Seventh Edition)*. Newark, NJ: Education Law Center and Rutgers Graduate School of Education.

[http://www.edlawcenter.org/assets/files/pdfs/publications/Is\\_School\\_Funding\\_Fair\\_7th\\_Editi.pdf](http://www.edlawcenter.org/assets/files/pdfs/publications/Is_School_Funding_Fair_7th_Editi.pdf).

<sup>13</sup> Duncombe and Cassidy (2018) State K-12 Funding in Virginia: Incremental Progress and Opportunities for Long-Term Solutions. <https://www.thecommonwealthinstitute.org/2018/07/12/state-k-12-funding-in-virginia-incremental-progress-and-opportunity-for-long-term-solutions/>

**Chart I: Student Enrollment by Race**

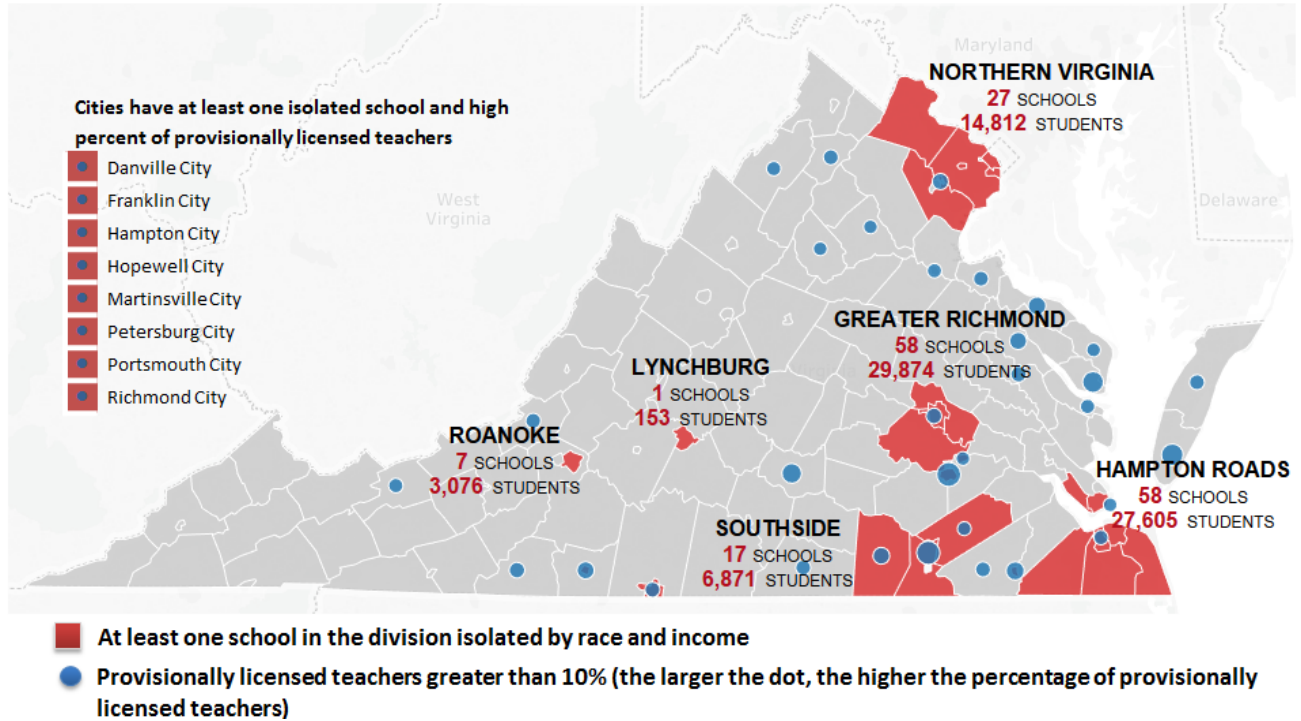


*Source: VDOE Fall Membership*

The total student population has increased five percent (59,595 students), from 1,231,987 students in 2007-2008 to 1,291,582 students in 2017-2018; however the number of economically disadvantaged students, English Learners, and students with certain disabilities has increased dramatically. The number of economically disadvantaged students has increased by 44 percent (162,151 students), from 367,771 students in 2007-2008 to 529,922 students in 2017-2018. Economically disadvantaged students are students who: (1) are eligible for Free/Reduced Meals; (2) receive Temporary Assistance for Needy Families (TANF); (3) are eligible for Medicaid; or (4) identify as either migrant or experiencing homelessness. The number of English Learners has increased by 69 percent (64,784 students), from 94,364 students in 2007-2008 to 159,148 students, currently representing 12 percent of the student population. In addition, during that same period, the number of students identified with autism has increased by 178 percent (13,526 students), from 7,580 students in 2007-2008 to 21,106 in 2017-2018, and the number of students identified in the other health impairments disability category has increased by 29 percent (7,684 students), from 26,947 students in 2007-2008 to 34,631 students in 2017-2018. The changing makeup of our schools has an impact on resources and supports needed for students, as well as the additional costs to educate some of our most vulnerable student populations. Research supports what intuition tells us: schools serving more economically disadvantaged children, more English Learners, and more children with challenging conditions need more resources than their more advantaged counterparts to yield successful student outcomes.

In 2017, 25 school divisions had at least one school isolated by race and income, which is defined as a school with more than 75 percent of students receiving free and reduced lunch and 75 percent of students are black or Hispanic (*Chart II*). More than 82,000 students attend these schools isolated by poverty and race. As indicated in Chart II, there is significant overlap with divisions who have schools isolated by poverty and race and high concentrations of provisionally licensed teachers.

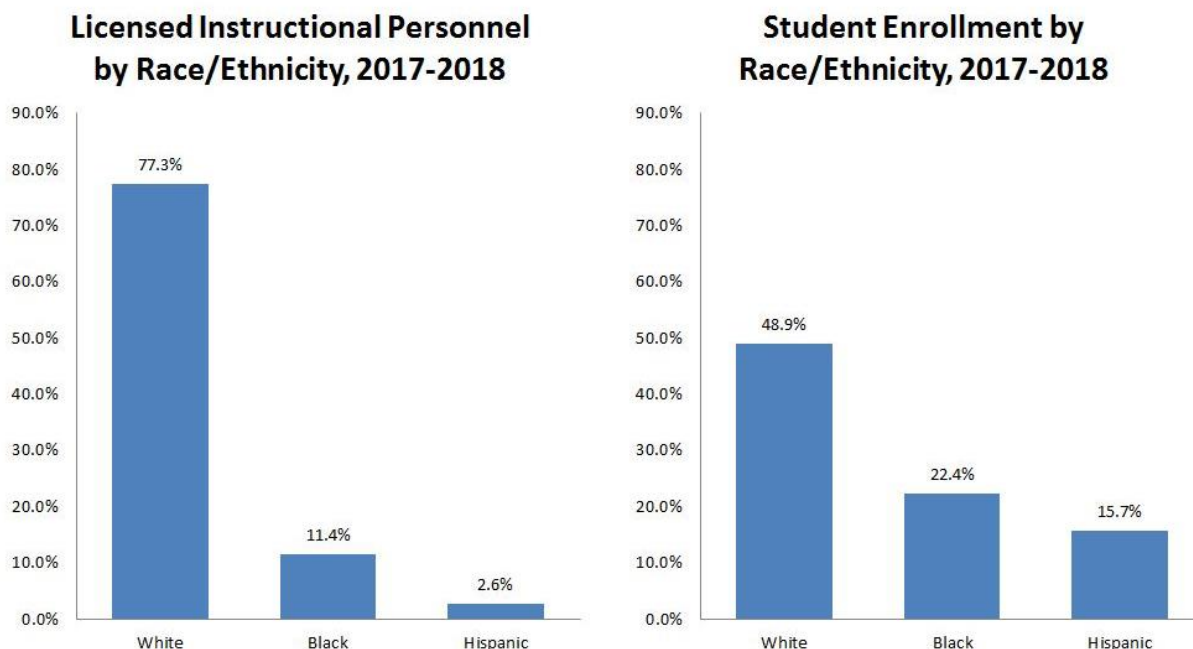
**Chart II: Virginia Schools Isolated by Poverty and Race**



Source: VDOE Staff Analysis (Full analysis available in Appendix C)

While our schools are becoming more diverse, our current educator workforce lacks diversity. Currently, non-white students make up 51.1 percent of Virginia’s student population, but only 22.7 percent of the state’s teachers are non-white (*Chart III*). Virginia’s challenges with teacher diversity are not unique but rather reflect broader national trends and a disproportionate racial composition of the teacher pipeline.

**Chart III: Virginia’s License Instructional Personnel and Students by Race, 2017-2018**



*Source: VDOE Staff Analysis*

Research illustrates the importance of greater teacher diversity because of the substantial benefits teachers of color provide to all students and to students of color in particular. More teachers of color are being recruited than in years past, however their turnover rates are higher due to a number of factors including inadequate preparation and mentoring and poor teaching conditions.

Studies have found that teachers of color boost the academic performance of all students generally, and the performance of students of color specifically. Teachers’ influences include improved reading and mathematics test scores, improved graduation rates, and increased aspirations to attend college. Students of color also experience social-emotional and nonacademic benefits to having teachers of color, such as fewer unexcused absences and lower likelihoods of chronic absenteeism and suspension. Students of color and white students also report having positive perceptions of their teachers of color, including feeling cared for and challenged academically.

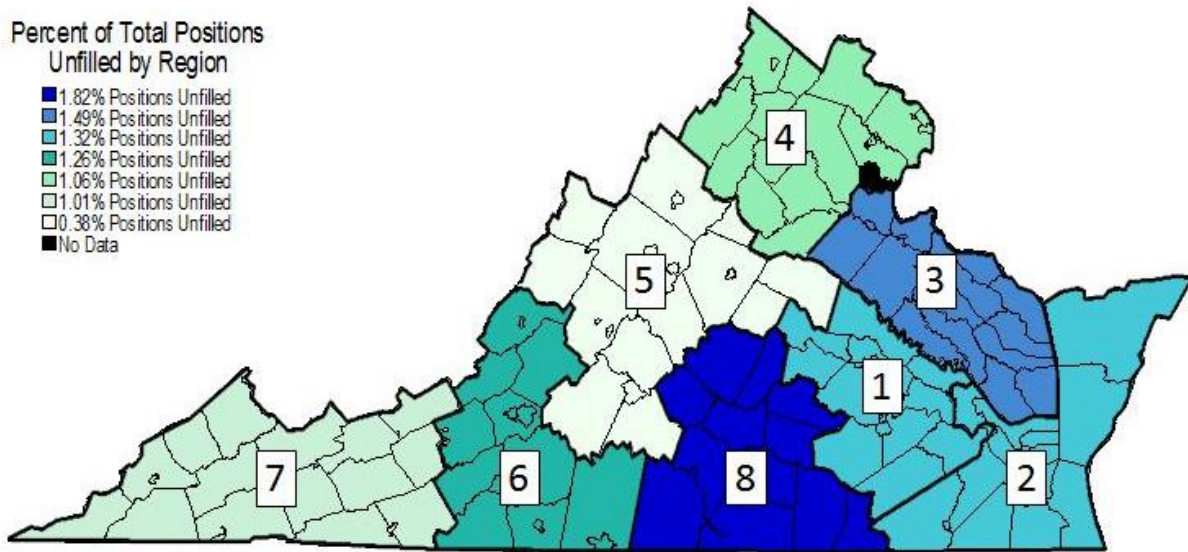
**Priority 2: Advance policies that increase the number of candidates entering the teaching profession and encourage and support the recruitment, development, and retention of well-prepared and skilled teachers and school leaders**

Like much of the nation, Virginia is facing a growing shortage of high-quality educators entering and remaining in Virginia’s public schools. This decline is correlated with low teacher salaries and lack of commitment to tap the financial resources to correct this crucial situation. Teacher production is part of the problem, although it is cyclical and often responsive to the state of the economy. According to one recent study, college students exposed to higher unemployment during their school tenure “select majors that earn higher wages.” As a result, poor economies tend to drive students away from teaching to careers that are more lucrative. It is notable that enrollment drops in teacher preparation programs were less steep in 2013-2014 than they were in 2010 and 2011.

Over the past ten years, the number of unfilled teacher positions across the Commonwealth has increased by 42 percent, from 760 to 1,080, and has become an emergency in many high poverty school divisions. For example, two months before the beginning of the 2017 school year, Petersburg City Public Schools had 142 unfilled teaching positions out of a total of 400 positions, over one-third of their teaching positions. Another example is in Middlesex County Public Schools, where one month into the 2016 school year, over 20 percent of their teaching positions were unfilled. While there are teacher vacancies in every region and division of the Commonwealth (*Chart IV*), these vacancies are not distributed evenly across Virginia as challenged school divisions are more likely to have vacancies. Further, shortages are often worse in certain subject areas such as math, science, and special education and urban, rural, high-poverty, high-minority, and low-achieving schools face persistent staffing challenges.



**Chart IV: Percent of Positions Unfilled by Region**

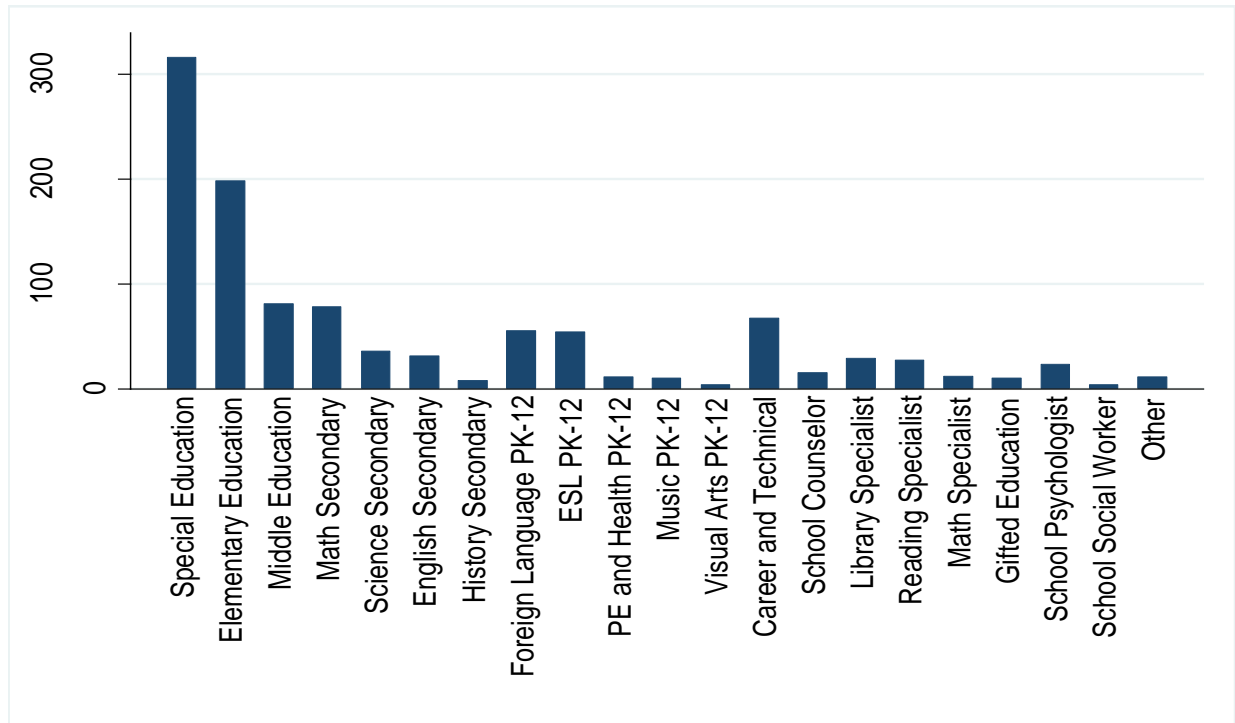


*Source: Dr. Luke Miller. October 24, 2017. Presentation to the Advisory Committee on Teacher Shortages (ACTS). University of Virginia*

While there are more unfilled positions in special education and elementary education, the magnitude of the teacher shortage varies across assignment area (*Chart V*). As a percent of positions unfilled by teacher assignment area, math specialist and school psychologist are most in demand (*Chart VI*). It's also important to note that increasing numbers of provisional licenses are being issued in the critical shortage areas of special education and elementary education (*Chart VII*).

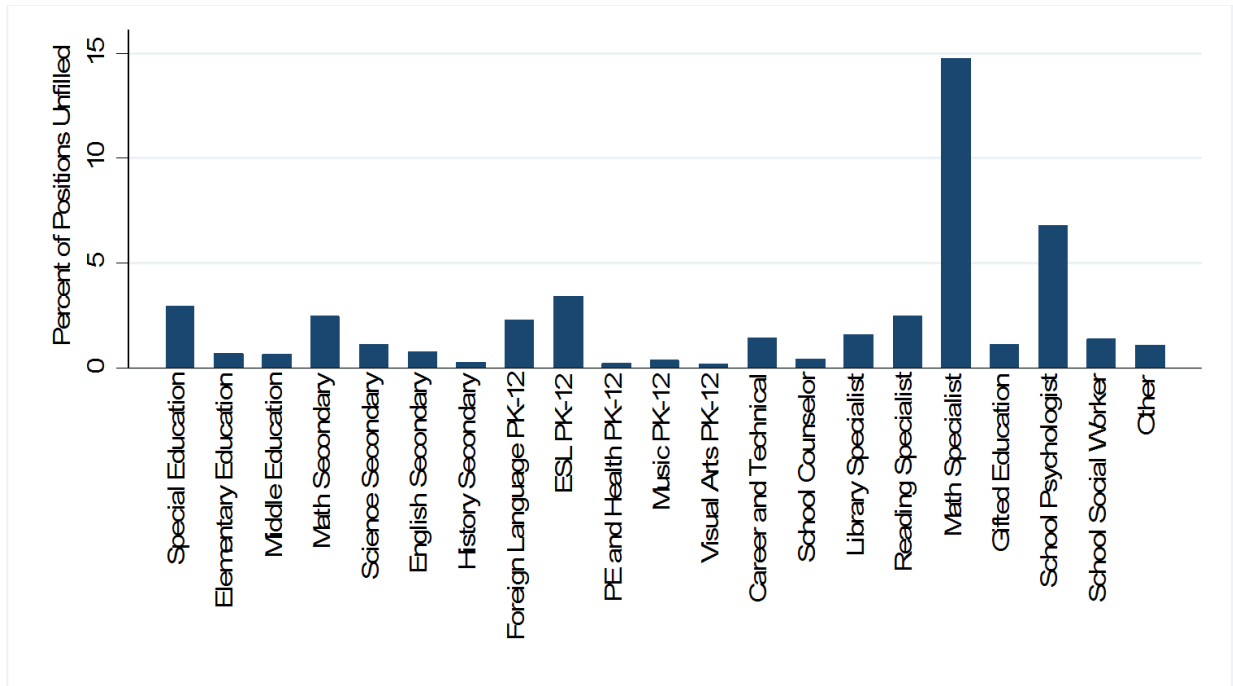


**Chart V: Number of Positions Unfilled by Teacher Assignment Area, 2016-2017**



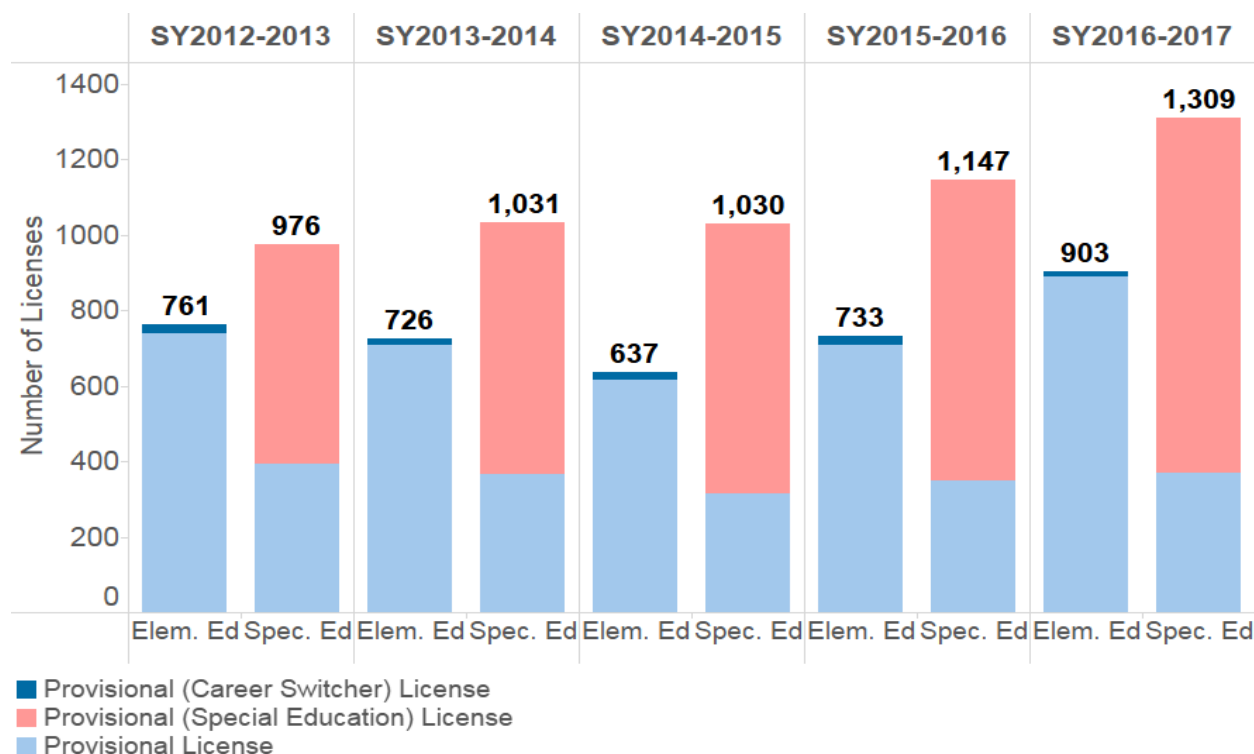
*Source: Dr. Luke Miller. October 24, 2017. Presentation to the Advisory Committee on Teacher Shortages (ACTS). University of Virginia*

**Chart VI: Percent of Position Unfilled by Teacher Assignment Area, 2016-2017**



*Source: Dr. Luke Miller. October 24, 2017. Presentation to the Advisory Committee on Teacher Shortages (ACTS). University of Virginia*

**Chart VII: Number of Provisional Licenses for Critical Shortage Areas**



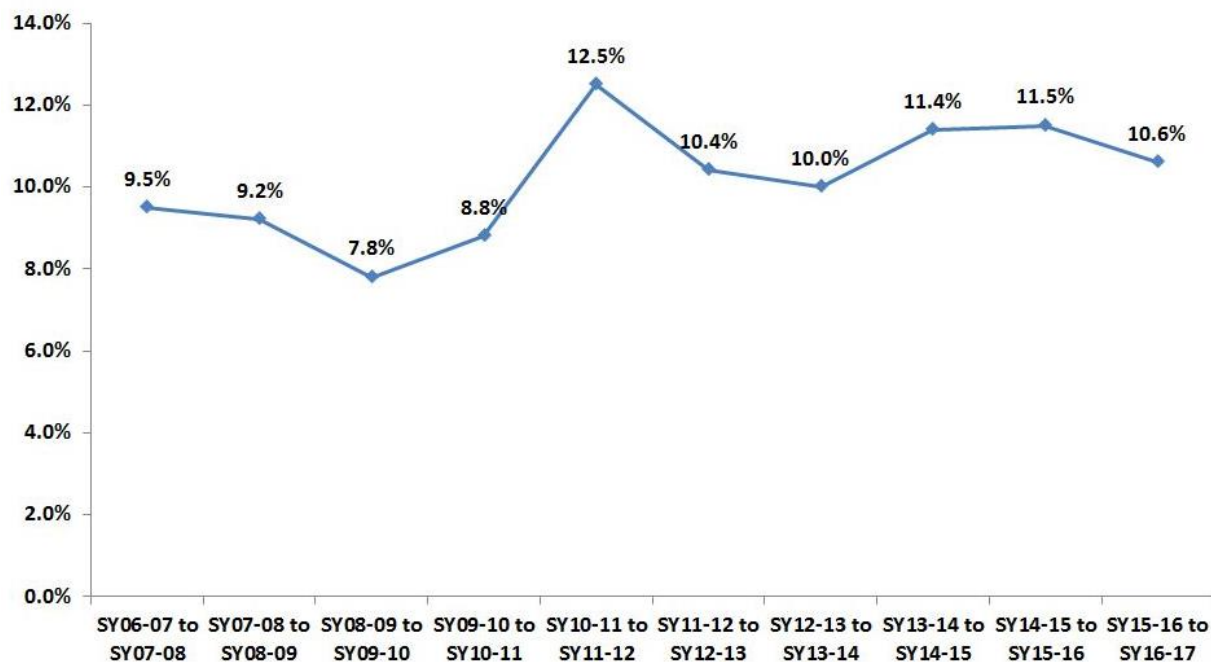
Source: Virginia Department of Education Instructional Personnel Data Collection System

In addition to attracting teachers, curbing teacher turnover is important. Teacher attrition in the United States has increased steeply since the 1990s.<sup>14</sup> Since 2004-2005, teacher turnover has been fairly stable but national data indicates that five year teacher turnover rates are 17 percent and teacher attrition rates account for about eight percent annually.<sup>15</sup> Much of the demand for teachers is caused by attrition. Recently, attrition has accounted for more than 95 percent of demand, and in years to come, it will continue to account for at least 85 percent of annual demand. About a third of teacher attrition is due to retirement but pre-retirement attrition accounts for the largest share of turnover. Another eight percent of teachers shift to different schools each year. For the past six years in Virginia, teacher turnover rates have been above ten percent (*Chart VIII*). While the specific reasons for departure are not collected, nationally the majority reasons for teacher turnover include lack of administrative support, poor teaching conditions and accountability pressures.

<sup>14</sup> Carver-Thomas, D. & Darling-Hammond, L. (2017) *Teacher turnover: Why it matters and what we can do about it*. Palo Alto: Learning Policy Institute. <https://learningpolicyinstitute.org/product/teacher-turnover>.

<sup>15</sup> Aragon, S. (2016). *Teacher shortages: What we know*. Education Commission of the States.

**Chart VIII: Ten-Year Trend in Teacher Turnover for Virginia**



*Source: Virginia Department of Education Instructional Personnel Data Collection System*

Higher teacher turnover negatively affects student achievement. Hard to staff schools suffer from diminished collegial relationships, a lack of institutional knowledge, and the expense of training new teachers who, oftentimes, do not stay long-term.

Teacher induction and mentorship programs are a strategy that can help address early teacher attrition. New teachers who are poorly supported or underprepared are more likely to leave the profession within the first five years. Comprehensive induction programs can improve teacher retention and accelerate the professional growth of a teacher, providing a positive return on investment and improve student learning.

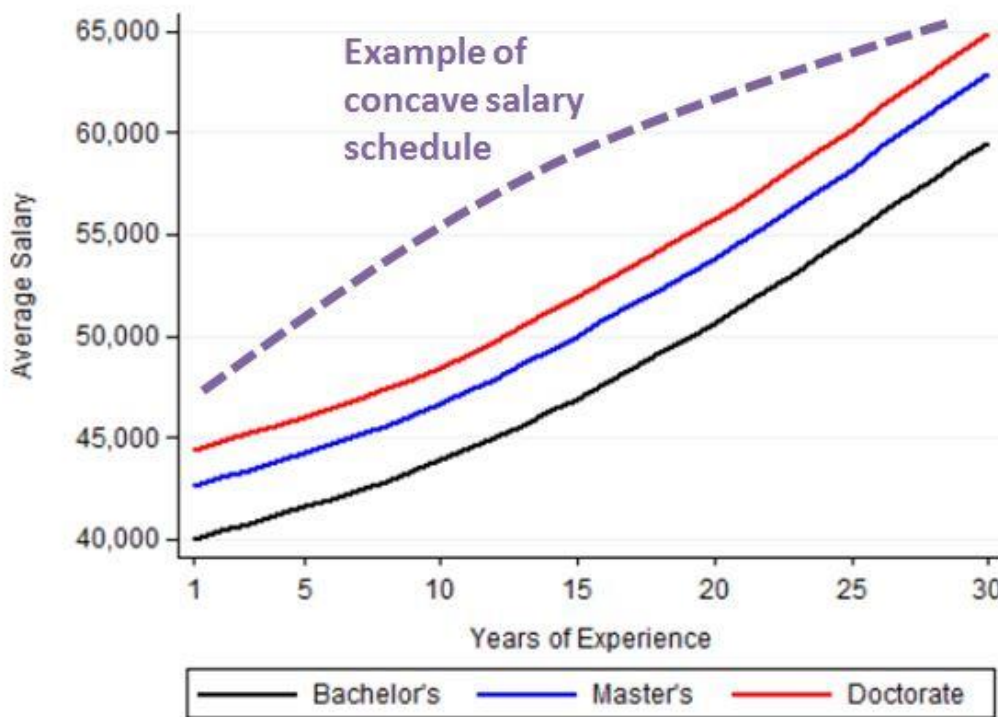
Part of the discussion on teacher recruitment, development, and retention must focus on teacher salaries. When compared to similarly educated professions across the country, Virginia teacher wages are less competitive, earning about 30 percent less than similarly educated professions.<sup>16</sup> As expected, salary and earning potential play a role in career choice selection. As of 2016, Virginia ranked 29<sup>th</sup> out of 50 for average salary of K-12 teachers. According to the National Education Association’s *Rankings of States 2017* report, the average teacher salary in Virginia is \$51,049 while the national average is \$59,660. According to the U.S. Department of Education Beginning Teacher Longitudinal Study (BTLS), the percentage of beginning teachers who

<sup>16</sup> Baker, Farrie, Sciarra. (2018) *Is School Funding Fair? A National Report Card (Seventh Edition)*. Newark, NJ: Education Law Center and Rutgers Graduate School of Education.  
[http://www.edlawcenter.org/assets/files/pdfs/publications/Is\\_School\\_Funding\\_Fair\\_7th\\_Editi.pdf](http://www.edlawcenter.org/assets/files/pdfs/publications/Is_School_Funding_Fair_7th_Editi.pdf)

continued to teach after the first year varied by first-year salary level. For example, 97 percent of beginning teachers whose first-year base salary was \$40,000 or more were teaching in 2008-2009 versus, 87 percent of beginning teachers whose first-year base salary was less than \$40,000. In Virginia, the average starting salary for a teacher with a bachelor’s degree is \$40,473 with a range from \$30,407 to \$49,600.

In addition to salary and earning potential, the shape of the salary schedule matters (*Chart IX*). The impact of salary on teacher turnover is largest among less experienced teachers and begins to decrease rapidly after seven to eight years of experience. Increasing salaries for teachers with three or more years of experience differentially retains high-ability teachers compared to increasing salaries for teachers with zero to two years’ experience. Local school divisions may improve student achievement growth at no cost by simply reshaping their salary structure to a concave salary schedule.

**Chart IX: Average Shape of Salary Schedule in Virginia**

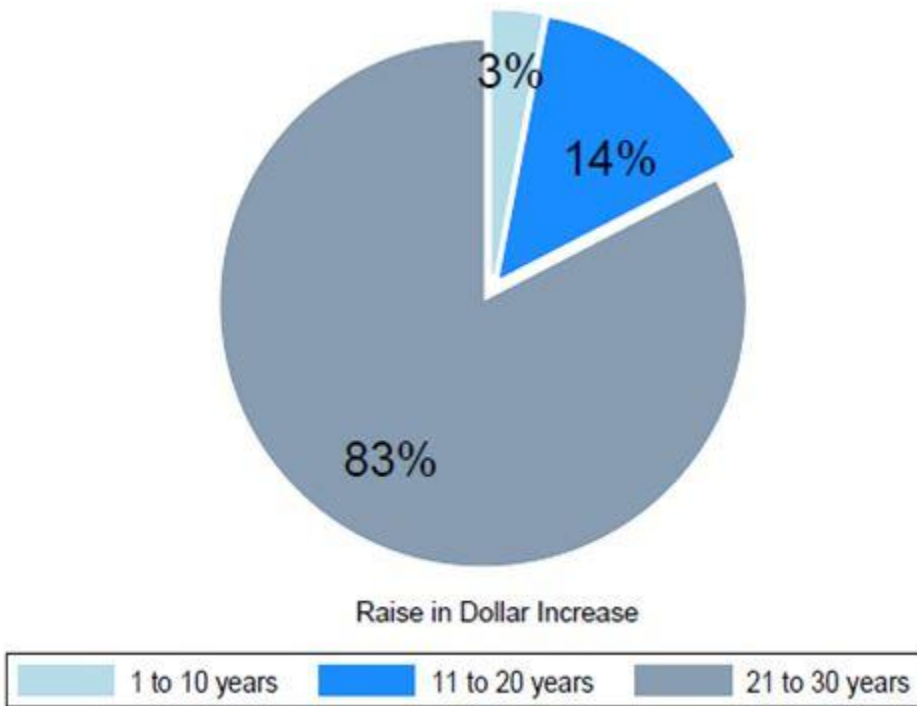


. Average teacher salary by experience and educational attainment

Source: Miller, LC & D’Costa, D. (2017). *An analysis of Virginia’s 2016-17 teacher salary schedules*. UVA EdPolicyWorks Report No. 6. [https://curry.virginia.edu/sites/default/files/files/EdPolicyWorks\\_files/EdPolicyWorks\\_Report\\_6\\_VA\\_Teacher\\_Salaries2.pdf](https://curry.virginia.edu/sites/default/files/files/EdPolicyWorks_files/EdPolicyWorks_Report_6_VA_Teacher_Salaries2.pdf)

In Virginia, only four local school divisions front-load their teacher salary schedules while 13 divisions pay first through fifth year teachers the same amount. Thirty-one school divisions pay first and second year teachers the same amount and 46 school divisions have salary schedules that do not distinguish between some level of experience within certain steps or bands of experience.

**Chart X: Percent of Divisions Allocating the Largest Raises in Salary to Early, Middle and Late Career Teachers**



Source: Source: Miller, LC & D’Costa, D. (2017). *An analysis of Virginia’s 2016-17 teacher salary schedules*. UVA EdPolicyWorks Report No. 6.

[https://curry.virginia.edu/sites/default/files/files/EdPolicyWorks\\_files/EdPolicyWorks\\_Report\\_6\\_VA\\_Teacher\\_Salaries2.pdf](https://curry.virginia.edu/sites/default/files/files/EdPolicyWorks_files/EdPolicyWorks_Report_6_VA_Teacher_Salaries2.pdf)

Financial incentives can impact teacher recruitment and retention. Research shows that state financial incentive programs have potential to direct teachers to shortage areas but those incentive programs will lose their appeal if they are not sufficient, sustainable, and paired with improvements to working conditions.

### **Priority 3: Ensure successful implementation of the *Profile of a Virginia Graduate* and the accountability system for school quality as embodied in the revisions to the *Standards of Accreditation***

The Board, with the support of the General Assembly and vigorous engagement of education leaders and the public across the Commonwealth, adopted significant changes to the *Standards of Accreditation*, including the development of the *Profile of a Virginia Graduate* and reforms to school accreditation, in November 2017. On January 11, 2018, the revisions became effective and the Virginia Department of Education began implementing the changes.

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* 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*. It also includes increased career exposure, exploration, and planning beginning in the elementary grades. In the high school grades, there is an emphasis on increased opportunities for internships, and work and service-based learning experiences to achieve workplace and citizenship skills.

As part of the *Profile*, the Board changed Virginia’s graduation requirements to provide more flexibility for student choice of courses and reduced Standards of Learning (SOL) testing. For the standard diploma, the number of required verified credits is reduced from 6 to 5 and for an advanced diploma, the number of verified credits is reduced from 9 to 5. A student will need to earn one verified credit in mathematics, science, social studies, and two in English – one verified credit in reading and one in writing. Currently, credits are verified through a SOL test or Board-approved substitute assessment. The *Profile* further articulates the importance of the 5 Cs – critical thinking, creative thinking, collaboration, communication, and citizenship. The new graduation requirements went into effect for the entering ninth grade class of 2018-2019.

Virginia’s new accountability system provides a comprehensive picture of school quality, drives continuous improvement for all schools, and informs areas of technical assistance and school improvement resources from the Virginia Department of Education. Through a matrix approach which includes multiple indicators, each school will be held accountable for attainment based on performance benchmarks. Performance benchmarks measure actual performance or improvement or decline in performance over time, or a combination of the two, for each school quality indicator. Based on achievement and school improvement, schools and divisions will receive differential levels of oversight and support from the Virginia Department of Education to ensure continuous improvement toward the goal of a quality education for all students. The first school ratings under the new state accreditation standards were released on September 27, 2018. A summary of the results is provided later in the report.

Successful implementation of the *Profile* and new accountability system will require continued support from the Board, Virginia Department of Education, General Assembly, Governor, and local school divisions. Additionally, it will require hard work and collaboration with local school boards, teachers, education and community leaders, parents, and students. In the coming years, the Board will continue to look at the impact of accreditation on the accountability system and increased student achievement and other societal impacts.



## II. Summary of Achievement

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:

- The percentage of 2018 graduating seniors in Virginia public high schools who met the ACT's college-readiness benchmark in each content area (English, reading, mathematics and science) was 22 or more points higher than the percentages for public graduates nationwide.
- The average math and reading scores of Virginia fourth-grade and eighth-grade students on the 2017 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 rose to 91.6 percent in 2018. Fifty-two percent of students in the class of 2018 graduated with an advanced diploma.
- Virginia students performed at least 27 points higher than the national average in math, and 34 points higher in reading and writing on the SAT college-admissions test. However, persistent achievement gaps remain. Sixty-five percent of Virginia's 2018 public school graduates took the SAT.
- During the 2017-2018 school year, students earned a total of 159,017 Career and Technical Education (CTE) credentials, and 127,744 students earned one or more CTE credential, a slight increase from the 2016-2017 school year.

### Accreditation Status

In September, the Virginia Department of Education reported the first school ratings under the new state accreditation standards, which were approved by the Board last November. The new accreditation standards are designed to promote continuous achievement in all schools, close achievement gaps and expand accountability beyond overall performance on Standards of Learning assessments. Additionally, the new standards recognize the academic growth of students making significant annual progress toward meeting grade-level expectations in English and mathematics.

Under the Board's revised *Standards of Accreditations*, schools are evaluated on school quality indicators grouped in three categories: academic achievement, achievement gaps, and student engagement and outcomes. The school quality indicators are:

- Academic Achievement – English
- Academic Achievement – Mathematics

- Academic Achievement – Science
- Achievement Gaps – English
- Achievement Gaps – Mathematics
- Chronic Absenteeism
- Dropout Rate (high schools)
- Graduation and Completion Index (high schools)

Performance on each indicator is rated at one of the following levels:

- Level One: Meets or exceeds state standard or sufficient improvement
- Level Two: Near state standard or sufficient improvement
- Level Three: Below state standard
- Too Small: Too few students in school or group to evaluate

Every school under the new accreditation regulations — regardless of performance — must develop a multi-year plan to support continuous improvement on each school quality indicator. The revised accreditation standards also require specific local and state actions to improve performance on each indicator, as follows:

- Level One – School and division continue to monitor the indicator and the school's multi-year plan for continuous improvement.
- Level Two – School and division implement essential actions and research-based strategies to improve performance on the indicator to Level One. If at Level Two for overall performance in English, mathematics or science, school must also undergo an academic review conducted by VDOE or under department guidance.
- Level Three – School undergoes an academic review conducted by VDOE or under its guidance. School and school division – in consultation with VDOE – develop and implement a corrective action plan.

School divisions that do not demonstrate evidence of progress in adopting or implementing corrective action plans for a school or schools with indicators at Level Three will be required to enter into a memorandum of understanding between the local school board and the state Board of Education, defining responsibilities and essential actions to improve performance.

The following tables summarize how Virginia’s 1,813 schools open during 2017-2018 performed on each applicable school quality indicator.

**Academic Achievement Summary**

Indicator	Schools at Level One	Schools at Level Two	Schools at Level Three	Too Small
English	1,700	62	50	1
Mathematics	1,725	42	45	1
Science	1,661	36	64	1

**Achievement Gaps Summary**

Indicator	Schools at Level One	Schools at Level Two	Schools at Level Three	Too Small
English	1,057	644	112	0
Mathematics	982	654	176	1

**Student Engagement and Outcomes Summary**

Indicator	Schools at Level One	Schools at Level Two	Schools at Level Three	Too Small
Chronic Absenteeism	1,600	169	44	1
Dropout Rate (High Schools)	270	30	30	0
Graduation & Completion (High Schools)	302	18	9	1

Schools earn one of the following three accreditation ratings based on performance on school quality indicators:

- Accredited – Schools with all school quality indicators at either Level One or Level Two. In addition, high-performing schools with waivers from annual accreditation authorized by the General Assembly are rated as Accredited. Schools meeting the previous standard for full state accreditation are also rated as Accredited for 2018-2019.
- Accredited with Conditions – Schools with one or more school quality indicators at Level Three

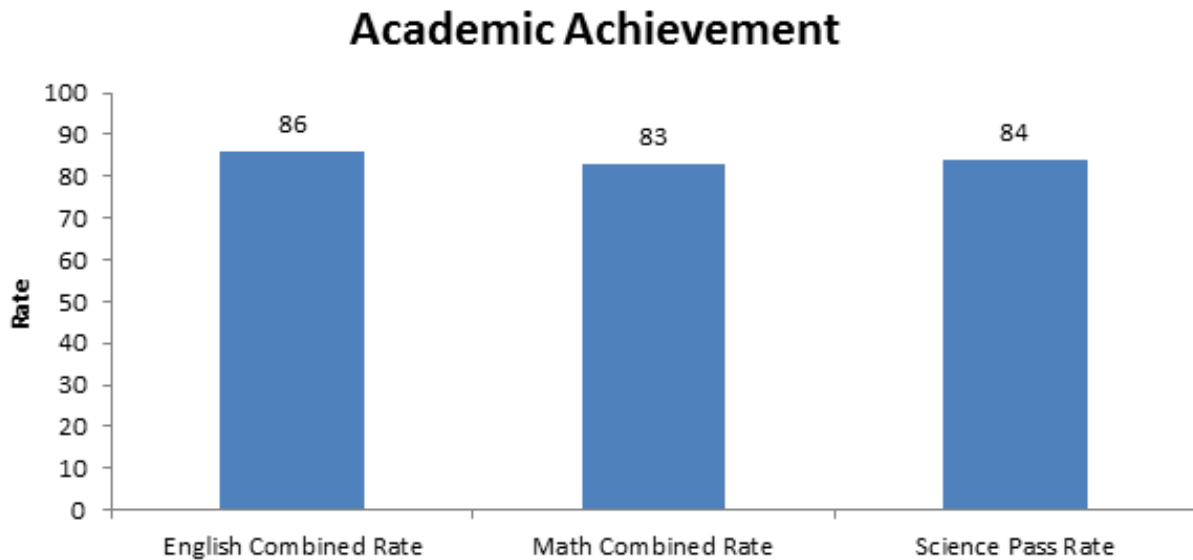
- Accreditation Denied – Schools that fail to adopt or fully implement required corrective actions to address Level Three school-quality indicators.

For 2018-2019, 92 percent, or 1,683, of Virginia’s 1,821 public schools are rated as accredited and seven percent are rated accredited with conditions. Three hundred twenty-two schools will undergo academic reviews or implement corrective action plans. This compares with 250 schools identified for similar state-directed or state-guided interventions last year under the previous accountability standards.

### Performance on School Quality Indicators

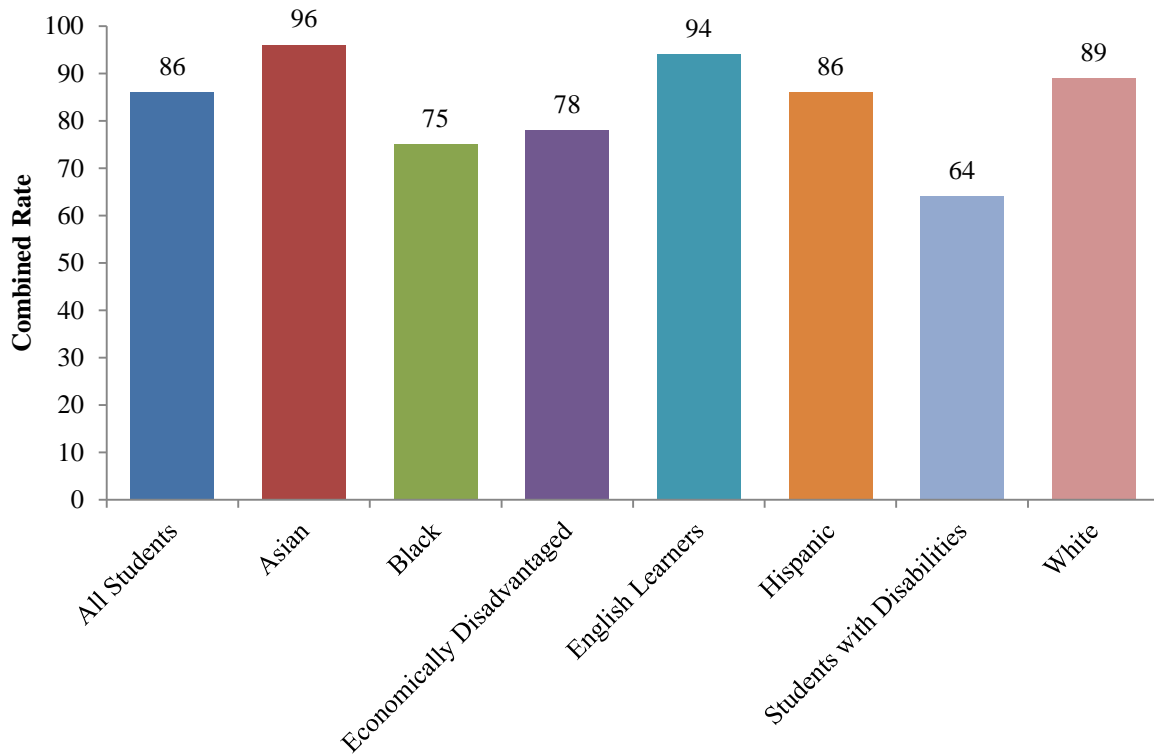
Under the revised *Standards of Accreditation*, school quality indicators for English and mathematics include the academic growth of students making significant progress toward meeting state benchmarks. Schools are also evaluated on progress in closing achievement gaps in English and mathematics, raising overall achievement in science and reducing chronic absenteeism. High schools are evaluated on their success in raising graduation rates and reducing dropout rates.

State-wide performance on these indicators is outlined below:



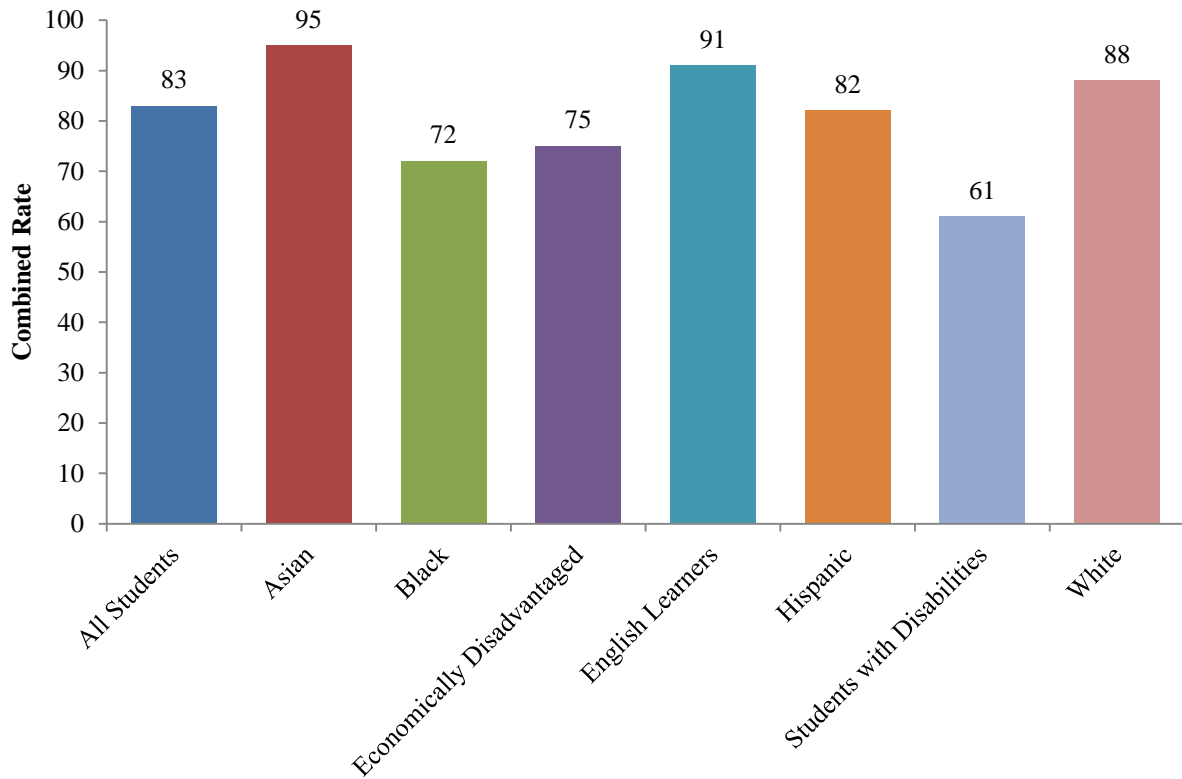
The state-level academic achievement combined rate for English is 86 percent. The state-level academic achievement combined rate for math is 83 percent. The state-level academic achievement pass rate for science is 84 percent.

## Achievement - English



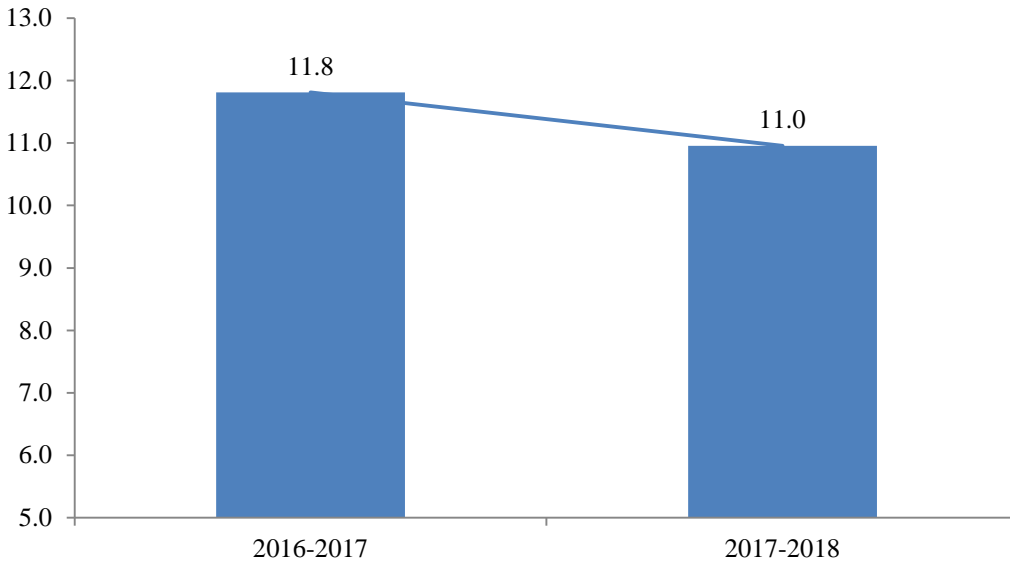
The all students combined rate for academic achievement in English is 86 percent. Black and economically disadvantaged students fall below the all students combined rate in English at 75 and 78 percent, respectively. There is also a significant achievement gap for students with disabilities.

## Achievement - Math



The all students combined rate for academic achievement in math is 83 percent. Black and economically disadvantaged students fall below the all students combined rate in math at 72 and 75 percent, respectively. There is also a significant achievement gap for students with disabilities.

## Chronic Absenteeism



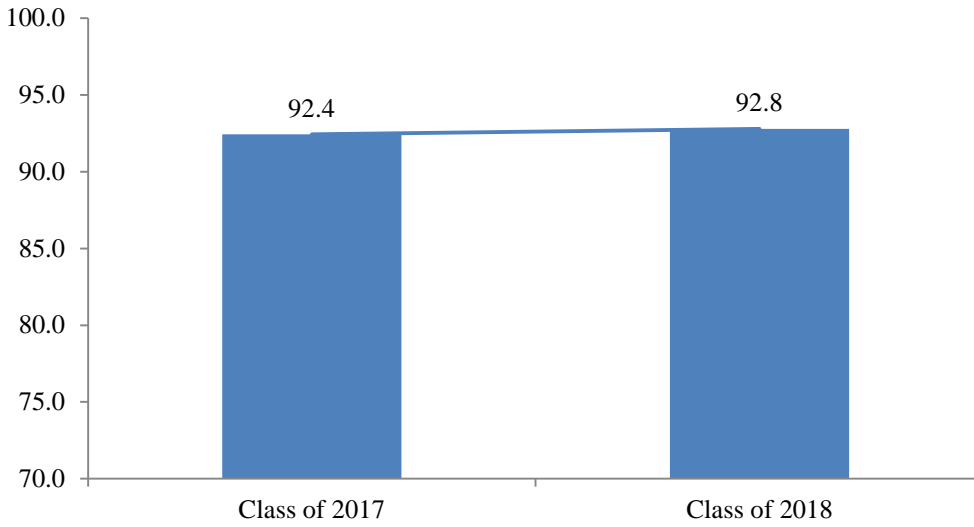
The state-level chronic absenteeism rates dropped slightly from 11.8 percent in 2016-2017 to 11 percent in 2017-2018.

## Dropout Rate



The state-level dropout rates from 2017 to 2018 dropped slightly from 5.8 to 5.5 percent.

## Graduation and Completion Index



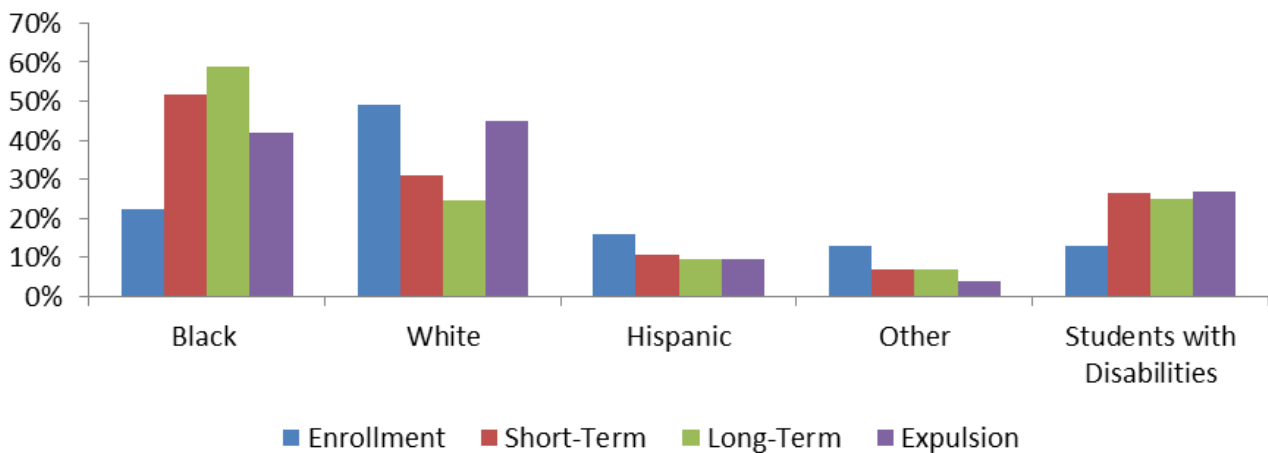
The state-level Graduation and Completion Index rose slightly from 92.4 percent for the Class of 2017 to 92.8 percent for the Class of 2018.



### Suspension Rates among Demographic Groups

According to Virginia Department of Education statistics, the number of students expelled in Virginia remains stable since 2015-2016. Additionally, the number of short-term and long-term suspensions for all students has remained stable since 2015-2016. However, the number of short-term suspensions among all students, and among minority students in particular, remains high. Although Black students made up 22 percent of the student population in 2017, they accounted for 52 percent of the short-term suspensions, 59 percent of long-term suspensions, and 42 percent of expulsions.

## Percent of Suspensions and Expulsions by Race Groups for the 2017-2018 School Year



### Conclusion

The Board is committed to creating a more equitable public education system which supports a high-quality, diverse teacher workforce, utilizing its authority provided in the *Virginia Constitution* and *Code of Virginia*. Addressing conditions that affect student learning and well-being requires a continued investment of resources. Further, addressing these needs 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 will continue its research and work into 2019 with the expectation of developing and submitting a comprehensive package of recommendations to the Governor and General Assembly prior to the development of the 2020-2021 biennial budget.

## **APPENDICES**

Appendix A: Statutory Requirements

Appendix B: Maps of Virginia's Isolated Schools, Separated by Poverty and Race/Ethnicity

Appendix C: Detailed Division-level Data on Isolation by Race/Ethnicity and Income

Appendix D: Accreditation Maps

Appendix E: Summary of Compliance and Non-Compliance with the Standards of Quality (SOQ) for 2017-2018

Appendix F: School Divisions Reporting Full Compliance with the Standards of Quality (SOQ) for 2017-2018

Appendix G: School Divisions Reporting Noncompliance with One or More Provisions of the Standards of Quality (SOQ) for 2017-2018

Appendix G: Current Standards of Quality (SOQ)

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

Appendix J: Analysis of School Division Reporting Requirements

Appendix K: Status Report Regarding Multidivision Online Learning

Appendix L: Virtual Virginia Brief

## Appendix A – Statutory Requirements

The following sections of the *Code of Virginia* outline the statutory requirements for the Virginia Board of Education's *Annual Report on the Condition and Needs of Public Schools in Virginia* presented to the Governor and General Assembly:

§ 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;
4. An explanation of the need to retain or maintain the frequency of any report identified pursuant to subdivision 3; any recommendation for the elimination, reduction in frequency, or consolidation of reports identified pursuant to subdivision 3 when such elimination, reduction in frequency, or consolidation would require an amendment to the laws of the Commonwealth; and a description of any other report identified pursuant to subdivision 3 that the Board has eliminated, reduced in frequency, or consolidated; and
5. 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...

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

- A. ...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.

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

- A. ...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....

§ 22.1-253.13:8. Compliance.

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.

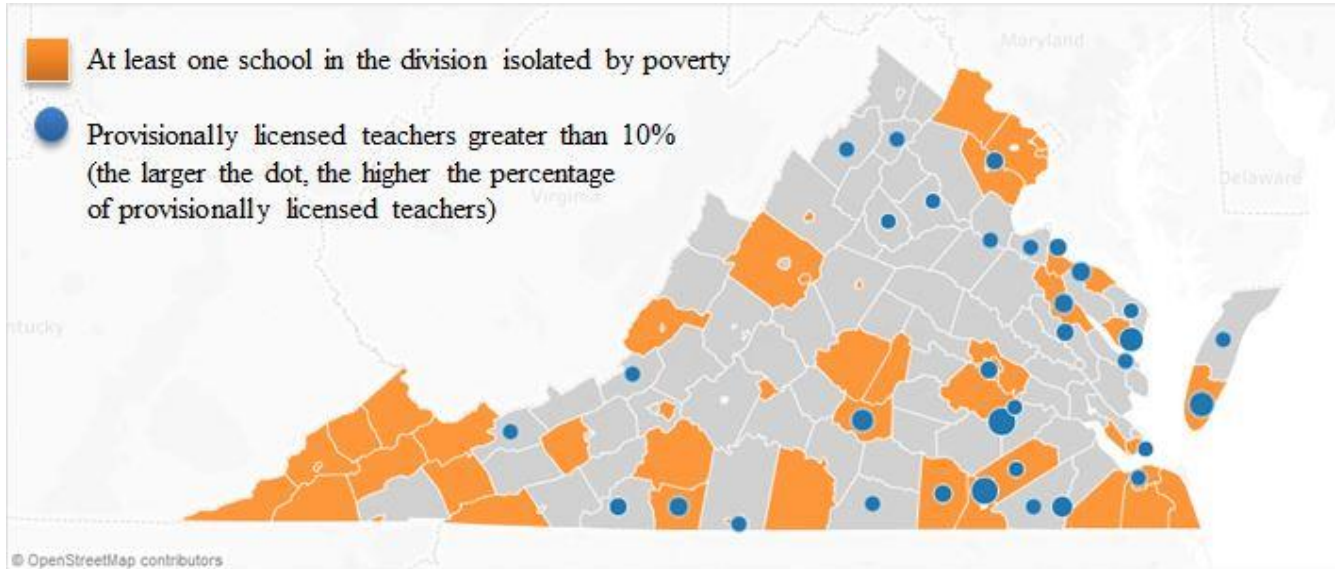
### **For Additional Copies**

Additional copies of the report are available by contacting the Office of Board Relations at the Virginia Department of Education, P.O. Box 2120, Richmond, VA 23218; phone: 804-225-2540; or e-mail [BOE@doe.virginia.gov](mailto:BOE@doe.virginia.gov).

The report may be viewed online at: [www.doe.virginia.gov/boe/reports](http://www.doe.virginia.gov/boe/reports)

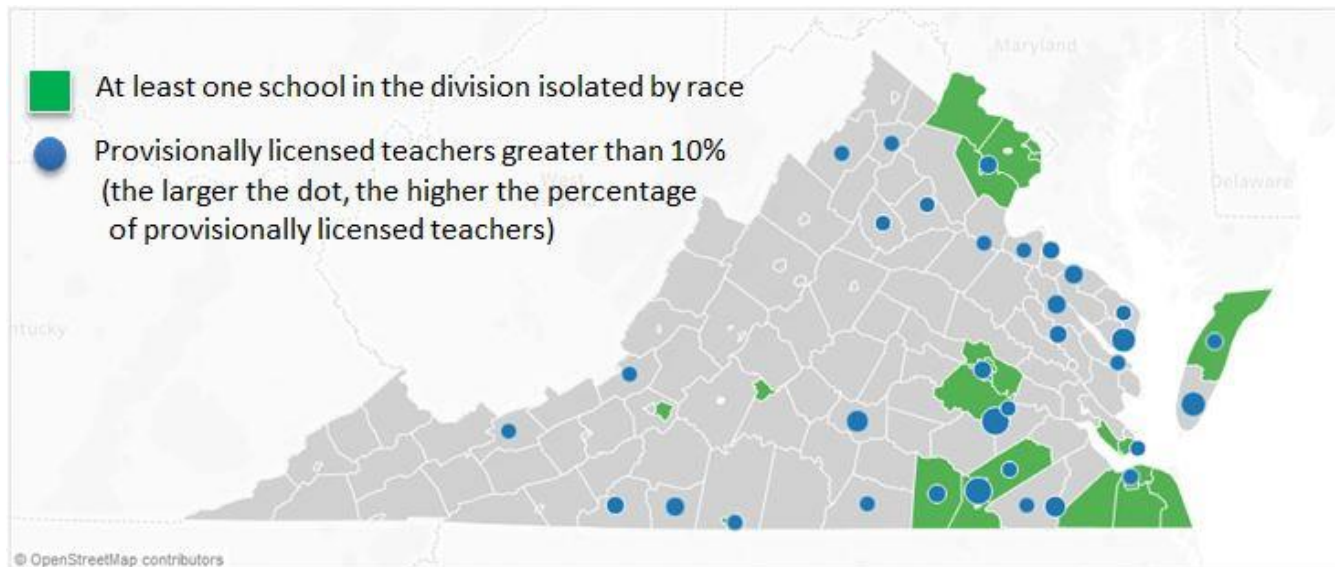
## Appendix B – Maps of Virginia’s Isolated Schools, Separated by Poverty and Race/Ethnicity

### Distribution of Divisions with Schools Isolated by Poverty and More than 10 Percent Provisionally Licensed Teachers



Isolated by poverty indicates a school with more than 75% students eligible for free- or reduced-price lunch




### Distribution of Divisions with Schools Isolated by Race/Ethnicity and More than 10 percent Provisionally Licensed Teachers

































Isolated by race/ethnicity indicates a school with more than 75% Black or Hispanic students

## Appendix C – Detailed Division-level Data on Isolation by Race/Ethnicity and Income

### Legend

-  At least one school in the division isolated by race and income
-  Provisionally licensed teachers greater than 10%
-  No schools in the division isolated by race and income and provisionally licensed teachers less than or equal to 10%

Division Name	At least on school in the division isolated by race and income	Percent of provisionally licensed teachers
 Accomack County		13%
 Albemarle County		3%
 Alexandria City	Yes	6%
 Alleghany County		7%
 Amelia County		5%
 Amherst County		5%
 Appomattox County		9%
 Arlington County	Yes	7%
 Augusta County		3%
 Bath County		8%
 Bedford County		5%
 Bland County		12%
 Botetourt County		2%
 Bristol City		2%
 Brunswick County	Yes	16%
 Buchanan County		4%
 Buckingham County		6%
 Buena Vista City		8%
 Campbell County		4%
 Caroline County		10%
 Carroll County		2%
 Charles City County		5%
 Charlotte County		5%
 Charlottesville City		5%
 Chesapeake City	Yes	3%
 Chesterfield County	Yes	6%
 Clarke County		10%
 Colonial Beach		16%
 Colonial Heights City		4%
 Covington City		4%

•	Craig County		13%
•	Culpeper County		11%
	Cumberland County		7%
•	Danville City	Yes	13%
	Dickenson County		4%
	Dinwiddie County		6%
•	Essex County		17%
	Fairfax County	Yes	8%
	Falls Church City		4%
	Fauquier County		9%
	Floyd County		8%
	Fluvanna County		2%
•	Franklin City	Yes	19%
	Franklin County		10%
	Frederick County		8%
•	Fredericksburg City		12%
	Galax City		3%
	Giles County		5%
	Gloucester County		6%
	Goochland County		6%
	Grayson County		7%
	Greene County		4%
•	Greensville County	Yes	31%
	Halifax County		7%
•	Hampton City	Yes	11%
	Hanover County		4%
	Harrisonburg City		5%
	Henrico County	Yes	6%
	Henry County		5%
	Highland County		4%
•	Hopewell City	Yes	11%
	Isle of Wight County		6%
•	King and Queen County		14%
•	King George County		13%
	King William County		5%
•	Lancaster County		25%
•	Lee County		10%
	Lexington City		5%
	Loudoun County	Yes	6%
	Louisa County		9%
	Lunenburg County		6%
	Lynchburg City	Yes	9%

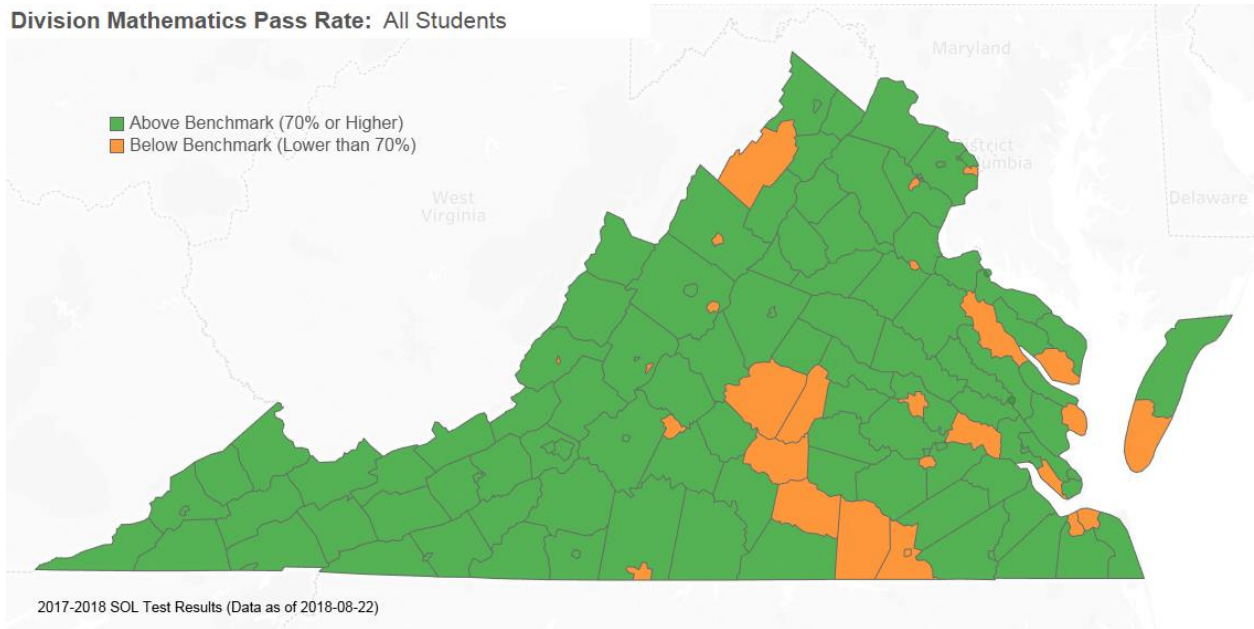
•	Madison County		11%
	Manassas City		9%
•	Manassas Park City		15%
•	Martinsville City	Yes	17%
	Mathews County		2%
•	Mecklenburg County		13%
•	Middlesex County		12%
	Montgomery County		3%
	Nelson County		7%
	New Kent County		4%
	Newport News City	Yes	8%
	Norfolk City	Yes	8%
•	Northampton County		27%
•	Northumberland County		11%
	Norton City		8%
	Nottoway County		7%
	Orange County		6%
	Page County		9%
•	Patrick County		14%
•	Petersburg City	Yes	33%
	Pittsylvania County		5%
	Poquoson City		5%
•	Portsmouth City	Yes	12%
	Powhatan County		2%
•	Prince Edward County		22%
	Prince George County		8%
	Prince William County	Yes	9%
	Pulaski County		6%
	Radford City		1%
	Rappahannock County		4%
•	Richmond City	Yes	14%
	Richmond County		7%
	Roanoke City	Yes	5%
	Roanoke County		4%
	Rockbridge County		3%
	Rockingham County		3%
	Russell County		6%
	Salem City		1%
	Scott County		7%
•	Shenandoah County		12%
	Smyth County		3%
•	Southampton County		13%



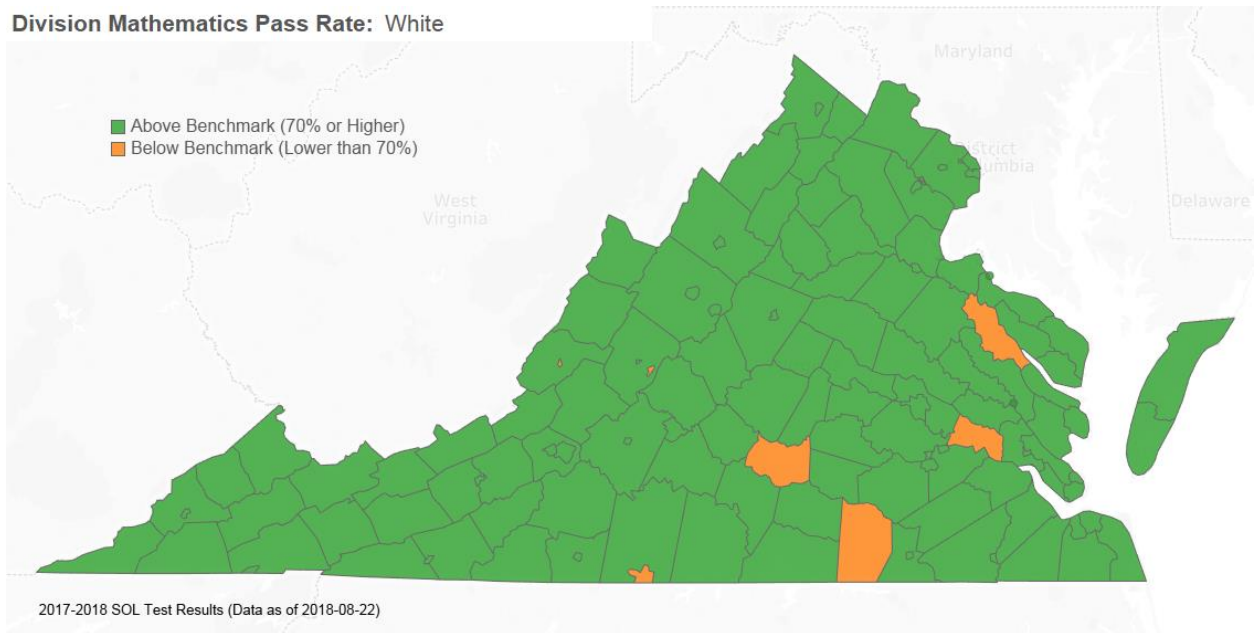
	Spotsylvania County		9%
	Stafford County		9%
	Staunton City		3%
	Suffolk City	Yes	8%
	Surry County		8%
	Sussex County	Yes	11%
	Tazewell County		6%
	Virginia Beach City	Yes	5%
	Warren County		13%
	Washington County		1%
	Waynesboro City		3%
	West Point		6%
	Westmoreland County		18%
	Williamsburg-James City County		4%
	Winchester City		7%
	Wise County		1%
	Wythe County		5%
	York County		2%

## Appendix D – Accreditation Maps

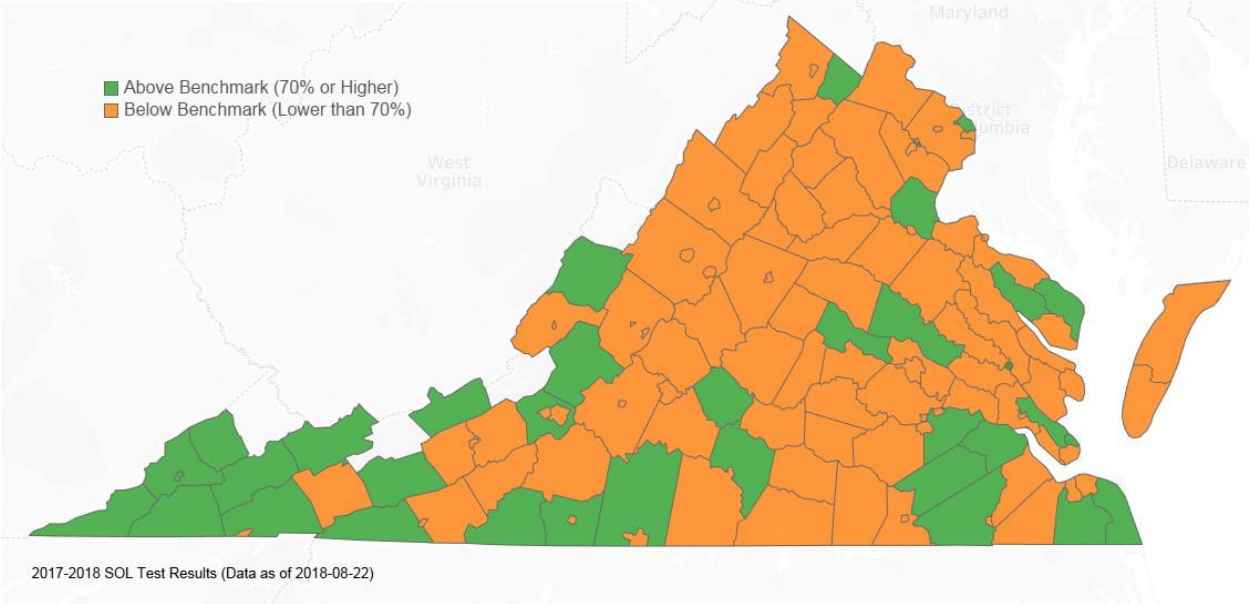
**Division Mathematics Pass Rate: All Students**



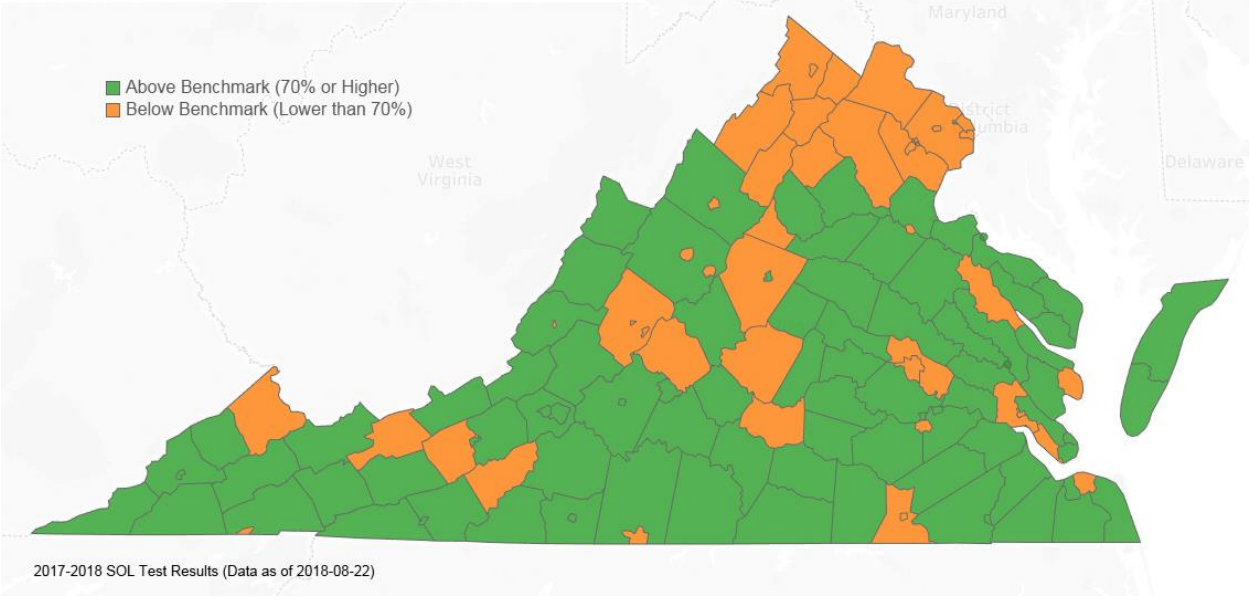
**Division Mathematics Pass Rate: White**



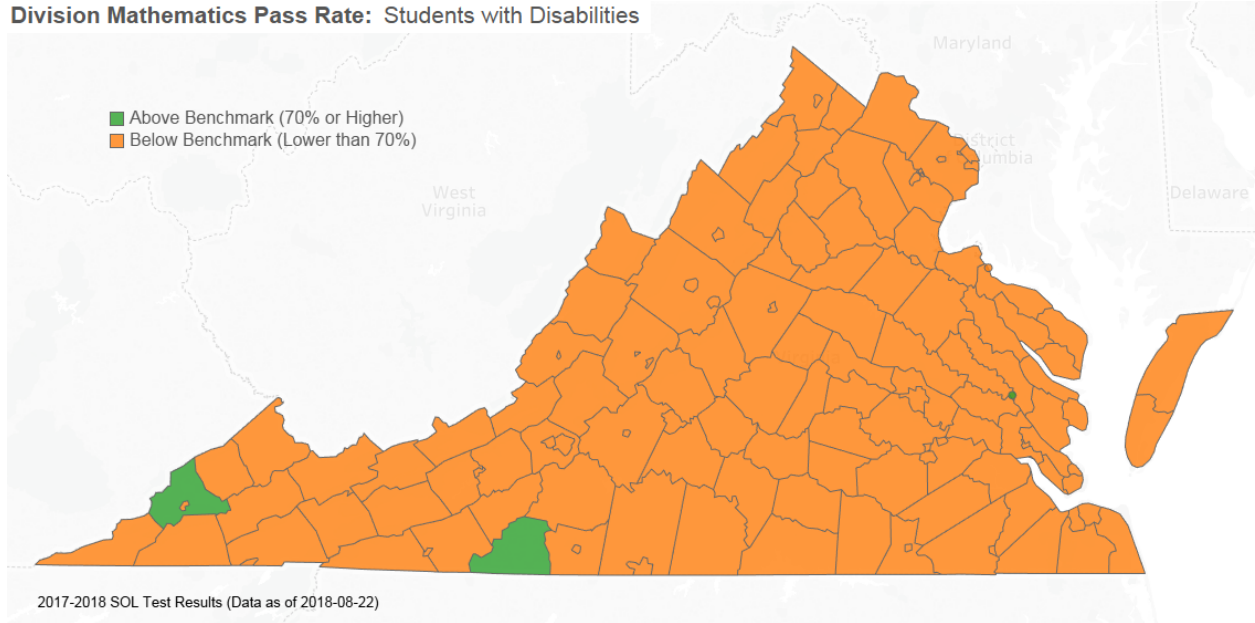
**Division Mathematics Pass Rate: Black**



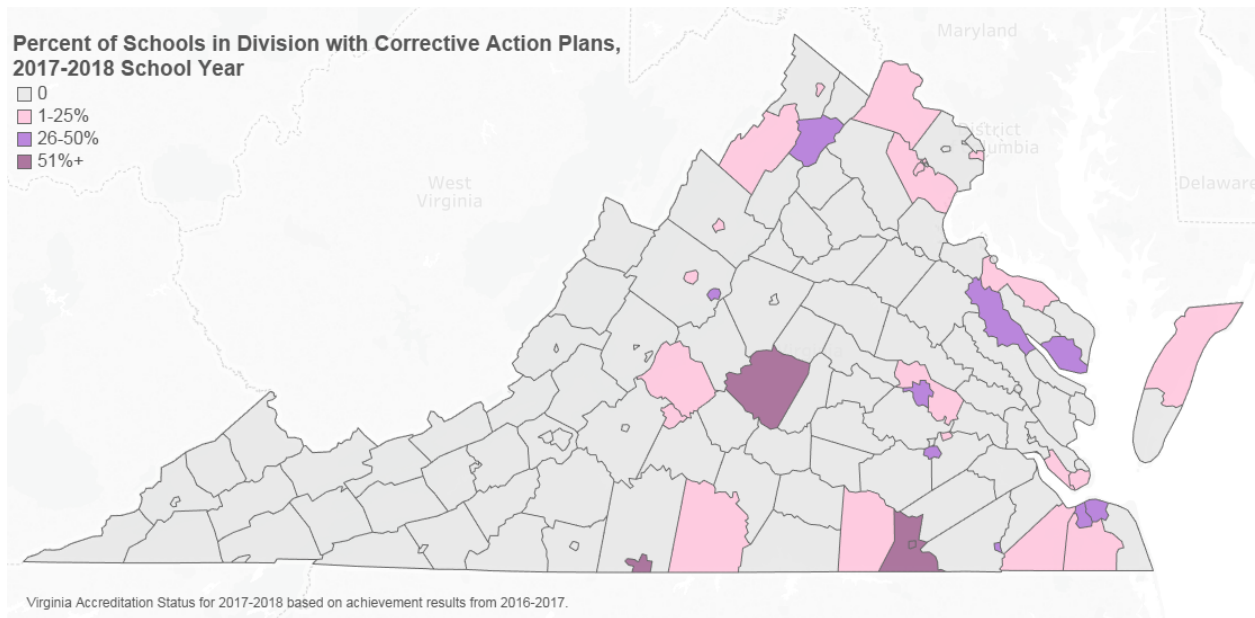
**Division Mathematics Pass Rate: Hispanic**



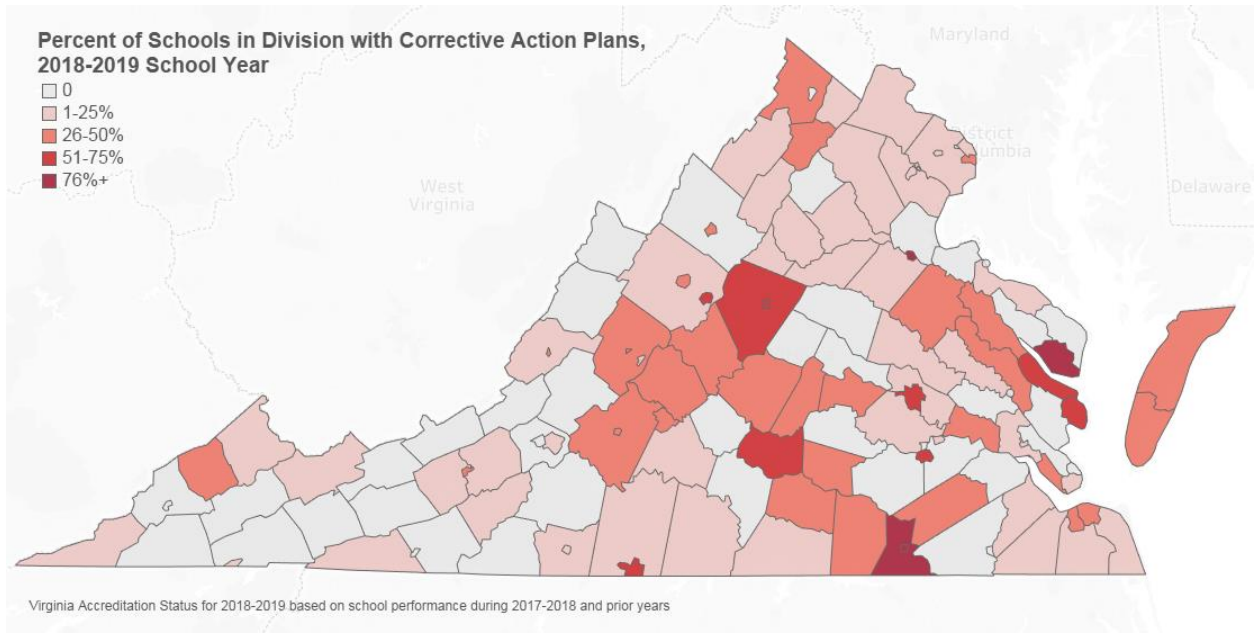
### Division Mathematics Pass Rate: Students with Disabilities



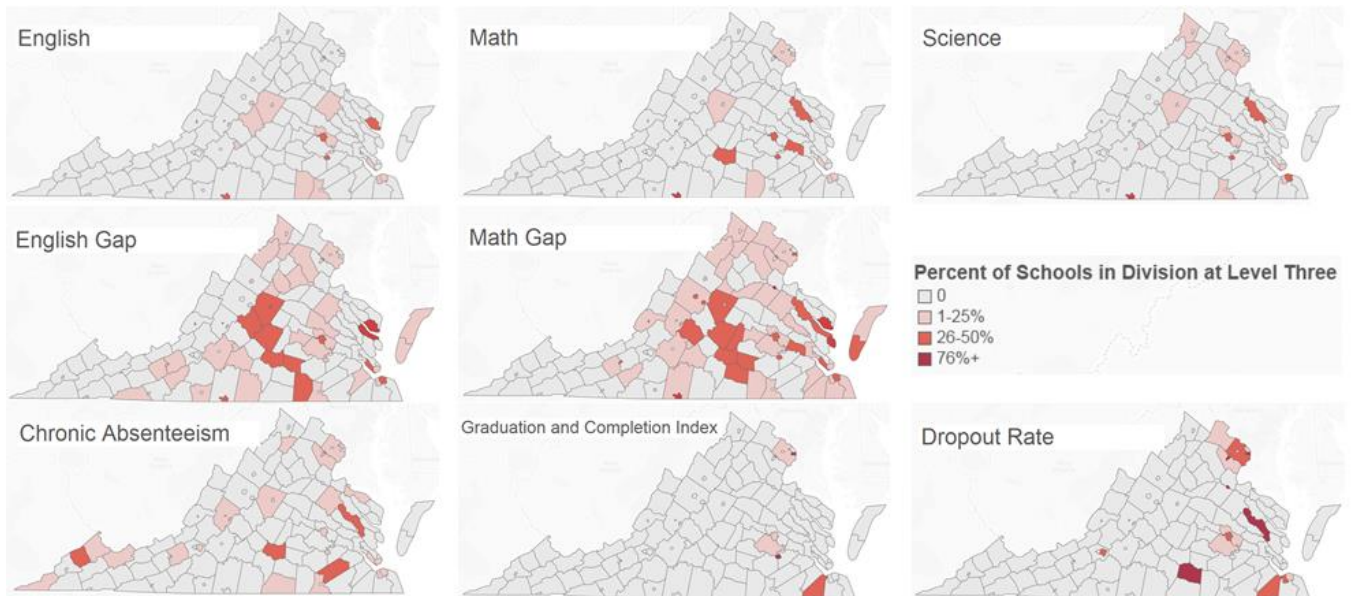
### Previous Accreditation System



## Revised Accreditation System



## Percent of schools in division with corrective action plans by indicator





## Appendix E – Summary of Compliance and Non-Compliance with the Standards of Quality for 2017-2018

### 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* (i.e. the 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 instance 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 2017-2018 school year, under the Standards of Quality (SOQ) that were in effect as of July 1, 2017, 58 school divisions (44 percent) reported full compliance with the provisions of the SOQ, and 74 school divisions (56 percent) reported noncompliance with one or more provisions of the SOQ. If not for school accreditation status, an additional 56 school divisions (42 percent) would have reported full compliance with the SOQ. Furthermore, 18 school divisions (14 percent) reported noncompliance with other standards in the SOQ in addition to school accreditation status. Six school divisions maintained fully accredited schools but reported noncompliance with provisions in Standard Two.

Appendix D provides the list of the 58 divisions reporting full compliance with the SOQ. Appendix E provides the areas of noncompliance with the SOQ.

<b>School Divisions Reporting Noncompliance with the Standards of Quality</b>	
<b>Standard</b>	<b>Number of Noncompliant Divisions</b>
Standard One – Instructional Programs	2
Standard Two – Instructional, Administrative, and Support Personnel	14
Standard Three – Accreditation	68
Standard Three – Other Standards and Evaluation	0
Standard Four – Student Achievement and Graduation Requirements	3
Standard Five – Quality of Classroom Instruction and Educational Leadership	1
Standard Six – Planning and Evaluation	5
Standard Seven – School Board Policies	1
Standard Eight – Compliance	1

**Appendix F – School Divisions Reporting Full Compliance with the Standards of Quality  
for 2017-2018**

<b>School Division</b>	<b>2017 - 2018 Was Division Compliant?</b>	<b>2016 - 2017 Was Division Compliant?</b>	<b>2015 - 2016 Was Division Compliant?</b>	<b>2014 - 2015 Was Division Compliant?</b>
Amelia County	Yes	No	No	No
Appomattox County	Yes	Yes	Yes	No
Arlington County	Yes	Yes	No	No
Bath County	Yes	Yes	No	No
Bland County	Yes	Yes	No	No
Botetourt County	Yes	Yes	No	No
Carroll County	Yes	No	No	No
Charles City County	Yes	No	No	No
Clarke County	Yes	Yes	No	No
Colonial Beach	Yes	Yes	Yes	No
Colonial Heights City	Yes	Yes	Yes	No
Covington City	Yes	Yes	No	No
Craig County	Yes	Yes	Yes	Yes
Dickenson County	Yes	Yes	No	No
Dinwiddie County	Yes	No	No	No
Falls Church City	Yes	Yes	Yes	Yes
Fluvanna County	Yes	Yes	Yes	Yes
Fredericksburg City	Yes	Yes	Yes	Yes
Galax City	Yes	Yes	No	Yes
Giles County	Yes	Yes	No	No
Gloucester County	Yes	No	No	No
Goochland County	Yes	Yes	Yes	No
Greene County	Yes	Yes	No	No
Hanover County	Yes	No	No	No
Highland County	Yes	Yes	No	No
Isle of Wight County	Yes	Yes	No	No
King George County	Yes	Yes	No	No
Lexington City	Yes	Yes	Yes	Yes
Louisa County	Yes	Yes	No	No
Mathews County	Yes	Yes	Yes	No
Middlesex County	Yes	Yes	Yes	No
New Kent County	Yes	Yes	Yes	Yes
Norton City	Yes	Yes	Yes	No
Orange County	Yes	No	Yes	No
Patrick County	Yes	Yes	No	No

<b>School Division</b>	<b>2017 - 2018 Was Division Compliant?</b>	<b>2016 - 2017 Was Division Compliant?</b>	<b>2015 - 2016 Was Division Compliant?</b>	<b>2014 - 2015 Was Division Compliant?</b>
Pittsylvania County	Yes	No	No	No
Poquoson City	Yes	Yes	No	Yes
Powhatan County	Yes	Yes	Yes	Yes
Radford City	Yes	Yes	Yes	No
Rappahannock County	Yes	Yes	Yes	Yes
Richmond County	Yes	Yes	Yes	Yes
Roanoke County	Yes	Yes	Yes	Yes
Rockingham County	Yes	No	No	No
Russell County	Yes	Yes	No	No
Salem City	Yes	Yes	Yes	Yes
Scott County	Yes	Yes	Yes	No
Smyth County	Yes	No	No	No
Southampton County	Yes	Yes	No	No
Stafford County	Yes	Yes	Yes	No
Surry County	Yes	Yes	No	No
Sussex County	Yes	No	No	No
Tazewell County	Yes	Yes	Yes	No
Virginia Beach City	Yes	No	No	No
Washington County	Yes	Yes	No	No
West Point	Yes	Yes	Yes	Yes
Williamsburg-James City County	Yes	Yes	Yes	Yes
Wise County	Yes	Yes	Yes	Yes
Wythe County	Yes	Yes	No	No



**Appendix G – School Divisions Reporting Noncompliance with One or More Provisions of  
the Standards of Quality for 2017-2018**

**STANDARD 1: INSTRUCTIONAL PROGRAMS**

<b>Requirement</b>	<b>School Division</b>	<b>2017 - 2018 Was Division Compliant?</b>	<b>2016 - 2017 Was Division Compliant?</b>	<b>2015 - 2016 Was Division Compliant?</b>	<b>2014 - 2015 Was Division Compliant?</b>
§ 22.1-253.13:1(B) - 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	NO	YES
§ 22.1-253.13:1(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 school division's program of instruction shall emphasize proficiency in the use of computers and related technology, computer science and computational thinking, including computer coding.	Richmond City	NO	YES	YES	YES
§ 22.1-253.13:1(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 school division's program of instruction shall emphasize scientific concepts and processes.	Richmond City	NO	YES	YES	YES
§ 22.1-253.13:1(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 school division's program of instruction shall emphasize development of the ability to apply such skills and knowledge in preparation for eventual employment and lifelong learning and to achieve economic self-sufficiency.	Richmond City	NO	YES	YES	YES

Requirement	School Division	2017 - 2018 Was Division Compliant?	2016 - 2017 Was Division Compliant?	2015 - 2016 Was Division Compliant?	2014 - 2015 Was Division Compliant?
<p>§ 22.1-253.13:1(D)(3)(c) - The school division has implemented career and technical education programs incorporated into the K through 12 curricula that includes competency-based career and technical education programs that integrate academic outcomes, career guidance and job-seeking skills for all secondary students. Programs are based upon labor market needs and student interest. Career guidance includes counseling about available employment opportunities and placement services for students exiting school. The school board develops and implements a plan to ensure compliance with the provisions of this subdivision. Such plan is developed with the input of area business and industry representatives and local comprehensive community colleges and is submitted to the Superintendent of Public Instruction in accordance with the timelines established by federal law.</p>	Richmond City	NO	YES	YES	YES
<p>§ 22.1-253.13:1(D)(3)(d) - The school division has implemented career and technical education programs incorporated into the K through 12 curricula that includes annual notice on its website to enrolled high school students and their parents of (i) the availability of the postsecondary education and employment data published by the State Council of Higher Education on its website pursuant to Section 23.1-204.1 of the <i>Code of Virginia</i> and (ii) the opportunity for such students to obtain a nationally recognized career readiness certificate at a local public high school, comprehensive community college, or workforce center.</p>	Hopewell City	NO	YES	YES	YES

Requirement	School Division	2017 - 2018 Was Division Compliant?	2016 - 2017 Was Division Compliant?	2015 - 2016 Was Division Compliant?	2014 - 2015 Was Division Compliant?
§ 22.1-253.13:1(D)(3)(d) - The school division has implemented career and technical education programs incorporated into the K through 12 curricula that includes annual notice on its website to enrolled high school students and their parents of (i) the availability of the postsecondary education and employment data published by the State Council of Higher Education on its website pursuant to Section 23.1-204.1 of the <i>Code of Virginia</i> and (ii) the opportunity for such students to obtain a nationally recognized career readiness certificate at a local public high school, comprehensive community college, or workforce center.	Richmond City	NO	YES	YES	YES
§ 22.1-253.13:1(D)(9) - The school division has implemented a plan to make achievement for students who are educationally at risk a division-wide priority that includes procedures for measuring the progress of such students.	Richmond City	NO	NO	YES	YES
§ 22.1-253.13:1(D)(13) - The school division has implemented 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.	Richmond City	NO	NO	YES	YES
§ 22.1-253.13:1(D)(14) - The school division has implemented incorporation of art, music, and physical education as a part of the instructional program at the elementary school level.	Richmond City	NO	NO	YES	YES
§ 22.1-253.13:1(D)(16) - The school division has implemented a program of student services for kindergarten through 12 designed to aid students in their educational, social, and career development.	Richmond City	NO	NO	YES	YES

Requirement	School Division	2017 - 2018 Was Division Compliant?	2016 - 2017 Was Division Compliant?	2015 - 2016 Was Division Compliant?	2014 - 2015 Was Division Compliant?
§ 22.1-253.13:1(D)(17) - The school division has implemented the collection and analysis of data and the use of the results to evaluate and make decisions about the division's instructional program.	Richmond City	NO	NO	YES	YES

**STANDARD 2: INSTRUCTIONAL, ADMINISTRATIVE, AND PROFESSIONAL SUPPORT PERSONNEL**

Requirement	School Division	2017 - 2018 Was Division Compliant?	2016 - 2017 Was Division Compliant?	2015 - 2016 Was Division Compliant?	2014 - 2015 Was Division Compliant?
§ 22.1-253.13:2(B) - The school board employs licensed instructional personnel qualified in the relevant subject areas.	Charlottesville City	NO	YES	NO	YES
§ 22.1-253.13:2(B) - The school board employs licensed instructional personnel qualified in the relevant subject areas.	Floyd County	NO	NO	NO	NO
§ 22.1-253.13:2(B) - The school board employs licensed instructional personnel qualified in the relevant subject areas.	Manassas Park City	NO	NO	YES	YES
§ 22.1-253.13:2(B) - The school board employs licensed instructional personnel qualified in the relevant subject areas.	Martinsville City	NO	NO	NO	NO
§ 22.1-253.13:2(B) - The school board employs licensed instructional personnel qualified in the relevant subject areas.	Warren County	NO	YES	YES	YES
§ 22.1-253.13:2(C)(i) - 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	YES	NO	NO

Requirement	School Division	2017 - 2018 Was Division Compliant?	2016 - 2017 Was Division Compliant?	2015 - 2016 Was Division Compliant?	2014 - 2015 Was Division Compliant?
§ 22.1-253.13:2(C)(iii) - 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: Twenty-five to one in grades four through six with no class larger than thirty-five pupils.	Henrico County	NO	NO	YES	YES
§ 22.1-253.13:2(C)(iii) - 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: Twenty-five to one in grades four through six with no class larger than thirty-five pupils.	York County	NO	NO	YES	YES
§ 22.1-253.13:2(C)(iv) - 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: Twenty-four to one in English classes in grades six through twelve.	King William County	NO	YES	YES	YES

Requirement	School Division	2017 - 2018 Was Division Compliant?	2016 - 2017 Was Division Compliant?	2015 - 2016 Was Division Compliant?	2014 - 2015 Was Division Compliant?
§ 22.1-253.13:2(C) - After September 30 of the school year, anytime the number of students in a class exceeds the class size limit established by Section 22.1-253.13:2 of the <i>Code of Virginia</i> , the local school division has notified 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 states the reason that the class size exceeds the class size limit and describes the measures that the local school division will take to reduce the class size to comply.	Richmond City	NO	NO	N/A	N/A
§ 22.1-253.13:2(F) – The school division employs, in addition to the positions supported by basic aid and those in support of regular school year programs of prevention, intervention, and remediation, 17 full-time equivalent instructional positions for each 1,000 students identified as having limited English proficiency.	Richmond City	NO	NO	YES	YES
§ 22.1-253.13:2(H)(3) - The local school board employs, at a minimum: 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.	Amherst County	NO	NO	NO	NO
§ 22.1-253.13:2(H)(3) - The local school board employs, at a minimum: 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.	King and Queen County	NO	YES	YES	YES

Requirement	School Division	2017 - 2018 Was Division Compliant?	2016 - 2017 Was Division Compliant?	2015 - 2016 Was Division Compliant?	2014 - 2015 Was Division Compliant?
§ 22.1-253.13:2(H)(3) - The local school board employs, at a minimum: 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.	Prince William County	NO	NO	NO	NO
§ 22.1-253.13:2(H)(4) - The local school board employs, at a minimum: 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.	Hopewell City	NO	YES	YES	YES
§ 22.1-253.13:2(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. One reading specialist employed by each local school board that employs a reading specialist shall have training in the identification of and the appropriate interventions, accommodations, and teaching techniques for students with dyslexia or a related disorder and shall serve as an advisor on dyslexia and related disorders.	Richmond City	NO	N/A	N/A	N/A

Requirement	School Division	2017 - 2018 Was Division Compliant?	2016 - 2017 Was Division Compliant?	2015 - 2016 Was Division Compliant?	2014 - 2015 Was Division Compliant?
§ 22.1-253.13:2(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.	Norfolk City	NO	NO	NO	NO
§ 22.1-253.13:2(M) - The school board, annually, on or before December 31, reports to the public (i) the actual pupil/teacher ratios in elementary school classrooms in the local school division by school for the current school year; and (ii) the actual pupil/teacher ratios in middle school and high school in the local school division by school for the current school year.	Hopewell City	NO	YES	YES	YES
§ 22.1-253.13:2(O)(3) – The local school board provides support services that are necessary for the efficient and cost-effective operation and maintenance of its public schools, including: 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.	King and Queen County	NO	YES	YES	YES

**STANDARD 3: ACCREDITATION, OTHER STANDARDS, AND EVALUATIONS**

Requirement	School Division	2017 - 2018 Was Division Compliant?	2016 - 2017 Was Division Compliant?	2015 - 2016 Was Division Compliant?	2014 - 2015 Was Division Compliant?
§ 22.1-253.13:3(A) - All schools are fully accredited by the Board of Education.	Accomack County	NO	NO	NO	NO
§ 22.1-253.13:3(A) - All schools are fully accredited by the Board of Education.	Alexandria City	NO	NO	NO	NO



<b>Requirement</b>	<b>School Division</b>	<b>2017 - 2018 Was Division Compliant?</b>	<b>2016 - 2017 Was Division Compliant?</b>	<b>2015 - 2016 Was Division Compliant?</b>	<b>2014 - 2015 Was Division Compliant?</b>
§ 22.1-253.13:3(A) - All schools are fully accredited by the Board of Education.	Alleghany County	NO	NO	NO	NO
§ 22.1-253.13:3(A) - All schools are fully accredited by the Board of Education.	Amherst County	NO	NO	NO	NO
§ 22.1-253.13:3(A) - All schools are fully accredited by the Board of Education.	Augusta County	NO	NO	NO	NO
§ 22.1-253.13:3(A) - All schools are fully accredited by the Board of Education.	Bedford County	NO	NO	NO	NO
§ 22.1-253.13:3(A) - All schools are fully accredited by the Board of Education.	Bristol City	NO	NO	NO	NO
§ 22.1-253.13:3(A) - All schools are fully accredited by the Board of Education.	Brunswick County	NO	NO	NO	NO
§ 22.1-253.13:3(A) - All schools are fully accredited by the Board of Education.	Buchanan County	NO	NO	NO	NO
§ 22.1-253.13:3(A) - All schools are fully accredited by the Board of Education.	Buckingham County	NO	NO	NO	NO
§ 22.1-253.13:3(A) - All schools are fully accredited by the Board of Education.	Buena Vista City	NO	NO	NO	NO
§ 22.1-253.13:3(A) - All schools are fully accredited by the Board of Education.	Campbell County	NO	NO	NO	NO
§ 22.1-253.13:3(A) - All schools are fully accredited by the Board of Education.	Caroline County	NO	NO	NO	NO
§ 22.1-253.13:3(A) - All schools are fully accredited by the Board of Education.	Charlotte County	NO	NO	NO	NO
§ 22.1-253.13:3(A) - All schools are fully accredited by the Board of Education.	Chesapeake City	NO	NO	NO	NO
§ 22.1-253.13:3(A) - All schools are fully accredited by the Board of Education.	Chesterfield County	NO	NO	NO	NO
§ 22.1-253.13:3(A) - All schools are fully accredited by the Board of Education.	Culpeper County	NO	NO	NO	NO
§ 22.1-253.13:3(A) - All schools are fully accredited by the Board of Education.	Cumberland County	NO	NO	NO	NO
§ 22.1-253.13:3(A) - All schools are fully accredited by the Board of Education.	Danville City	NO	NO	NO	NO

<b>Requirement</b>	<b>School Division</b>	<b>2017 - 2018 Was Division Compliant?</b>	<b>2016 - 2017 Was Division Compliant?</b>	<b>2015 - 2016 Was Division Compliant?</b>	<b>2014 - 2015 Was Division Compliant?</b>
§ 22.1-253.13:3(A) - All schools are fully accredited by the Board of Education.	Essex County	NO	NO	NO	NO
§ 22.1-253.13:3(A) - All schools are fully accredited by the Board of Education.	Fairfax County	NO	NO	NO	NO
§ 22.1-253.13:3(A) - All schools are fully accredited by the Board of Education.	Fauquier County	NO	NO	NO	NO
§ 22.1-253.13:3(A) - All schools are fully accredited by the Board of Education.	Franklin City	NO	NO	NO	NO
§ 22.1-253.13:3(A) - All schools are fully accredited by the Board of Education.	Franklin County	NO	YES	YES	NO
§ 22.1-253.13:3(A) - All schools are fully accredited by the Board of Education.	Frederick County	NO	NO	NO	NO
§ 22.1-253.13:3(A) - All schools are fully accredited by the Board of Education.	Grayson County	NO	NO	NO	NO
§ 22.1-253.13:3(A) - All schools are fully accredited by the Board of Education.	Greensville County	NO	NO	NO	NO
§ 22.1-253.13:3(A) - All schools are fully accredited by the Board of Education.	Halifax County	NO	NO	NO	NO
§ 22.1-253.13:3(A) - All schools are fully accredited by the Board of Education.	Hampton City	NO	NO	NO	NO
§ 22.1-253.13:3(A) - All schools are fully accredited by the Board of Education.	Harrisonburg City	NO	NO	NO	NO
§ 22.1-253.13:3(A) - All schools are fully accredited by the Board of Education.	Henrico County	NO	NO	NO	NO
§ 22.1-253.13:3(A) - All schools are fully accredited by the Board of Education.	Henry County	NO	NO	NO	NO
§ 22.1-253.13:3(A) - All schools are fully accredited by the Board of Education.	Hopewell City	NO	NO	NO	NO
§ 22.1-253.13:3(A) - All schools are fully accredited by the Board of Education.	Lancaster County	NO	NO	NO	NO
§ 22.1-253.13:3(A) - All schools are fully accredited by the Board of Education.	Lee County	NO	NO	NO	NO
§ 22.1-253.13:3(A) - All schools are fully accredited by the Board of Education.	Loudoun County	NO	NO	NO	NO

<b>Requirement</b>	<b>School Division</b>	<b>2017 - 2018 Was Division Compliant?</b>	<b>2016 - 2017 Was Division Compliant?</b>	<b>2015 - 2016 Was Division Compliant?</b>	<b>2014 - 2015 Was Division Compliant?</b>
§ 22.1-253.13:3(A) - All schools are fully accredited by the Board of Education.	Lunenburg County	NO	NO	NO	NO
§ 22.1-253.13:3(A) - All schools are fully accredited by the Board of Education.	Lynchburg City	NO	NO	NO	NO
§ 22.1-253.13:3(A) - All schools are fully accredited by the Board of Education.	Madison County	NO	NO	NO	NO
§ 22.1-253.13:3(A) - All schools are fully accredited by the Board of Education.	Manassas City	NO	NO	NO	NO
§ 22.1-253.13:3(A) - All schools are fully accredited by the Board of Education.	Martinsville City	NO	NO	NO	NO
§ 22.1-253.13:3(A) - All schools are fully accredited by the Board of Education.	Mecklenburg County	NO	NO	NO	NO
§ 22.1-253.13:3(A) - All schools are fully accredited by the Board of Education.	Montgomery County	NO	NO	NO	NO
§ 22.1-253.13:3(A) - All schools are fully accredited by the Board of Education.	Nelson County	NO	NO	NO	NO
§ 22.1-253.13:3(A) - All schools are fully accredited by the Board of Education.	Newport News City	NO	NO	NO	NO
§ 22.1-253.13:3(A) - All schools are fully accredited by the Board of Education.	Norfolk City	NO	NO	NO	NO
§ 22.1-253.13:3(A) - All schools are fully accredited by the Board of Education.	Northampton County	NO	NO	NO	NO
§ 22.1-253.13:3(A) - All schools are fully accredited by the Board of Education.	Northumberland County	NO	NO	NO	NO
§ 22.1-253.13:3(A) - All schools are fully accredited by the Board of Education.	Nottoway County	NO	NO	NO	NO
§ 22.1-253.13:3(A) - All schools are fully accredited by the Board of Education.	Page County	NO	NO	NO	NO
§ 22.1-253.13:3(A) - All schools are fully accredited by the Board of Education.	Petersburg City	NO	NO	NO	NO
§ 22.1-253.13:3(A) - All schools are fully accredited by the Board of Education.	Portsmouth City	NO	NO	NO	NO
§ 22.1-253.13:3(A) - All schools are fully accredited by the Board of Education.	Prince Edward County	NO	NO	NO	NO

Requirement	School Division	2017 - 2018 Was Division Compliant?	2016 - 2017 Was Division Compliant?	2015 - 2016 Was Division Compliant?	2014 - 2015 Was Division Compliant?
§ 22.1-253.13:3(A) - All schools are fully accredited by the Board of Education.	Prince George County	NO	YES	NO	NO
§ 22.1-253.13:3(A) - All schools are fully accredited by the Board of Education.	Prince William County	NO	NO	NO	NO
§ 22.1-253.13:3(A) - All schools are fully accredited by the Board of Education.	Pulaski County	NO	NO	NO	NO
§ 22.1-253.13:3(A) - All schools are fully accredited by the Board of Education.	Richmond City	NO	NO	NO	NO
§ 22.1-253.13:3(A) - All schools are fully accredited by the Board of Education.	Roanoke City	NO	NO	NO	NO
§ 22.1-253.13:3(A) - All schools are fully accredited by the Board of Education.	Rockbridge County	NO	NO	NO	NO
§ 22.1-253.13:3(A) - All schools are fully accredited by the Board of Education.	Shenandoah County	NO	NO	NO	NO
§ 22.1-253.13:3(A) - All schools are fully accredited by the Board of Education.	Spotsylvania County	NO	NO	NO	NO
§ 22.1-253.13:3(A) - All schools are fully accredited by the Board of Education.	Staunton City	NO	NO	NO	NO
§ 22.1-253.13:3(A) - All schools are fully accredited by the Board of Education.	Suffolk City	NO	NO	NO	NO
§ 22.1-253.13:3(A) - All schools are fully accredited by the Board of Education.	Warren County	NO	NO	NO	NO
§ 22.1-253.13:3(A) - All schools are fully accredited by the Board of Education.	Waynesboro City	NO	NO	NO	NO
§ 22.1-253.13:3(A) - All schools are fully accredited by the Board of Education.	Westmoreland County	NO	NO	NO	NO
§ 22.1-253.13:3(A) - All schools are fully accredited by the Board of Education.	Winchester City	NO	NO	NO	NO

#### STANDARD 4: STUDENT ACHIEVEMENT AND GRADUATION REQUIREMENTS

Requirement	School Division	2017 - 2018 Was Division Compliant?	2016 - 2017 Was Division Compliant?	2015 - 2016 Was Division Compliant?	2014 - 2015 Was Division Compliant?
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Requirement	School Division	2017 - 2018 Was Division Compliant?	2016 - 2017 Was Division Compliant?	2015 - 2016 Was Division Compliant?	2014 - 2015 Was Division Compliant?
§ 22.1-253.13:4(A) - The school board awards diplomas to students, including those who transfer from nonpublic schools or 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.	Richmond City	NO	NO	YES	YES
§ 22.1-253.13:4(A) - The school board notifies 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.	Richmond City	NO	YES	YES	YES
§ 22.1-253.13:4(C) - 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
§ 22.1-253.13:4(C) - The school board provides 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 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 to age 22.	Hopewell City	NO	YES	YES	YES

**STANDARD 5: QUALITY OF CLASSROOM INSTRUCTION AND EDUCATIONAL LEADERSHIP**

Requirement	School Division	2017 - 2018 Was Division Compliant?	2016 - 2017 Was Division Compliant?	2015 - 2016 Was Division Compliant?	2014 - 2015 Was Division Compliant?
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Requirement	School Division	2017 - 2018 Was Division Compliant?	2016 - 2017 Was Division Compliant?	2015 - 2016 Was Division Compliant?	2014 - 2015 Was Division Compliant?
<p>§ 22.1-253.13:5(B) - Consistent with the finding that leadership is essential for the advancement of public education in the Commonwealth, 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.</p>	Richmond City	NO	YES	YES	YES
<p>§ 22.1-253.13:5(D) - Each member of the school board participates 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.</p>	Richmond City	NO	YES	YES	YES
<p>§ 22.1-253.13:5(E)(i) - The school board provides a program of high quality professional development 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.</p>	Richmond City	NO	YES	YES	YES

<b>Requirement</b>	<b>School Division</b>	<b>2017 - 2018 Was Division Compliant?</b>	<b>2016 - 2017 Was Division Compliant?</b>	<b>2015 - 2016 Was Division Compliant?</b>	<b>2014 - 2015 Was Division Compliant?</b>
§ 22.1-253.13:5(E)(ii) - The school board provides a program of high quality professional development, 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.	Richmond City	NO	YES	YES	YES
§ 22.1-253.13:5(E)(iv) - The school board provides a program of high quality professional development 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.	Richmond City	NO	YES	YES	YES
§ 22.1-253.13:5(E)(a) - The school board provides a program of high-quality professional development each year for teachers and principals in instructional content.	Richmond City	NO	YES	YES	YES
§ 22.1-253.13:5(E)(b) - The school board provides a program of high-quality professional development each year for teachers and principals in the preparation of tests and other assessment measures.	Richmond City	NO	YES	YES	YES
§ 22.1-253.13:5(E)(c) - The school board provides a program of high-quality professional development each year for teachers and principals in methods for assessing the progress of individual students, including Standards of Learning assessment materials or other criterion-referenced tests that match locally developed objectives.	Richmond City	NO	YES	YES	YES

Requirement	School Division	2017 - 2018 Was Division Compliant?	2016 - 2017 Was Division Compliant?	2015 - 2016 Was Division Compliant?	2014 - 2015 Was Division Compliant?
§ 22.1-253.13:5(E)(d) - The school board provides a program of high-quality professional development each year for teachers and principals in instruction and remediation techniques in English, mathematics, science, and history and social science.	Richmond City	NO	YES	YES	YES
§ 22.1-253.13:5(E)(e) - The school board provides a program of high-quality professional development each year for teachers and principals in interpreting test data for instructional purposes.	Richmond City	NO	YES	YES	YES
§ 22.1-253.13:5(F) - The local school division and its schools include as an integral component of their comprehensive plans, high-quality professional development programs that support the recruitment, employment, and retention of qualified teachers and principals. The school board requires all instructional personnel to participate each year in these professional development programs.	Richmond City	NO	YES	YES	YES
§ 22.1-253.13:5(G) - The school board annually reviews 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.	Richmond City	NO	YES	YES	YES

**STANDARD 6: PLANNING AND PUBLIC INVOLVEMENT**

Requirement	School Division	2017 - 2018 Was Division Compliant?	2016 - 2017 Was Division Compliant?	2015 - 2016 Was Division Compliant?	2014 - 2015 Was Division Compliant?
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Requirement	School Division	2017 - 2018 Was Division Compliant?	2016 - 2017 Was Division Compliant?	2015 - 2016 Was Division Compliant?	2014 - 2015 Was Division Compliant?
<p>§ 22.1-253.13:6(B) - 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.</p>	Buena Vista City	NO	NO	YES	YES

Requirement	School Division	2017 - 2018 Was Division Compliant?	2016 - 2017 Was Division Compliant?	2015 - 2016 Was Division Compliant?	2014 - 2015 Was Division Compliant?
<p>§ 22.1-253.13:6(B) - 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.</p>	<p>Mecklenburg County</p>	<p>NO</p>	<p>NO</p>	<p>YES</p>	<p>YES</p>

Requirement	School Division	2017 - 2018 Was Division Compliant?	2016 - 2017 Was Division Compliant?	2015 - 2016 Was Division Compliant?	2014 - 2015 Was Division Compliant?
<p>§ 22.1-253.13:6(B) - 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.</p>	Richmond City	NO	NO	YES	YES
<p>§ 22.1-253.13:6(B)(i) - The school division's comprehensive plan includes 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.</p>	Mecklenburg County	NO	NO	YES	YES
<p>§ 22.1-253.13:6(B)(i) - The school division's comprehensive plan includes 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.</p>	Richmond City	NO	NO	YES	YES
<p>§ 22.1-253.13:6(B)(ii) - The school division's comprehensive plan includes an assessment of the extent to which these objectives are being achieved.</p>	Mecklenburg County	NO	NO	YES	YES

<b>Requirement</b>	<b>School Division</b>	<b>2017 - 2018 Was Division Compliant?</b>	<b>2016 - 2017 Was Division Compliant?</b>	<b>2015 - 2016 Was Division Compliant?</b>	<b>2014 - 2015 Was Division Compliant?</b>
§ 22.1-253.13:6(B)(ii) - The school division's comprehensive plan includes an assessment of the extent to which these objectives are being achieved.	Richmond City	NO	NO	YES	YES
§ 22.1-253.13:6(B)(iii) - The school division's comprehensive plan includes a forecast of enrollment changes.	Mecklenburg County	NO	NO	YES	YES
§ 22.1-253.13:6(B)(iii) - The school division's comprehensive plan includes a forecast of enrollment changes.	Page County	NO	YES	YES	YES
§ 22.1-253.13:6(B)(iii) - The school division's comprehensive plan includes a forecast of enrollment changes.	Richmond City	NO	YES	YES	YES
§ 22.1-253.13:6(B)(iv) - The school division's comprehensive plan includes 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.	Mecklenburg County	NO	NO	YES	YES
§ 22.1-253.13:6(B)(iv) - The school division's comprehensive plan includes 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.	Richmond City	NO	YES	YES	YES
§ 22.1-253.13:6(B)(v) - The school division's comprehensive plan includes an evaluation of the appropriateness of establishing regional programs and services in cooperation with neighboring school divisions.	Mecklenburg County	NO	NO	YES	YES
§ 22.1-253.13:6(B)(v) - The school division's comprehensive plan includes an evaluation of the appropriateness of establishing regional programs and services in cooperation with neighboring school divisions.	Richmond City	NO	YES	YES	YES

<b>Requirement</b>	<b>School Division</b>	<b>2017 - 2018 Was Division Compliant?</b>	<b>2016 - 2017 Was Division Compliant?</b>	<b>2015 - 2016 Was Division Compliant?</b>	<b>2014 - 2015 Was Division Compliant?</b>
§ 22.1-253.13:6(B)(vi) - The school division's comprehensive plan includes a plan for implementing such regional programs and services when appropriate.	Mecklenburg County	NO	NO	YES	YES
§ 22.1-253.13:6(B)(vi) - The school division's comprehensive plan includes a plan for implementing such regional programs and services when appropriate.	Richmond City	NO	YES	YES	YES
§ 22.1-253.13:6(B)(vii) - The school division's comprehensive plan includes 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.	Mecklenburg County	NO	NO	YES	YES
§ 22.1-253.13:6(B)(vii) - The school division's comprehensive plan includes 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.	Richmond City	NO	YES	YES	YES
§ 22.1-253.13:6(B)(viii) - The school division's comprehensive plan includes an assessment of the needs of the school division and evidence of community participation, including parental participation, in the development of the plan.	Mecklenburg County	NO	NO	YES	YES
§ 22.1-253.13:6(B)(viii) - The school division's comprehensive plan includes an assessment of the needs of the school division and evidence of community participation, including parental participation, in the development of the plan.	Richmond City	NO	NO	YES	YES
§ 22.1-253.13:6(B)(ix) - The school division's comprehensive plan includes any corrective action plan required pursuant to the results of a division-level academic review.	Mecklenburg County	NO	NO	YES	YES

Requirement	School Division	2017 - 2018 Was Division Compliant?	2016 - 2017 Was Division Compliant?	2015 - 2016 Was Division Compliant?	2014 - 2015 Was Division Compliant?
§ 22.1-253.13:6(B)(ix) - The school division's comprehensive plan includes any corrective action plan required pursuant to the results of a division-level academic review.	Richmond City	NO	YES	YES	YES
§ 22.1-253.13:6(B)(x) - The school division's comprehensive plan includes 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.	Mecklenburg County	NO	NO	YES	YES
§ 22.1-253.13:6(B)(x) - The school division's comprehensive plan includes 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.	Richmond City	NO	YES	YES	YES
§ 22.1-253.13:6(C) - 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.	Greenville County	NO	YES	YES	YES
§ 22.1-253.13:6(C) - 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.	Mecklenburg County	NO	NO	YES	NO
§ 22.1-253.13:6(C) - 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.	Richmond City	NO	NO	YES	NO

## STANDARD 7: SCHOOL BOARD POLICIES

Requirement	School Division	2017 - 2018 Was Division Compliant?	2016 - 2017 Was Division Compliant?	2015 - 2016 Was Division Compliant?	2014 - 2015 Was Division Compliant?
§ 22.1-253.13:7(B) - The school board maintains and follows up-to-date policies that have been reviewed at least every five years and revised as necessary.	Richmond City	NO	YES	YES	YES

**STANDARD 8: COMPLIANCE**

<b>Requirement</b>	<b>School Division</b>	<b>2017 - 2018 Was Division Compliant?</b>	<b>2016 - 2017 Was Division Compliant?</b>	<b>2015 - 2016 Was Division Compliant?</b>	<b>2014 - 2015 Was Division Compliant?</b>
§ 22.1-253.13:8 - The school board provides, as a minimum, the programs and services, as provided in the Standards of Quality, with state and local funds as apportioned by the General Assembly in the appropriation act and to the extent funding is provided by the General Assembly.	Richmond City	NO	YES	YES	YES

## Appendix H – Current Standards of Quality

### 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 3 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.

The Board shall establish content standards and curriculum guidelines for courses in career investigation in elementary school, middle school, and high school. Each school board shall (i) require each middle school student to take at least one course in career investigation or (ii) select an alternate means of delivering the career investigation course to each middle school student, provided that such alternative is equivalent in content and rigor and provides the foundation for such students to develop their academic and career plans. Any school board may require (a) such courses in career investigation at the high school level as it deems appropriate, subject to Board approval as required in subsection A of § [22.1-253.13:4](#), and (b) such courses in career investigation at the elementary school level as it deems appropriate. The Board shall develop and disseminate to each school board career investigation resource materials that are designed to ensure that students have the ability to further explore interest in career and technical education opportunities in middle and high school. In developing such resource materials, the Board shall consult with representatives of career and technical education, industry, skilled trade associations, chambers of commerce or similar organizations, and contractor organizations.

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 comprehensive community colleges and shall be submitted to the Superintendent of Public Instruction in accordance with the timelines established by federal law; and
  - d. Annual notice on its website to enrolled high school students and their parents of (i) the availability of the postsecondary education and employment data published by the State Council of Higher Education on its website pursuant to § [23.1-204.1](#) and (ii) the opportunity for such students to obtain a nationally recognized career readiness certificate at a local public high school, comprehensive community college, or workforce center.
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 comprehensive community college in the Commonwealth specifying the options for students to complete an associate degree or a one-year Uniform Certificate of General Studies from a comprehensive 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; career and technical education programs, including internships, externships, apprenticeships, credentialing programs, certification programs, licensure programs, and other work-based learning experiences; the International Baccalaureate Program and Academic Year Governor's School Programs; the qualifications for enrolling in such classes, programs, and experiences; 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 comprehensive community college in the Commonwealth to enable students to complete an associate 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, which programs may include dual language programs whereby such students receive instruction in English and in a second language.

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. Each local school board may enter into agreements for postsecondary credential, certification, or license attainment with comprehensive 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](#); 2017, c. [100](#); 2018, cc. [138](#), [484](#), [485](#), [748](#), [749](#).

**§ 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, which positions may include dual language teachers who provide instruction in English and in a second language.

To provide flexibility in the instruction of English language learners who have limited English proficiency and who are at risk of not meeting state accountability standards, school divisions may use state and local funds from the Standards of Quality Prevention, Intervention, and Remediation account to employ additional English language learner teachers or dual language 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. One reading specialist employed by each local school board that employs a reading specialist shall have training in the identification of and the appropriate interventions, accommodations, and teaching techniques for students with dyslexia or a related disorder and shall serve as an advisor on dyslexia and related disorders. Such reading specialist shall have an understanding of the definition of dyslexia and a working knowledge of (i) techniques to help a student on the continuum of skills with dyslexia; (ii) dyslexia characteristics that may manifest at different ages and grade levels; (iii) the basic foundation of the keys to reading, including multisensory, explicit, systemic, and structured reading instruction; and (iv) appropriate interventions, accommodations, and assistive technology supports for students with dyslexia.

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 December 31, report to the public (i) the actual pupil/teacher ratios in elementary school classrooms in the local school division by school for the current school year; and (ii) the actual pupil/teacher ratios in middle school and high school in the local school division by school for the current school year. Actual pupil/teacher 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](#); 2017, cc. [321](#), [626](#), [629](#); 2018, c. [484](#).

**§ 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 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's regulations establishing standards for accreditation shall ensure that the accreditation process is transparent and based on objective measurements and that any appeal of the accreditation status of a school is heard and decided by the Board.

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 10 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](#); 2017, cc. [328](#), [778](#).

**§ 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. (From Acts 2016, cc. 720 & 750: The graduation requirements established by the Board of Education pursuant to the provisions of subdivisions D 1, 2, and 3 shall apply to each student who enrolls in high school as (i) a freshman after July 1, 2018; (ii) a sophomore after July 1, 2019; (iii) a junior after July 1, 2020; or (iv) a senior after July 1, 2021) 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. (Effective until July 1, 2019) Require 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, the Armed Services Vocational Aptitude Battery, or the Virginia workplace readiness skills assessment.

6. (Effective July 1, 2019) Require 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, the Armed Services Vocational Aptitude Battery, or the Virginia workplace readiness skills assessment. The Department of Education shall develop, maintain, and make available to each local school board a catalogue of the testing accommodations available to English language learners for each such certification, examination, assessment, and battery. Each local school board shall develop and implement policies to require each high school principal or his designee to notify each English language learner of the availability of such testing accommodations prior to the student's participation in any such certification, examination, assessment, or battery.

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, Armed Services Vocational Aptitude Battery assessments passed, and 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.

16. Provide for the award of verified units of credit for a satisfactory score, as determined by the Board, on the Preliminary ACT (PreACT) or Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) examination.

17. Permit students to exceed a full course load in order to participate in courses offered by an institution of higher education that lead to a degree, certificate, or credential at such institution.

18. Permit local school divisions to waive the requirement for students to receive 140 clock hours of instruction after the student has completed the course curriculum and relevant Standards of Learning end-of-course assessment, or Board-approved substitute, provided that such student subsequently receives instruction, coursework, or study toward an industry certification approved by the local school board.

19. Permit any English language learner who previously earned a sufficient score on an Advanced Placement or International Baccalaureate foreign language examination or an SAT II Subject Test in a foreign language to substitute computer coding course credit for any foreign language course credit required to graduate, except in cases in which such foreign language course credit is required to earn an advanced diploma offered by a nationally recognized provider of college-level courses.

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 science, technology, engineering, and mathematics (STEM) for the Board of Education-approved diplomas. The Board shall consider including criteria for (i) relevant coursework; (ii) technical writing, reading, and oral communication skills; (iii) relevant 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, the Armed Services Vocational Aptitude Battery, 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](#); 2017, cc. [330](#), [685](#); 2018, cc. [139](#), [482](#), [512](#), [592](#), [716](#).

**§ 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 degree from a comprehensive 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 I – Charter School Report and Information on Parent and Student Options

The Virginia 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 2017-2018.

- No operating charter schools were closed.
- Eight charter schools in five localities operate for students in the 2018-2019 school year:
  1. Murray High School, Albemarle County
  2. 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 2018-2019 accreditation data results, based on 2017-2018 assessments, are below. No charter schools are identified for federal support and improvement.

School/Division	Accreditation Status
Murray High School, Albemarle	Fully Accredited
Albemarle Community Public Charter, Albemarle	Fully Accredited
Middleburg Community Charter, Loudoun	Fully Accredited
Hillsboro Charter Academy, Loudoun	Fully Accredited
Patrick Henry School of Science and Arts, Richmond City	Fully Accredited
Richmond Career Education and Employment Academy, Richmond City	Fully Accredited
Green Run Collegiate, Virginia Beach	Fully Accredited
York River Academy, York	Fully Accredited

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 10-12 at three sites – two sites on the campuses of Rappahannock Community College and one site within a Caroline County Public School. The following school divisions participate in the Chesapeake Bay Governor's School: the town of Colonial Beach; the counties of Caroline, 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 the renovated Monroe Building, now referred to as the Perry Family Arts Center, and the renovated Shulman Building on Granby Street 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, Hopewell, King & Queen, New Kent, Powhatan, Prince George.

#### 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 grades 10 - 12 from the high schools in the city of Winchester and the counties of Clarke, 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 Patrick Henry Community College 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 Career 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 building site. The following school divisions participate in the Southwest Virginia Governor's School: the cities of Galax and Radford; and the counties of Carroll, Floyd, Giles, Montgomery, Pulaski, Smyth and Wythe.

#### The Governor's School at Innovation Park

Serves students in grades 11 - 12 at a single site on the George Mason University Science and technology (SciTech) 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.

#### 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, Greensville (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. 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.

In 2018 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 21 ***Summer Regional Governor's Schools*** in 2018. 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. However, a few programs are designed for 9<sup>th</sup>-11<sup>th</sup> grade students. These schools provide exciting opportunities in the arts, sciences, humanities, and in career and technical advancement. 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 three 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, Hanover Regional Governor's School for Career and Technical Advancement, and Valley/Ridge Summer Regional Governor's Schools are residential programs.

### ***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.

STEM literacy is an interdisciplinary area of study that bridges the four areas of science, technology, engineering and mathematics. STEM literacy does not simply mean achieving literacy in the individual strands. STEM classrooms shift students toward investigating and questioning the interrelated facets of the world.

Governor's STEM Academies can be viewed as the practical complement to academic year Governor's Schools. They may be new centers or existing ones where the standards are raised and efforts are refocused to align with Virginia's STEM goals. Academies are defined by program content, not location or delivery system. Courses may be held at a high school, technical center or community college campus or may be delivered online, or through other innovative methods. However, all programs must include opportunities for internships, job shadowing, mentorships, projects, service learning or a combination.

There are currently 22 Governor's STEM Academies:

#### **Governor's Career and Technical Academy in Arlington (GCTAA) – The Arlington Career Center**

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

Partnership Members: Northern Virginia Community College, Arlington County Public Schools, Mercedes Benz of Arlington; Arlington Employment Center; and Arlington Economic Development.

#### **FIRST: Fostering Innovation and Relevance Through STEM and Trades – Suffolk City, The College and Career Academy at Pruden**

Program Focus: The program at the Governor's STEM Academy focuses on the integration of STEM concepts and engineering embodied in industrial trades, health sciences, automotive technology, information technology, and human services career fields.

Partnership Members: The College and Career Academy at Pruden; Suffolk Economic Development; Paul D. Camp Community College; Hampton Roads Research Partnership;

Suffolk City Public Schools; City of Suffolk Public Works-GIS, Storm Water, and Planning Divisions; Old Dominion University; MYMIC, Virginia Cyber Alliance; and VMASC. STEM for LIFE (Science, Technology, Engineering, and Math for Life-Long Initiatives for Future Education) – Russell County

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

Partnership Members: 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) – Brooke Point High School and North Stafford High School

Program Focus: The program is focused on three Career Clusters: Information Technology, Science, Engineering and Mathematics, and Health Science. Instruction is provided at Brooke Point High School and North Stafford High School.

Partnership Members: Stafford County Public Schools; Germanna Community College; Defense Acquisition University; Diversified Educational Systems; FredTech STEM16; Employment Resources, Inc.; Fredericksburg Regional Alliance; Fredericksburg Regional Chamber of Commerce; Mary Washington Hospital/Medicorp; Rappahannock Region Small Business Development Center; R.L. Williams, Ltd./Autodesk, Inc.; 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.; and Workforce NOW.

Loudoun Governor's Career and Technical Academy – Loudoun County, Monroe Technology Center

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.

Partnership Members: Loudoun County Public Schools; Academies of Loudoun; 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; and The Loudoun County Chamber of Commerce.

Governor's Career and Technical Academy for Engineering Studies – Chesterfield County, Lloyd C. Bird High School

Program Focus: This program 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.

Partnership Members: Chesterfield County Public Schools; American Society of Civil Engineers; Austin, Brockenbrough and Associates, L.L.P.; Northrop Grumman; John Tyler Community College; General Electric; VCU School of Engineering; and VCU da Vinci Center

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

Program Focus: 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.

Partnership Members: Richmond City Public Schools, J. Sargeant Reynolds Community College, Virginia Commonwealth University, Virginia State University, The Science Museum of Virginia, the Math Science Innovation Center, and Project Lead the Way (PLTW).

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

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 will be actively involved with high-tech devices, engineering graphics, mathematical concepts, and scientific principles through engineering design experiences. The Construction pathway will build 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 and STEM Laboratory available to other partners in the Academy to conduct independent research.

Partnership Members: 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; Red Hill General Store; The Turman Group; Lowe's Home Improvement; Vanguard Furniture; Thomas Automation Management; Southern States; Virginia Produce; Soil and Water Conservation District; Natural Resource Conservation Service; Virginia Department of Forestry; Office of Building Official; Guardian; MOOG Industries; G. E. Aviation; and future partners: Radford University; Medfit Systems; Professional Networks; Magnolia; Hansen Turbine; and Mohawk Industries.

Governor's STEM Academy for Engineering, Marketing, and Information Technology Studies – Virginia Beach City, Landstown High School

Program Focus: The program at the Landstown Governor's STEM Academy will focus on engineering and technology, professional sales, and web and digital communications.

Partnership Members: VCU School of Engineering; Virginia Tech; Columbia University; Carnegie Mellon University; Norfolk State University College of Science, Engineering and Technology; Radford University; New River Community College; Tidewater Community College Division of Information Technology & Business; Old Dominion University STEM Marketing Education Program; ECPI University; Bryant & Stratton College; ITT Technical Institute; Johnson & Wales University; Armed Forces Communications & Electronics Association Hampton Roads Chapter; Newport News Shipbuilding; Newfangled Solutions, LLC; Coppelia Robotics; Virginia FIRST; STIHL Inc.; Lynnhaven River Now; Lifenet Health Services; InMotion Hosting; Virginia Beach Schools Federal Credit Union; City of Virginia Beach Parks and Recreation; Junior Achievement of Greater Hampton Roads; Goodwill Industries; Norfolk Admirals Hockey; Total Sportswear Solution, LLC; Food Lion; Chick-fil-A; Rite Aid; College House/Oarsmen; Jake's Smokehouse BBQ; Auto Bell; Burger King; Harris Teeter; Motor World; One Life Fitness; Outback; RUE 21; Salvatore's Pizzeria; Skinny Dip; Sonic; Tropical Smoothie; Virginia Beach Field House; Waffle House; Walgreens; Waterman's; Wendy's; What a Diva Boutique; 757 Escape; Better View Windows and More; PMS Deli; Zoe's Kitchen; Lynnhaven Golf; and Huddle House.

The Grassfield High School Governor's STEM Academy – Chesapeake City

Program Focus: The program at the Grassfield High School will focus on engineering and technology, global entrepreneurship and technology; and programming and software development.

Partnership Members: Chesapeake City Public Schools; Old Dominion University, Tidewater Community College, James Madison University, Norfolk State University; Rochester Institute of Technology; City of Chesapeake Economic Development, Lockheed Martin Center for Innovation, NASA Langley Research Center, Phoenix Group; Clark Nexsen; Norfolk Tides; Girl Scouts; Engineering for Kids; Project Lead the Way; Lead to Feed; Barnes and Noble; VEX Robotics; Southeastern Virginia Food Bank; Food Lion; and D. T. Read Steel Company, Inc.

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

Program Focus: The program focuses on engineering and technology and cyber security. The Academy provides students with the STEM-enriched technological skills with a focus on college and career readiness.

Partnership Members: Fairfax County Public Schools; Northern Virginia Community College; George Mason University; Volgenau School of Engineering; Dulles Regional Chamber of Commerce; Inova Health System; Lockheed Martin Corporation; NASA; Micron Technology, Inc.; Northrop Grumman Information Systems; Air Force Association; CyberPatriot, F.I.R.S.T. Robotics; Vencore; Security of Women Engineers; Virginia Department of Transportation; Booz Allen Hamilton; SRC Inc.; International Brotherhood of Electrical Workers Local 26; and Virginia Manufacturers Association.



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.

Partnership Members: Roanoke County Public Schools; Virginia Western Community College; Mason Mechanical Labs; Virginia Tech University; Roanoke Regional Partnership; Balzer and Associates, Inc.; Development Initiatives, Inc.; Western Virginia Workforce Development Board; Carilion Biomed Institute; Novozymes; Plastics One; East West DyeCom; General Electric; Wireless Medicare; Lionberger Construction; Precision Steel; Carilion TSG; Hughes Associates; Carilion Physics; Accellent Cardiology; Spectrum Engineers; AECOM; Hill Studios; Salem Specialties, Inc.; Synchrony; Shenandoah Machine & Maintenance Co., Inc.; Graham-White Mfg; Sematco, Inc.; E & W Machine; Valley Machine; J. C. Nordt; WSLs 10; WDBJ 7; Roanoke-Times; Access Advertising, The O'Connor Group; Carter Media; Wheeler Broadcasting; Blue Ridge PBS; Arcet; Overfelt & Son Welding; Lincoln Electric; New Millennium Steel; Thermal Dynamics; Miller Welders; NASCAR; Tread Corporation; Mountain Land Machine; DRP Racing; Berglund Automotive.

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

Program Focus: Bridging Communities Governor's STEM Academy will provide opportunities for students to acquire STEM literacy and other critical skills, knowledge, and credentials that will prepare them for post-secondary education and high-demand, high-wage, and high skill careers. Students enrolled in the Academy will receive academic and technical training in career preparation in the following career clusters: Health Sciences, Science, Technology, Engineering, and Mathematics (STEM), and Information Technology.

Partnership Members: Bridging Communities Board of Control; 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; West Point Public Schools; Rappahannock Community College; Town of West Point Town Council; and Dominion Resources.

Lynchburg Regional Governor's STEM Academy – Lynchburg City

Program Focus: XLR8 Lynchburg Regional Governor's STEM Academy offers programs in science, technology, engineering and mathematics for High School Juniors and Seniors in the Central Virginia region. Located on the campus of Central Virginia Community College, XLR8 provides specific training related to careers in engineering, mechatronics, biotechnology, health science, and cybersecurity.

Partnership Members: Amherst County Public Schools, Appomattox County Public Schools, Bedford County Public Schools, Campbell County Public Schools, Lynchburg City Public Schools, Central Virginia Community College, Region 2000 Technology Council, Region 2000 Workforce Investment Board, AECOM, Appalachian Power, AMG, AMTI, BWX Technologies, Centra Health, CloudFit Software, Delta Star, Inc., Framatome, Harris Corporation, Liberty University, Lynchburg Morning Rotary Club, Lynchburg Regional Business Alliance, Master

Engineers & Designers, Moore's Electrical & Mechanical, Successful Innovations, Swissomation, Union Bank, Verizon Foundation, Wegmann USA, Wells Fargo, and Future Focus Foundation.

#### Heritage High School Governor's STEM Academy – Newport News City

Program Focus: The Heritage High School Governor's STEM Academy offers a program of study designed to expand options for students in science, technology, engineering and mathematics (STEM). The program combines academic coursework and research experience with a challenging and focused school environment to prepare students for 21st century careers. Students will gain the knowledge and skills needed to succeed in technologically rich workplaces by learning how to work in teams, communicate effectively and apply the principles of science, technology, engineering and mathematics. The program is designed to provide high school students the opportunity to explore several STEM career paths in the program areas of Engineering & Robotics, Computer Network Systems, and Computer Science & Game Design.

Partnership Members: Newport News Public Schools, Newport News Shipbuilding, NASA Langley Research Center, Norfolk State University, Old Dominion University, Jefferson Lab, Mid-Atlantic Regional Maintenance Center (MARMC), Thomas Nelson Community College, Christopher Newport University, Hampton University, Peninsula Council of Workforce Development, Virginia Peninsula Chamber of Commerce, Jacobs Technology, and Pepsi Bottling Group

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

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 will prepare 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; Rappahannock Educational Consortium; Richmond County YMCA; 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 High School

Program Focus: The proposal for the Pulaski County Governor's STEM Academy Pathways to Success outlines a program that will provide rigorous academic content concentrating on three career pathways: Construction, Production, and Engineering and Technology. Student learning and achievement will be 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, 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 offers premium elective programs in engineering and information technology pathways to interested students in grades 9-12. Many students earn valuable industry certifications such as AutoCAD, CompTIA A+, Network +, Server +, Security +, Cisco CCENT, college credit through dual enrollment, and participate in valuable career experiences through business and industry partnerships. Students work independently and collaboratively in project-based learning environments that encourages finding creative solutions to authentic and complex problems. Engineering projects include building fully functioning robots that compete in VEX and FIRST robotics competitions and using 3- D printers to build prosthetic hands for the e-NABLE organization. Students in information technology build and troubleshoot networks, study software programs such as Ubuntu, Linux, Microsoft Windows, and compete in the CyberPatriot competitions. An active advisory and planning committee comprised of academia from Virginia Tech, George Mason University, Marymount, NVCC, and industry representatives from MITRE, Northrop Grumman and CopperRiver are committed to building our future STEM workforce.

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, Cisco Systems, and Cooper River.

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

Program Focus: Harrisonburg High School Governor's STEM Academy educates a diverse group of students with a variety of interests, strengths, and backgrounds, to be academic and technical leaders in STEM related fields by creating a culture of collaboration and dynamic participation through integration of multiple disciplines and technologies utilizing distinct pathways involving advanced coursework in mathematics, science, engineering, computer science, and health science.

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 will 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 s: 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, and NRV Competitiveness Center.

Hampton City Public Schools Architecture & Applied Arts Governor's STEM Academy – Kecoughtan High School

Program Focus: The Architecture & Applied Governor's STEM Academy will increase rigor in a small learning community of students, relate academic subjects to a career focus, and work to meet local and regional employer needs while engaging students in rigorous academic and technical STEM coursework. It will be the combination of career and technical education and environmental sciences with a focus relating to STEM, design, aesthetics, function, and sciences.

Partnership Members: Hampton City Public Schools, Hudson + Associates Architects PLLC, CES Consulting, LLC, Virginia Tech Hampton Roads Agricultural Research and Extension Center, ECPI College of Technology, Hampton University, New Horizons Regional Education Center, Newport News Shipbuilding, Peninsula Council for Workforce Development, NASA Langley Research Center, and Thomas Nelson Community College.

Governor's STEM Academy at Osbourn High School - Manassas City

Program Focus: This academy provides students the opportunity to explore STEM careers and build knowledge that leads to postsecondary education and career opportunities. The Academy has three pathways: Facility and Mobile Equipment Maintenance, Network Systems/Cybersecurity, and Engineering Technology.

Partnership Members: Manassas City Public Schools, Able Moving and Storage, Aurora Flight Sciences, Infinite Printing, Lockheed Martin, Micron Technology, Northern Virginia Checker Cab, Northern Virginia Community College, Twin Air, Impacto Youth, Cowork LLC/DBA Centerfuse, The Anderson Company, and Manassas Regional Airport.

***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 will incorporate academic content with career and technical instruction and implement the five career pathways: Therapeutic Services, Diagnostic Services, Health Informatics, Support Services, and Biotechnology Research and Development.

Governor's Health Sciences Academies actively partner with employers to design and provide high-quality, dynamic programs. These programs are delivered through comprehensive courses of study that prepare students for successful transition to postsecondary education and careers. These specialty programs include partnerships of public school divisions, business and industry, health care institutions, higher education institutions, and may include local government,

including local work force and economic development entities. All programs include significant work-based instruction or training beyond the classroom using cooperative education, internships, clinical experiences, job shadowing, mentorships, service learning or a combination.

There are currently nine Governor's Health Sciences Academies:

Monticello Governor's Health Sciences Academy – Monticello High School

Program Focus: The program will empower students to use 21st century skills while exploring health science career opportunities. The program will provide students a foundation for postsecondary education or work force readiness in certified health-related professions. Students will 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 Technical Center, Cosby High School & Monocan High School

Program Focus: The program will provide 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.

Falls Church Governor's Health Sciences Academy – Falls Church High School

Program Focus: The program will increase awareness of the growing and ever-changing health field, increase knowledge and applicable skills of young adult moving ahead in their health science pathway of choice, and increase their connection with industry professionals who can direct and encourage students to pursue health science related careers. The program will also include 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), 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, Allegra Dental, Brother's Brother Foundation, Patterson Dental, Pace Dental Federal Bureau Investigations, FEMA- Community Emergency Response Team(CERT), Giant Foods-Pharmacy Operations, Heartland Dental, INOVA Cares Clinic for Women and Children, Quest Diagnostics, U.S. Naval Bureau of Medicine and Surgery (BUMED).

Clifford S. Hardison Governor's Health Sciences Academy – West Potomac High School

Program Focus: The program will build on the existing Fairfax County Public Schools (FCPS) health and medical sciences courses at West Potomac Academy. It will also include 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, INOVA Mt Vernon Hospital, Brother's Brother Foundation, HOSA, Patterson Dental, Mission of Mercy, Virginia, and Anderson PT.

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

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 will prepare them for high-demand, high-wage, and high-skill health sciences careers in Virginia and will provide 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 – Bethel High School

Program Focus: The program will provide 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, Thomas Nelson Community College, ECPI University, Riverside School of Health Careers, Pariser Dermatology, Orthopedica and Spine Center, New Horizons Regional Education Center, and Sentara Healthcare.

Newport News City Public Schools and York County Public Schools Governor’s Health Sciences Academy – Warwick High School & Bruton High School

Program Focus: The program will combine academic coursework and clinical experiences with a challenging and focused school environment to prepare students for careers in the Health Sciences. Students will 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 Science and Technology Center

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

Partnership Members: Bedford County Public Schools, Bedford County Department of Economic Development, Bedford Area Chamber of Commerce, Central Virginia Community College, Centra Health, Lynchburg College, Liberty University, Bedford Community Health Foundation, Health Occupation Students of America (HOSA), Bedford County Fire and Rescue, Carilion Clinic Family Medicine of Bedford, Johnson Health Medical Center of Bedford, Blue Ridge Regional Jail Authority, and Bedford County Nursing Home.

Alexandria City Public Schools Health Sciences Academy – T. C. Williams High School

Program Focus: The mission of the Alexandria City Governor’s Health Sciences Academy is to prepare the next generation of healthcare career-seekers for high-demand, high-wage, and high-skills health careers locally in Alexandria, regionally with the Commonwealth, and nationally. The Academy will provide high-quality, dynamic health science plans of study which offer work-based instruction in collaboration with industry partners, and include a combination of clinical experiences, internships, service learning, mentorships and job shadowing.

Partnership Members: Alexandria City Public Schools, The George Washington University School of Medicine and Health Sciences, Northern Virginia Community College, Inova Health Systems, Goodwin House, and Sentara.

***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. Each year we have added five new school divisions who are planning and/or implementing innovative models of instruction. The following information provides a timeline and brief description of the innovative models developed by different divisions across the Commonwealth.

**Planning Year: 2015-2016/Implementation Year: 2016-2017**

School Name or Division	Brief Description
CodeRVA	The Richmond Regional School for Innovation- consisting of Chesterfield County, Charles City County, Colonial Heights, Dinwiddie County, Hanover County, Henrico County, New Kent County, Powhatan County and Richmond will work in partnership with community colleges and Richmond-area employers, to prepare students to graduate with an associate degree, industry certification and guaranteed employment in the area of computer science.
Fairfax County	A three-year, interdisciplinary program at Edison High to allow students to rotate freely between subjects and classrooms as they prepare for college and careers in science, technology, engineering and mathematics.
Salem City	A personalized learning program at Salem High to 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 to



	<p>promote self-directed learning projects, flexible pacing and student autonomy. The concept of early and advanced high school are employed to ensure students receive the majority of foundational graduation credits early in their high school careers to ensure all students have time for internship experiences.</p>
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**Planning Year: 2016-2017/Implementation Year: 2017-2018**

School Name or Division	Brief Description
Bedford County	<p>Jefferson Forest High students to 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.</p>
Hampton City	<p>Bethel High, Hampton High, Kecoughtan High and Phoebus High to 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.</p>
Madison County	<p>Madison County High students to 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 innovations are for Standard Diploma students but will be open to all Madison County High students.</p>
Virginia Beach City Schools	<p>The program at Green Run High to 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.</p>
Williamsburg-James City County	<p>Jamestown High and Lafayette High students to develop individualized learning plans emphasizing communication, collaboration, problem solving, critical thinking and authentic learning experiences. Students establish a foundation of academic knowledge during the first two</p>

	years of high school, followed by practical experiences in the community and the workplace during their junior and senior years.
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**Planning Year: 2017-2018/Implementation Year: 2018-2019**

School Name or Division	Brief Description
Chesterfield County	Monacan High and Thomas Dale High collaborate with the county government to create opportunities for students to work with county agencies to address local issues while developing citizenship skills. The program employs project-based learning and real-world experiences to motivate students and prepare them for the expectations of the workforce.
Fairfax County	J.E.B. Stuart High creates a written curriculum to meet the instructional needs of English learners and students with little formal education while providing opportunities for mentoring, career exploration and internships. The instructional program focuses on literacy, numeracy and workforce readiness.
Manassas Park	Manassas Park High expands and streamlines several existing programs to improve outcomes for its student population. Creative Opportunities at Manassas Park to Achieve Student Success – or COMPASS – creates customized pathways for English learners and students with little formal education, who otherwise might not acquire English and other foundational skills necessary for success after high school.
Radford City Schools	Radford High transforms a traditional secondary school into an integrated program that combines core academics with STEM (science, technology, engineering and mathematics), career and technical education, and training in cybersecurity. The program emphasizes inquiry-based learning and real-world experiences to engage students and promote 21st-century skills, such as collaboration and creativity.
Rockbridge County	Rockbridge County High will develop Solutions STEM Academy offers students career paths in 21st-century agriculture, energy and power, and environmental technology. The academy’s program features flexible scheduling and emphasize problem solving, cross-curricular and project-based learning, and teamwork.

**Planning Year: 2018-2019/ Implementation Year: TBD**

School Name or Division	Brief Description
Montgomery County	For students in grades 9-10, Blacksburg High’s Bruin Academy will provide work-based learning experiences with a focus on personalized instruction and project-based

	interdisciplinary courses. Career Pathways will offer routes to a diploma while preparing Blacksburg High juniors and seniors for careers in applied mathematics, health services, communications, computer technologies, natural sciences or engineering.
Staunton City	The grant will support development of three “college/career corridors,” a performing arts center and a “multi-level” media center at Robert E. Lee High. The corridors and centers will offer courses aligned with college and career pathways. Student learning will be assessed through performance assessments and tasks.
Cumberland County	The Ticket 2 Tomorrow program will meet student needs through personalized career exploration — both on and off campus — while incorporating career-based credit, including allowing students to accumulate portable credentials and digital badges to gauge acquisition of the “5 C’s” (critical thinking, collaboration, creativity, communication and citizenship) as they relate to the workforce.
Chesterfield County	Next Generation Career Academies at Clover Hill High, Matoaca High, Meadowbrook High and Midlothian High will build on the success of each school’s specialty center and incorporate personalized learning, performance-based assessment, project-based learning and workplace experiences to better prepare all students for post-secondary education and careers.
West Point City	The planning grant will support division-wide K-12 reforms, including the adoption of performance-based learning and performance assessments in all grades; the redesign of curricula to incorporate technology and workplace skills; the creation of flexibility in teaching, learning and scheduling; the fostering of a learning climate that promotes leadership by teachers.

In spring of 2019, all HSPI awardees will be invited to convene for a day in Richmond to discuss outcomes, successes and challenges to their programs. From the discussion, the Virginia Department of Education will develop a Guidance Document to support and inform schools attempting to redesign secondary programs.

## **Appendix J – 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, House Bill 521, and House Bill 2141 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.*

House Bill 2141 requires the Board of Education to develop:

*An explanation of the need to retain or maintain the frequency of any report identified pursuant to subdivision 3; any recommendation for the elimination, reduction in frequency, or consolidation of reports identified pursuant to subdivision 3 when such elimination, reduction in frequency, or consolidation would require an amendment to the laws of the Commonwealth; and a description of any other report identified pursuant to subdivision 3 that the Board has eliminated, reduced in frequency, or consolidated*

This report is responsive to the three bills.

### **ACTIONS**

A yearly review is conducted that includes information from key Department of Education personnel, a survey of school division personnel, a review of the Department's website, and a review of the Department's "Calendar of Data Collections."

The listing is updated annually by polling Department of Education leadership obtaining any additions, changes, and deletions. The 2018 calendar was finalized in September 2018 and for each collection the Calendar includes frequency and due date(s), the name, the website with instructions, a contact, and other important information.

**The Calendar of Collections** (for events that occur during the 2018-2019 school year to include discontinued collections).

VDOE collects a variety of data on public education in the commonwealth, including information on enrollment, demographics, student achievement, finances and safety. The department's procedures for collecting data are intended to ensure the usefulness, timeliness, accuracy and comparability of education data that inform key policy decisions in Virginia. Most data collections are related to specific legislative requirements of state and federal law.

School divisions report data to the department through secure Web-based systems designed to increase accuracy while lessening administrative burdens on educators at the local level.

Due Date	Report Name	Report Status	Web Site Link & Notes	Funding Type	Submission Type	Frequency
August 15, 2019	Adult Education and Family Literacy Act (Federal) and General Adult Education (State) Programs	Same	<a href="http://www.doe.virginia.gov/instruction/adulted/grants_funding/index.shtml">http://www.doe.virginia.gov/instruction/adulted/grants_funding/index.shtml</a>	Both	Electronic	Annually
August 15, 2019	Integrated English Literacy/Civics Education Program Report	Same	<a href="http://www.doe.virginia.gov/instruction/adulted/grants_funding/index.shtml">http://www.doe.virginia.gov/instruction/adulted/grants_funding/index.shtml</a>	Federal	Electronic	Annually
January 15, 2019 & June 10, 2019	Race to GED Program Report	Same	<a href="http://www.doe.virginia.gov/instruction/adulted/grants_funding/index.shtml">http://www.doe.virginia.gov/instruction/adulted/grants_funding/index.shtml</a>	State	Form	2 Times a Year
July 30, 2019	PluggedIn Virginia Program Report	Same	<a href="http://www.doe.virginia.gov/instruction/adulted/grants_funding/index.shtml">http://www.doe.virginia.gov/instruction/adulted/grants_funding/index.shtml</a>	State	Form	Annually
July 31, 2019	Foster Care Enrollment Report	Same	<a href="http://www.doe.virginia.gov/info_management/data_collection/finance/index.shtml">http://www.doe.virginia.gov/info_management/data_collection/finance/index.shtml</a>	State	Electronic	Annually
September 1, 2018	Enrollment Reports for Remedial Summer School	Same	<a href="http://www.doe.virginia.gov/info_management/data_collection/finance/index.shtml">http://www.doe.virginia.gov/info_management/data_collection/finance/index.shtml</a>	State	Electronic	Annually

September 15, 2018 (September 30, 2018 with approved extension)	Annual School Report - Financial Section	Revised	<a href="http://www.doe.virginia.gov/info_management/data_collection/finance/index.shtml">http://www.doe.virginia.gov/info_management/data_collection/finance/index.shtml</a>	Both	Electronic	Annually
June 15, 2019	Certification of Adequate Funds Budgeted to Meet Required Local Effort for the Standards of Quality and Local Match Requirements for Certain State Funds	Revised	<a href="http://www.doe.virginia.gov/info_management/data_collection/finance/index.shtml">http://www.doe.virginia.gov/info_management/data_collection/finance/index.shtml</a>	State	Electronic	Annually
August 1, 2019	Uses of At-Risk Add-on Funding	New	Documentation can be found in Chapter 2 in Item 136.C.9.e.3b.	State	Electronic	Annually
October 31, 2018	K-3 Primary Class Size Reduction Program	Revised	<a href="http://www.doe.virginia.gov/info_management/data_collection/student_record_collection/index.shtml">http://www.doe.virginia.gov/info_management/data_collection/student_record_collection/index.shtml</a>	State	Electronic	Annually
April 30, 2019	Career and Technical Education Financial Report (CTEFR) for SY 2017-2018	Revised	<a href="http://www.doe.virginia.gov/info_management/data_collection/instruction/career_tech/">http://www.doe.virginia.gov/info_management/data_collection/instruction/career_tech/</a>	State	Electronic	Annually
January 31, 2019 & September 28, 2019	Secondary Enrollment Demographic Form (SEDF) Fall & EOY Reports (via Master Schedule Collection - MSC)	Revised	<a href="http://www.doe.virginia.gov/info_management/data_collection/instruction/career_tech/">http://www.doe.virginia.gov/info_management/data_collection/instruction/career_tech/</a>	State	Electronic	2 Times a Year
July 31, 2019	CTE Credentialing Collection (CTECC) (via SSWS)	Revised	<a href="http://www.doe.virginia.gov/info_management/data_collection/instruction/career_tech/">http://www.doe.virginia.gov/info_management/data_collection/instruction/career_tech/</a>	Both	Electronic	Annually
August	Substitute Tests	Revised	<a href="http://www.doe.virginia.gov/testing/substitute_tests/index.shtml">http://www.doe.virginia.gov/testing/substitute_tests/index.shtml</a>	Both	Electronic	Annually

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	Revised	<a href="http://www.doe.virginia.gov/info_management/data_collection/student_record_collection/index.shtml">http://www.doe.virginia.gov/info_management/data_collection/student_record_collection/index.shtml</a>	Both	Electronic	4 Times a Year
EOY - September & Fall - January	EOY Master Schedule Data Collection & Fall Master Schedule Data Collection/ Instructional Personnel (MSC - IPAL)	Same	<a href="http://www.doe.virginia.gov/info_management/data_collection/master_schedule_collection/index.shtml">http://www.doe.virginia.gov/info_management/data_collection/master_schedule_collection/index.shtml</a>	Both	Electronic	2 Times a Year
August	Educational Registry Application (ERA)	Same	<a href="http://www.doe.virginia.gov/info_management/data_collection/educational_registry/index.shtml">http://www.doe.virginia.gov/info_management/data_collection/educational_registry/index.shtml</a>	Both	Electronic	Annually
May 15 (projected) November 15 (actual)	Virginia Preschool Initiative (Required in Appropriation Act)	Revised	<a href="http://www.doe.virginia.gov/instruction/early_childhood/">http://www.doe.virginia.gov/instruction/early_childhood/</a>	State	Electronic	Annually
September 28, 2018	Annual Report - Programs for the Gifted	Same	<a href="http://www.doe.virginia.gov/statistics_reports/gifted/">http://www.doe.virginia.gov/statistics_reports/gifted/</a>	State	Electronic	Annually
October 15, 2018	Driver Education Program Approval	Same	<a href="http://www.doe.virginia.gov/info_management/data_collection/instruction/driver_ed/index.shtml">http://www.doe.virginia.gov/info_management/data_collection/instruction/driver_ed/index.shtml</a>	State	Electronic	Annually
October 15, 2018	Laboratory FEE approval	Same	<a href="http://www.doe.virginia.gov/info_management/data_collection/instruction/driver_ed/index.shtml">http://www.doe.virginia.gov/info_management/data_collection/instruction/driver_ed/index.shtml</a>	State	Electronic	Annually
June 30	Driver Education Status Questionnaire	Same	<a href="http://www.doe.virginia.gov/info_management/data_collection/instruction/driver_ed/index.shtml">http://www.doe.virginia.gov/info_management/data_collection/instruction/driver_ed/index.shtml</a>	State	Electronic	Annually

June 30	Wellness Related Fitness Report	Same	<a href="http://www.doe.virginia.gov/instruction/physed/">http://www.doe.virginia.gov/instruction/physed/</a>	State	Electronic	Annually
Mid-August	Collection of Data Relative to Compliance with the Standards of Quality (SOQ) and Other Miscellaneous Reporting Requirements	Same	<a href="http://www.doe.virginia.gov/info_management/data_collection/soq_compliance/index.shtml">http://www.doe.virginia.gov/info_management/data_collection/soq_compliance/index.shtml</a>	State	Electronic	Annually
January-Annually	Title I, Part A, Comparability Report	Same	<a href="http://www.doe.virginia.gov/info_management/data_collection/federal_programs/index.shtml">http://www.doe.virginia.gov/info_management/data_collection/federal_programs/index.shtml</a>	Federal	Electronic	Annually
November/Annually	Title I, Part D, <u>Subpart 1 and Subpart 2</u> , Count of Children Who Are Neglected or Delinquent (N or D)	Same	<a href="http://www.doe.virginia.gov/info_management/data_collection/federal_programs/index.shtml">http://www.doe.virginia.gov/info_management/data_collection/federal_programs/index.shtml</a>	Federal	Electronic	Annually
Report Monthly/ Certification in August	Crash/Incident Report & Certification of School Bus Insurance	Same	<a href="http://www.doe.virginia.gov/info_management/data_collection/support/transportation/index.shtml">http://www.doe.virginia.gov/info_management/data_collection/support/transportation/index.shtml</a>	State	Electronic	Annually
October	Pupil Transportation Report	Same	<a href="http://www.doe.virginia.gov/info_management/data_collection/support/transportation/index.shtml">http://www.doe.virginia.gov/info_management/data_collection/support/transportation/index.shtml</a>	State	Electronic	Annually
November 15	Report of Free/Reduced Meal Applications	Same	<a href="http://www.doe.virginia.gov/info_management/data_collection/support/nutrition/index.shtml">http://www.doe.virginia.gov/info_management/data_collection/support/nutrition/index.shtml</a>	Federal	Electronic	Annually
January 31	School Nutrition Programs Semi-Annual Financial Report for July-December	Same	<a href="http://www.doe.virginia.gov/info_management/data_collection/support/nutrition/index.shtml">http://www.doe.virginia.gov/info_management/data_collection/support/nutrition/index.shtml</a>	Federal	Electronic	Annually



July 1	School Nutrition Programs Annual Agreement	Same	<a href="http://www.doe.virginia.gov/info_management/data_collection/support/nutrition/index.shtml">http://www.doe.virginia.gov/info_management/data_collection/support/nutrition/index.shtml</a>	Federal	Electronic	Annually
July 31	School Nutrition Programs Annual Financial Report for July -June	Same	<a href="http://www.doe.virginia.gov/info_management/data_collection/support/nutrition/index.shtml">http://www.doe.virginia.gov/info_management/data_collection/support/nutrition/index.shtml</a>	Federal	Electronic	Annually
Reporting Period: July 1 through June 30 Due: August 15, 2019	Special Education State Performance Report Indicator Data	Same	<a href="http://www.doe.virginia.gov/info_management/data_collection/special_education/index.shtml">http://www.doe.virginia.gov/info_management/data_collection/special_education/index.shtml</a>	Federal	Electronic	Annually
July 12, 2018 - Regional Ctrs July 26, 2018 - School Divisions	Annual Report for Discipline, Crime and Violence	Revised	<a href="http://www.doe.virginia.gov/info_management/data_collection/support/school_safety/index.shtml">http://www.doe.virginia.gov/info_management/data_collection/support/school_safety/index.shtml</a>	Both	Electronic	Optional Monthly Submission /Required Annually
Mid-September	Homebound Student Services	Revised	<a href="http://www.doe.virginia.gov/info_management/data_collection/instruction/homebound/index.shtml">http://www.doe.virginia.gov/info_management/data_collection/instruction/homebound/index.shtml</a>	State	Electronic	Annually
Reporting Period: December 3 through December 21	December 1 Child Count	Revised	<a href="http://www.doe.virginia.gov/info_management/data_collection/special_education/index.shtml">http://www.doe.virginia.gov/info_management/data_collection/special_education/index.shtml</a>	Both	Electronic	Annually
January 29, 2019	Supply and Demand Report for School Personnel	Same	<a href="http://www.doe.virginia.gov/info_management/data_collection/instructional_personnel/index.shtml">http://www.doe.virginia.gov/info_management/data_collection/instructional_personnel/index.shtml</a> - Will be updated in coming weeks	State	Electronic	Annually
June 2, 2019	Mentor Teacher Program Evaluation & Program Reports	Same	<a href="http://www.doe.virginia.gov/info_management/data_collection/instructional_personnel/index.shtml">http://www.doe.virginia.gov/info_management/data_collection/instructional_personnel/index.shtml</a> - Will be updated in coming weeks	State	Electronic	Annually

Fall 2018	New Teachers Program Report	Revised	<a href="http://www.doe.virginia.gov/teaching/career_resources/mentor/">http://www.doe.virginia.gov/teaching/career_resources/mentor/</a>	State	Electronic	Annually
Fall 2018	National Board Certification Incentive Award Report	Revised	<a href="http://www.doe.virginia.gov/teaching/career_resources/national_board_cert/index.shtml">http://www.doe.virginia.gov/teaching/career_resources/national_board_cert/index.shtml</a>	Both	Electronic	Annually
October 1, 2018	Student Data Collection for Homeless Children & Youth For Subgrantees	Same	<a href="http://wm.edu/hope">http://wm.edu/hope</a>	Federal	Electronic	Annually

***FINDINGS***

This information was obtained in the fall of 2018 from a survey of school divisions representing each of the eight Superintendent’s Regions 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. Indicate the name of the state or federal agency/organization that requires the local school division to maintain the frequency of the identified report.
4. Please also indicate if data in this collection is required by both a state agency/board and the federal government (duplicate reported requests).

The following responses were received from school divisions representing each of the eight Superintendent's Regions. The results of the survey appear below. An asterisk (\*) denotes the discontinuation of a submission requirement by one or more divisions surveyed that do not participate in the particular program. A number sign (#) denotes a new submission requirement by one or more divisions surveyed.

<u>Report Name</u>	<u>Report Frequency</u>	<u>Federal Report?</u>	<u>State Report?</u>	<u>Duplicate Reported?</u>
		(Agency/Org Name)	(Agency/Org Name)	(Yes/No)
* 1094-C (ACA Health Care)	Annually	Internal Revenue Service		No
* 1095-C (ACA Health Care)	Annually	Internal Revenue Service		No
941 report (Federal Payroll Tax)	Quarterly	Internal Revenue Service		No
941 Schedule B (Federal Payroll Tax)	Quarterly	Internal Revenue Service		No
* Agency Agreement	Annually		Virginia Department of Agriculture and Consumer Services	No
Bureau of Labor Statistics Employee Counts	Monthly	Bureau of Labor Statistics		No
* Chronic Health Report	Annually		National Association of School Nurses	No
Civil Rights Data Collection	Every 2 years	Office of Civil Rights		No
* EE05 (Equal Employment Opportunity Commission)	Annually	Office of Civil Rights		No
* Environmental Literacy Indicator (ELIT)	Annually		Chesapeake Bay Watershed Agreement	No
Broadband Connectivity Capability Survey	Annual	Virginia Appropriations Act (Item 137.G)	Virginia Department of Education	YES
* FC-20 Employer Quarterly Payroll Report	Quarterly		Virginia Employment Commission	No
* Head Start	Annual	Office of Head Start	Multiple state requests	YES
Immunizations			Virginia Department of Health	No
* Impact Aid	Annual	US Department of Education		No
* OES (Occupational Employment Statistics Report)	Annually		Virginia Employment Commission	No
* Safe Routes to Schools	Annual	VA Department of Transportation		No
* School Security	Annually		Virginia Department of Criminal Justice	No

* Student Immunization Report	Annually		Virginia Department of Criminal Justice	No
VA-16 (Virginia Payroll Tax)	Quarterly		Virginia Department of Taxation	No
* VA-5 (Virginia Payroll Tax)	Monthly		Virginia Department of Taxation	No
VA-6 (Virginia Payroll Tax)	Annually		Virginia Department of Taxation	No
VDCJS School Safety Survey	Annually		Virginia Department of Criminal Justice Services	No
VEC-FC-21 (Virginia Unemployment Commission)	Quarterly		Virginia Employment Commission	No
Virginia High School League CEF (Coaches Education)	Once a year		Virginia High School League	No
Virginia High School League Participation/ATM	Once a year		Virginia High School League	No
W2	Annually	Internal Revenue Service	Virginia Employment Commission	YES
* W3	Annually	Internal Revenue Service		No
* Waiver under Title 1 Part A	Annual	NCLB/ESSA		No
Census of Governments, Survey of Public Employment and Payroll	Periodically	US Census Bureau		No
# Epi Pen Report	Annually	US Department of Health		
# Vision and Hearing Screening Report	Annually	US Department of Health		
# Nursing Situational Report	Annually	US Department of Health		
Secondary School Climate Survey Report	Annual		Department of Criminal Justice System	No
1099-Misc Income	Annually	Internal Revenue Service		No
IRS Form 720 (Part II, Section 133) PCORI fees	Annually	Internal Revenue Service		No
1096 Federal Forms	Annually	Internal Revenue Service		No
Census of Governments, Survey of School Finances	Annually	US Department of Commerce - Economics and Statistics Administration		No
# 1099-Misc Federal Forms	Annually	Internal Revenue Service		No
# 1096 Federal Forms	Annually	Internal Revenue Service		No
# IRS Form 720 (Part II, Section 133) PCORI fees	Annually	Internal Revenue Service		No

# Census of Governments, Survey of School Finances	Annually	US Department of Commerce – Economics		No
# Census of Governments, Survey of Public Employment and Payroll	Periodically	US Census Bureau		No

Key: \* - discontinued report submission  
# - new report submission

***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.

In response to House Bill 196 and House Bill 2141, the Board of Education will continue its practice of annually reviewing reports that the federal government and the Department of Education/Board require of local school divisions and understand the drivers for those reports. The emphasis will be on reports that can be eliminated or consolidated and the Board will take actions and make recommendations to that effect. 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 K – Status Report Regarding Multidivision Online Learning 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.

A seventh 30-day application window opened on January 2, 2017. During that time, no organizations submitted new applications or correlation documents. Some providers approved in 2011-2016 submitted new courses for review and approval. After a thorough review, additional courses from existing providers were approved.

A eighth 30-day application window opened on January 2, 2018. During that time, two organizations submitted new applications or correlation documents. Some providers approved in 2011-2017 submitted new courses for review and approval. After a thorough review, the two new applicants were approved as multidivision online providers and additional courses from existing providers were approved.

Thirteen of the 21 currently approved organizations offered courses to students in Virginia during the 2017-2018 school year. These organizations submitted monitoring reports in July 2018. After reviewing data from these reports and conducting monitoring interviews with the providers, one primary issue of concern remains: a discrepancy still exists between multidivision online provider course enrollment data submitted by providers and data reported by school divisions in the Master Schedule Collection (MSC). Multidivision online provider data submitted by school divisions continue to include data from providers that are not multidivision online providers. School divisions are including online providers who are only providing courses. Online providers who only provide courses are not multidivision online providers and are not required to be approved as multidivision online providers. Multidivision online providers provide educators in addition to courses.

### **Three-Year Full Review**

The *Procedures for Submission and Review of the Multidivision Online Provider Application* approved by the Board of Education in 2010 provide a full review of multidivision online providers after three years. Therefore, every three years approved providers submit updated information. Applicants must submit updated information to the four parts of their application approved since their last full review along with updated course information where appropriate.

## **Activities during the Reporting Period**

The following is a list of key activities that occurred between October 1, 2017, and October 1, 2018:

- The application window was opened for 30 days beginning January 2, 2018. New applications were received from two organizations.
- Of the 261 new or revised courses reviewed, 229 were approved during the application period in addition to . Providers were given the opportunity to submit additional correlation information for courses that did not receive initial approval. After the resubmission period, 26 courses were resubmitted, resulting in a total number of 255 approved courses. A summary of approved providers and the courses for which they have been approved to offer is shown in this report.
- Providers that were initially approved in 2015 or that completed a three-year review in 2015 completed another three-review process of submitting updated application and course information.
- The Department of Education required approved providers to complete monitoring reports that detailed their activities in the Commonwealth during the 2017-2018 academic year.
- The Department of Education conducted monitoring interviews with the 13 providers that offered courses during the 2017-2018 school year: Apex Learning; BYU Independent Study; CCPSOnline – Chesterfield County Public Schools; Pearson Education (formerly known as Connections Education, LLC and Connections Academy, LLC); Edgenuity (formerly known as Education2020, Inc.); EdOptions Academy; Florida Virtual School; Founders Education; Fuel Education; Odysseyware (formerly known as Glynlyon Odysseyware); K12 Inc.; The Virtual High School (formerly known as VHS Collaborative); and York County School Division.
- The Chief Academic Officer will detail findings from the monitoring reports and interviews in letters to each provider within 45 business of days after all monitoring interviews have been conducted.

## **Data Collection and Monitoring**

The Department of Education collects data from three sources: the Master Schedule Collection (MSC), provider monitoring reports, and Department of Education surveys. The MSC 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.

In addition to offering courses taught by teachers employed by the multidivision online provider, some multidivision online providers also offer courses that can be taught by local teachers. It appears that school divisions are still unclear about the need to submit data only related to a



course offered and taught by a multidivision online provider instead of a course offered by an online provider and taught online 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 MSC.

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 End of Year 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	Number of students enrolled in courses offered by approved providers in 2016-2017	Number of students enrolled in courses offered by approved providers in 2017-2018
Albemarle County	205	126	107	9	0	0
Alexandria	1483	284	365	160	128	0
Amelia-Nottoway Vocational-Technical Center	0	0	0	0	3	0
Amherst County	0	0	326	385	321	261
Appomattox County	0	0	38	8	13	19
Arlington County	161	19	0	0	7	0
Bath County	0	0	0	0	11	1
Bedford County	0	825	868	36	88	72
Bristol	2	28	0	27	20	68
Brunswick County	0	0	0	0	63	0
Buckingham County	0	0	0	0	104	0
Buena Vista	1	0	57	0	0	199
Charlottesville	0	0	64	111	16	129
Colonial Beach	0	0	0	0	23	114
Colonial Heights	0	0	0	0	0	1
Craig County	0	35	42	20	13	112
Culpeper County	2	11	0	119	0	0
Cumberland County	1	7	70	7	0	0
Danville	0	0	211	0	0	9

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	Number of students enrolled in courses offered by approved providers in 2016-2017	Number of students enrolled in courses offered by approved providers in 2017-2018
Dinwiddie County	0	0	0	0	0	74
Essex County	0	0	17	35	44	190
Fairfax County	922	55	1240	1361	1495	1197
Floyd County	0	7	1	0	46	38
Franklin City	47	74	37	130	27	0
Franklin County	0	0	0	0	0	5
Fredericksburg	0	0	0	0	0	54
Galax	0	0	31	25	11	0
Gloucester County	61	90	0	0	0	0
Goochland County	0	3	21	268	266	232
Greene County	0	0	0	0	0	58
Hampton	19	140	25	66	61	0
Hanover County	0	13	0	30	38	119
Henrico County	2620	1464	1320	2200	2010	866
Henry County	0	0	10	3	0	0
Highland County	0	0	4	0	5	15
Isle of Wight County	0	0	0	0	92	0
King William County	328	254	0	0	11	17
Lancaster County	0	0	0	14	0	0
Lee County	0	0	0	8	3	1
Loudoun County	130	38	0	1	13	7
Louisa County	0	0	0	1	0	0
Lunenburg County	0	41	42	25	25	28
Lynchburg	0	35	0	0	0	0
Madison County	0	20	57	63	48	27
Manassas	0	0	122	35	0	0
Martinsville	0	0	0	15	46	112
Mathews County	0	34	22	35	49	46
Mecklenburg County	0	0	0	0	51	171
Middlesex County	0	12	20	15	11	38
Nelson County	6	0	0	0	81	57
Northampton County	0	0	155	242	189	120
Norfolk	0	0	0	0	1675	1753
Northumberland County	12	6	8	1	62	137

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	Number of students enrolled in courses offered by approved providers in 2016-2017	Number of students enrolled in courses offered by approved providers in 2017-2018
Nottoway County	0	0	0	0	152	120
Orange County	144	138	314	305	276	312
Patrick County	0	0	9	11	1	2
Petersburg	0	0	0	0	164	794
Pittsylvania County	56	78	0	0	0	0
Poquoson County	0	10	0	0	0	0
Powhatan County	133	0	0	0	0	0
Radford	0	2	12	53	71	44
Rappahannock County	0	0	14	6	0	0
Richmond City	0	0	0	0	0	245
Richmond County	0	32	26	28	52	25
Salem	0	0	0	0	11	6
Shenandoah County	0	0	287	241	0	298
Smyth County	13	2	46	6	0	68
Spotsylvania County	0	0	0	0	294	210
Stafford County	0	0	156	150	126	592
Staunton	0	1	30	4	76	60
Suffolk	0	0	0	298	0	0
Sussex County	0	0	0	11	3	2
Virginia Beach	0	0	0	0	0	15
Warren County	0	0	0	3	0	0
Washington County	34	0	0	2	7	0
Waynesboro	0	0	1	0	0	2
West Point	9	1	12	12	0	19
Westmoreland County	0	0	0	83	67	51
Williamsburg-James City County	0	0	0	0	1	0
Winchester	46	65	0	0	0	0
Wise County	176	191	263	413	0	284
Wythe County	0	0	22	42	43	8
<b>Total Students Enrolled</b>	<b>6611</b>	<b>4141</b>	<b>6472</b>	<b>7,123</b>	<b>8513</b>	<b>9505</b>

### ***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 Student Record Collection 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: 98.43%
- Mathematics: 95.66%
- Science: 94.92%
- History: 96.17%

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 9,538 students enrolled in virtual courses from approved providers; 90 percent of those students completed the courses. Completion data from individual providers are presented in the table below.

<b>Course Completion Data</b>	<b>Courses</b>	<b>Number of Enrollments</b>	<b>Number of Completers</b>	<b>Overall Completer Percentage</b>
Accelerated Education <sup>1</sup>	N/A	N/A	N/A	N/A
Apex Learning <sup>2</sup>	See Course List	225	204	90.67%
BYU Independent Study	See Course List	4	4	100.00%
CCPSOnline - Chesterfield County Public Schools <sup>2</sup>	See Course List	719	689	95.83%
CompuHigh <sup>1</sup>	N/A	N/A	N/A	N/A
Edgenuity <sup>2</sup>	See Course List	969	582	60.06%
Edison Learning <sup>1</sup>	N/A	N/A	N/A	N/A
EdOptions Online Academy	See Course List	23	16	69.57%
Florida Virtual School <sup>2</sup>	See Course List	117	45	38.46%
Founders Education <sup>2</sup>	See Course List	44	39	88.64%
Fuel Education	See Course List	62	37	59.68%
K12 Inc.	See Course List	11,293	8,997	79.67%
Longwood University Extended <sup>1</sup>	N/A	N/A	N/A	N/A
Middleton Academy (formerly known as Milburn Online) <sup>1</sup>	N/A	N/A	N/A	N/A

OdysseyWare (formerly known as Glynlyon OddesseyWare)	See Course List	40	21	52.50%
Pearson Education (formerly known as Connections Education, LLC and Connections Academy) <sup>2</sup>	See Course List	265	180	67.92%
Proximity Learning, Inc. [formerly known as Proximity Learning, Inc. (myLanguage360)] <sup>1</sup>	N/A	N/A	N/A	N/A
The Virtual High School (formerly known as The VHS Collaborative) <sup>2</sup>	See Course List	22	21	95.45%
York County Public Schools <sup>2</sup>	See Course List	23	23	100.00%
<b>Totals</b>		<b>13,806</b>	<b>10,858</b>	<b>78.65%</b>

<sup>1</sup>Provider did not provide courses to any students in Virginia during the 2017-2018 school year.

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

Data from the provider monitoring reports show that 13,806 students enrolled in virtual courses from approved providers; 78 percent of those students both completed and passed the courses. Pass rates from individual providers are below.

<b>Course Pass Rates</b>	<b>Courses</b>	<b>Number of Students Enrolled in Courses</b>	<b>Number of Students Completing and Passing Courses</b>	<b>Overall Pass Rate</b>
Accelerated Education <sup>1</sup>	N/A	N/A	N/A	N/A
Apex Learning	See Course List	225	159	70.67%
BYU Independent Study	See Course List	4	4	100.00%
CCPSOnline - Chesterfield County Public Schools	See Course List	719	670	93.18%
CompuHigh <sup>1</sup>	N/A	N/A	N/A	N/A
Edgenuity	See Course List	969	551	56.86%
Edison Learning <sup>1</sup>	N/A	N/A	N/A	N/A
EdOptions Online Academy	See Course List	23	16	69.57%
Florida Virtual School	See Course List	117	46	39.32%
Founders Education	See Course List	44	39	88.64%
Fuel Education	See Course List	62	37	59.68%
K12 Inc.	See Course List	11,293	8,997	79.67%
Longwood University Extended <sup>1</sup>	N/A	N/A	N/A	N/A
Middleton Academy (formerly known as Milburn Online) <sup>1</sup>	N/A	N/A	N/A	N/A
OdysseyWare (formerly known as Glynlyon OdysseyWare)	See Course List	40	5	12.50%
Pearson Education (formerly known as Connections Education, LLC and Connections	See Course List	265	213	80.38%

Course Pass Rates	Courses	Number of Students Enrolled in Courses	Number of Students Completing and Passing Courses	Overall Pass Rate
Academy)				
Proximity Learning, Inc. [formerly known as Proximity Learning, Inc. (myLanguage360)] <sup>1</sup>	N/A	N/A	N/A	N/A
The Virtual High School (formerly known as The VHS Collaborative)	See Course List	22	21	95.45%
York County Public Schools	See Course List	23	22	95.65%
<b>Totals</b>		<b>13,806</b>	<b>10,776</b>	<b>78.05%</b>

<sup>1</sup>Provider did not provide courses to any students in Virginia during the 2017-2018 school year.

### *Student Demographic Data*

Student demographic data were requested on the provider monitoring reports. Of the 21 approved providers, 13 offered instruction during the 2017-2018 school year. Of these 13, eleven collected and reported student data on gender, race, and ethnicity. Of the data reported:

- Gender data were provided for 1,579 students. Of these students, 40.8 percent were male and 59.2 percent were female. The reporting of demographic information is optional due to the various privacy policies of providers.
- Racial and ethnic data were provided for 2,764 students. Of these students, 13 percent were reported as Hispanic or Latino, 5 percent were Asian, 21 percent were Black or African American, 54 percent were White, and 6 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
<b>Accelerated Education<sup>1</sup></b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Apex Learning</b>	0	130	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
<b>BYU Independent Study<sup>1</sup></b>	0	2	1	1	DNA	DNA	DNA	DNA	DNA	DNA	DNA
<b>CCPSOnline - Chesterfield County Public Schools</b>	0	719	230	489	50	0	29	137	0	503	0

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
<b>CompuHigh<sup>1</sup></b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Edgenuity<sup>2</sup></b>	48	663	315	348	71	4	64	156	4	202	0
<b>Edison Learning<sup>1</sup></b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>EdOptions Academy</b>	0	15	10	5	DNA	DNA	DNA	DNA	DNA	DNA	DNA
<b>Florida Virtual School</b>	0	52	24	28	DNA	DNA	DNA	DNA	DNA	DNA	DNA
<b>Founders Education</b>	0	39	20	19	DNA	DNA	DNA	DNA	DNA	DNA	DNA
<b>Fuel Education</b>	0	62	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
<b>Glynlyon OdysseyWare<sup>1</sup></b>	0	16	13	3	DNA	DNA	DNA	DNA	DNA	DNA	DNA
<b>K12</b>	1525	0	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
<b>Longwood University Extended<sup>1</sup></b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Middleton Academy (formerly known as Milburn Online)<sup>1</sup></b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Pearson Education (formerly known as Connections Education, LLC and Connections Academy)<sup>2</sup></b>	13	30	14	17	DNA	DNA	DNA	DNA	DNA	DNA	DNA
<b>Proximity Learning, Inc. [formerly known as Proximity Learning, Inc. (myLanguage360)]</b>	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
<b>The Virtual High School (formerly known as The VHS Collaborative)</b>	0	19	5	14	DNA	DNA	DNA	DNA	DNA	DNA	DNA
<b>York County Public Schools</b>	0	23	12	11	1	1	0	8	0	13	DNA

<sup>1</sup>Provider did not provide courses to any students in Virginia during the 2017-2018 school year.

<sup>2</sup>Demographic and Ethnic/Racial data does not include unreported data.

DNA indicates Data Not Available

### **Provider Monitoring Interviews**

The Department of Education conducted monitoring interviews with the 13 providers that offered courses during the 2017-2018 school year.

Apex Learning

No issues were identified with this provider.

BYU Independent Study

No issues were identified with this provider.

CCPSOnline – Chesterfield County Public Schools

No issues were identified with this provider.

Edgenuity

No issues were identified with this provider.

EdOptions Academy (Edmentum, Inc.)

The provider has provided the names of school divisions with which they contracted during the 2017- 2018 school year. Email addresses were not provided in the monitoring report, but will be sent to the DOE. No significant issues were identified with this provider.

Florida Virtual School

The provider offered three unapproved courses during the 2017-2018 school year. The provider was reminded to not offer the courses until they have been submitted for review. No students were enrolled in the courses from the start of the 2018-2019 school year through the date of the monitoring interview. The provider was reminded of the requirements of the DOE MOP program and the possibility of revocation of MOP status in the case of a reoccurrence during the 2018-2019 school year.

Founders Education

No issues were identified with this provider.

Fuel Education

No issues were identified with this provider.

K12 Inc.

No issues were identified with this provider.

OdysseyWare (formerly known as Glynlyon OdysseyWare)

No issues were identified with this provider.

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



The provider briefly offered several courses during the 2017-2018 school year that are part of their national course listing, but had not been approved to be offered in Virginia. Once the provider noticed Virginia enrollments, the students were removed from the courses within a week. The provider indicated that new employees were unaware of the need to obtain DOE approval. The provider was reminded of the requirements of the DOE MOP program and the possibility of revocation of MOP status in the case of a reoccurrence.

The Virtual High School (formerly known as The VHS Collaborative)  
No issues were identified with this provider.

York County Public Schools  
No issues were identified with this provider.

### **Department of Education Parental Satisfaction Survey Data**

The Department of Education conducts an annual survey of the parents of students who were enrolled in a course offered by a multidivision online provider during the previous school year. Using local school division information submitted to the DOE by providers, a survey link is sent directly to local school divisions for dissemination to parents.

Due to a low survey response rate (less than 1 percent), a proper analysis of survey responses cannot be provided for 2018. The DOE will modify the survey dissemination strategy for 2019 in order to increase the survey response rate.

### **Issues and Challenges**

During the 2017-2018 school year, one issue identified in previous years continues to be an area of concern:

- As noted in the Data Collection and Monitoring section above, there continues to be a discrepancy in the enrollment data submitted by providers and the data reported by school divisions through the MSC.

The Department of Education will continue to provide guidance to providers on the submission of enrollment data. In an effort to resolve this discrepancy the Department of Education will provide guidance to school divisions through the agency's Office of Educational Information Management and also recommend school divisions verify multidivision online provider course enrollment data with multidivision online providers prior to submission via the MSC. The Chief Academic Officer will detail findings from the provider monitoring reports and interviews in letters to each provider.

### **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.

There were no new applications received during the 2017 application window. Loudoun County Public Schools decided during the 2016-2017 academic year that they no longer wished to remain a multidivision online provider for Virginia.

Of the two applications received during the 2018 application window, both providers met the criteria for approval: Nextide Academy and R.I.S.E Hybrid Academy.

Since 2011, the Department of Education has approved a total of 29 multidivision online providers. As stated above, eight of the providers (Cambium Education, Inc.; Connections Education GradPoint; Edmentum; FlipSwitch (formerly known as American Virtual Academy); Giant Campus of Virginia; Loudoun County Public Schools; Plato Learning, Inc.; and Graduation Alliance) no longer offer courses as a multidivision online provider. Therefore, 21 of the 29 multidivision online providers are listed below with any courses they have been approved to offer.

The approved providers may offer 1,609 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.

## Course List

**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  
 Language Arts 11  
 Physical Education  
 Physical Science  
 Physics  
 Virginia & US Government [American Government]  
 Virginia and United States History [American History]  
 World History & Geography 1500-Present [World History]  
 World Geography

*Non-SOL, CTE, or 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]  
 English Grade 10 [English 10(Core/Honors)]  
 English Grade 11 [English 10(Core/Honors)]  
 English Grade 12 [English 10(Core/Honors)]  
 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  
 United States History: 1865 to the Present [US History since the Civil War]  
 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)]  
 Virginia and US Government [US Government and Politics]  
 World History & Geography to 1500 [World History to the Renaissance (Core)]

*Non-SOL, CTE, or Elective Courses*

AP Statistics  
 AP Calculus AB  
 AP Biology  
 AP Chemistry  
 AP Environmental Science  
 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  
 Business Law - Legal Environment of Business  
 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]

*Non-SOL, CTE, or Elective Courses*

AP Biology  
 AP Calculus  
 Human Anatomy  
 Home Gardening  
 Exploring Values, Part 1  
 Exploring Values, Part 2  
 Exploring Values, Part 3

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

*Approved SOL Courses*

*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, CTE, or Elective Courses*

Earth Science 2  
 Psychology  
 Sociology

**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  
Civics and Economics [Civics and Economics Middle School]  
Earth Science  
Economics and Personal Finance  
Economics and Personal Finance [Economics and Personal Finance Honors]  
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 [Life Skills]  
Health Grade 10 [Health & Personal Wellness]  
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)  
Personal Finance  
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. Government [Virginia and U.S. Government Honors]  
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 1500-Present [World History and Geography II 1500 and Beyond Honors]  
World History & Geography to 1500 [World History and Geography I to 1500]  
World History & Geography to 1500 [World History and Geography I to 1500 Honors]

*Non-SOL, CTE, or Elective Courses*

3D Art I - Modeling  
3D Art II – Animation  
Advanced Drawing & Design  
AP Calculus AB  
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 US Government & Politics  
AP U.S. History  
AP World History  
African American History  
Anatomy  
Animation  
Art History I  
Biology II: Ecology  
Business Marketing  
Career Explorations  
Careers in Criminal Justice

Career Planning and Development  
 Classic Novels & Author Studies (includes 15 novels)  
 Computer Applications: Office 2010  
 Computer Science  
 Concepts in Probability and Statistics  
 Cosmetology: Cutting Edge Styles  
 Creative Writing  
 Cybersecurity 1  
 Digital Arts  
 Digital Photography I: Creating Images with Impact!  
 Digital Photography II: Discovering Your Creative Potential  
 Drugs & Alcohol  
 Early Childhood Education  
 Ecology  
 Economics and Personal Finance  
 Entrepreneurship  
 Environmental Science  
 Exercise Science  
 Expository Reading and Writing  
 Fashion & Interior Design  
 First Aid & Safety  
 Forensic Science I: Secrets of the Dead  
 Forensic Science II: More Secrets of the Dead  
 Game Design I  
 Game Design II  
 Gothic Literature: Monster Stories  
 Great Minds in Science: Ideas for a New Generation  
 Health Science Concepts (Anatomy & Physiology)  
 History of the Holocaust  
 Hospitality & Tourism: Traveling the Globe  
 IDEA Writing - (Instruction to Develop Expository Modeling and Applied Writing)  
 Information Technology Fundamentals  
 International Business: Global Commerce in the 21st Century  
 Introduction to Communication and Speech  
 Introduction to Art  
 Introduction to Coaching  
 Introduction to Culinary Arts  
 Introduction to Health Science  
 Introduction to Manufacturing: Product Design & Innovation  
 Introduction to Philosophy: The Big Picture  
 Introduction to Social Media  
 Introduction to Women's Studies: A Personal Journey through Film  
 Journalism: Investigating the Truth  
 Law & Order: Introduction to Legal Studies  
 Life Skills  
 Literacy and Comprehension I  
 Literacy and Comprehension II  
 Lord of the Rings: An Exploration of the Films and Their Literary Influence  
 Marine Science: Secrets of the Blue

Medical Terminology  
 Middle School Digital Art and Design  
 Middle School Journalism: Tell Your Story  
 Middle School Life Skills  
 Middle School Photography: Drawing with Light  
 Microsoft Office Specialist  
 Mythology & Folklore: Legendary Tales  
 Online Learning and Digital Citizenship  
 National Security  
 Peer Counseling  
 Personal Training  
 Physiology  
 Pre-Algebra Elective [Pre-Algebra]  
 Pre-Calculus  
 Principles of Public Service: to Serve and Protect  
 Projects in Game Design  
 Project in Audio Engineering  
 Public Speaking  
 Psychology  
 Restaurant Management  
 Social Problems I: A World in Crisis  
 Social Problems II: Crisis, Conflicts & Challenges  
 Sociology  
 Sports & Entertainment Marketing  
 Sports Officiating  
 Strategies for Academic Success  
 Theater, Cinema & Film Production  
 World Religions: Exploring Diversity

*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 Computer Science A  
 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 [Virginia ELA 6]  
 English Grade 7 [Virginia ELA 7]  
 English Grade 8 [Virginia ELA 8]  
 English Grade 9 [English I]  
 English Grade 9 [Virginia ELA 9]  
 English Grade 10 [English II]  
 English Grade 10 [Virginia ELA 10]

English Grade 11 [Virginia ELA 11]  
 English Grade 12 [Virginia ELA 12]  
 French I [French 1 A/B (to VA 2014 Standards)]  
 French II [French 2 A/B (to VA 2014 Standards)]  
 Geometry  
 Geometry [Virginia Geometry v 2.0]  
 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, CTE, or 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  
 Artificial Intelligence  
 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  
 Biotechnology: Unlocking Nature's Secrets  
 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 Applications & Technology  
 Computer Technology  
 Consumer Mathematics  
 Contemporary World A  
 Contemporary World B  
 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  
 Drugs & Alcohol (9-12)  
 Environmental Science A/B  
 Essential Career Skills  
 Fitness Basics 1 (MS)  
 Fitness Basics 2 (MS)  
 Flexibility Training (9-12)  
 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  
 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  
 Holocaust Studies  
 Human Geography  
 Integrated Math 1  
 Integrated Math 2  
 Integrated Math 3  
 Integrated Physics & Chemistry  
 International Business  
 Introduction to Business Administration  
 Introduction to Android Mobile App Development  
 Introduction to Coaching  
 Introduction to Cybersecurity  
 Introduction to Anthropology  
 Introduction to Archaeology  
 Introduction to Astronomy  
 Introduction to Criminology  
 Introduction to Forensic Science  
 Introduction to iOS Mobile App Development  
 Introduction to Marine Biology  
 Introduction to Military Careers  
 Introduction to Philosophy  
 Introduction to Veterinary Science  
 Introduction to World Religions  
 Introduction to Social Media  
 Introduction to Social Media: Our Connected World  
 Law & Order: Introduction to Legal Studies  
 Life Skills (7-10)  
 Middle School Career Explorations  
 Middle School Health  
 Middle School Journalism  
 Middle School Photography: Drawing with Light  
 Middle School World History A/B  
 Music Appreciation  
 Music Appreciation: The Enjoyment of Listening  
 Mythology and Folklore  
 Native American Studies: Contemporary Perspectives  
 Native American Studies: Historical Perspectives  
 Nutrition  
 Peer Counseling  
 Personal Health & Fitness  
 Personal Psychology I: Living in a Complex World  
 Personal Psychology I: The Road to Self-Discovery  
 Personal Training Career Prep (10-12)  
 Personal Training Concepts (9-12)  
 Philosophy: The Big Picture  
 Physiology  
 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  
 Revolutionary Ideas in Science  
 Robotics IA  
 Robotics IB  
 Running (9-12)  
 SAT Prep  
 SAT Prep: Mathematics  
 SAT Prep: Reading  
 SAT Prep: Writing and Language  
 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  
 Sports Officiating  
 Strength Training (10-12)  
 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  
 Theatre, Cinema, & Film Production  
 Walking Fitness (9-12)  
 Web Design  
 Web Technologies  
 Women's Studies  
 World Literature  
 World Religions: Exploring Diversity

**Edison Learning, Inc.**  
**485 Lexington Avenue**  
**New York, New York 10017**

*Approved SOL Courses*  
*Virginia SOL Course [Provider Course Title]*  
 Algebra I [Algebra I]  
 Algebra II [Algebra II]  
 Biology [Biology]  
 Chemistry [Chemistry]  
 Earth Science [Earth Science]  
 English Grade 10 [World Literature II]  
 English Grade 11 [American Literature]  
 English Grade 12 [British Literature]  
 English Grade 9 [World Literature I]  
 Geometry [Geometry]  
 World Geography [World Geography]  
 World History 1500-Present [World History II]

*Non-SOL, CTE, or Elective Courses*  
 Virginia Accounting  
 Anatomy and Physiology  
 Astronomy  
 Biotechnology  
 Calculus  
 Computer Engineering  
 Construction Technology (Principles of Architecture  
 and Construction)  
 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  
 VA Computer Applications A/B (36 Weeks)  
 VA Computer Information Systems A/B (36 Weeks)

**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, CTE, or 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, Pennsylvania 18977**

*Approved SOL Courses*  
 Algebra I  
 Algebra II  
 Algebra II and Trigonometry  
 Biology  
 Chemistry  
 Earth Science

Economics and Personal Finance  
 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

**Fuel Education**  
**2300 Corporate Park Drive**  
**Herndon, Virginia 20171**

*Approved SOL Courses*  
*Virginia SOL Course [Provider Course Title]*  
 6-8 General Music [Music Appreciation 6-8]  
 9-12 General Music [Music Appreciation 9-12]  
 Algebra I [MTH128/9: Algebra 1 VA]  
 Algebra II [MTH208/9: Algebra 2 VA] Art Appreciation  
 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 [Intermediate Civics and Economics]  
 Earth Science [112 Earth Science]  
 Earth Science [SCI06 MS Earth Science]  
 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 [English Grade 6]  
 English Grade 7 [English Grade 7]  
 English Grade 8 [English Grade 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 Grade 12 [ENG403/4 British and World Literature VA]  
 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 [MTH208/9: Geometry VA]  
 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]  
 Health Grade 9 [OTH010: Skills for Health VA]  
 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]  
 History Grade 1 [Social Studies 1 VA]  
 History Grade 2 [Social Studies 2 VA]  
 History Grade 3 [Social Studies 3 VA]  
 Language Arts 6  
 Language Arts 7  
 Language Arts 8  
 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 [SCI07 MS Life Science]  
 Math Analysis [MTH403: Math Analysis VA]  
 Mathematics Grade K [Math Plus Blue]  
 Mathematics Grade 1 [Math Plus Green]  
 Mathematics Grade 2 [Math Plus Orange]  
 Mathematics Grade 3 [Math Plus Purple VA]  
 Mathematics Grade 4 [Math Plus Red]  
 Mathematics Grade 5 [Math Plus Yellow VA]  
 Mathematics Grade 6 [Fundamentals of Geometry and Algebra]  
 Math 6

Math 7  
 Mathematics Grade 7 [Pre-Algebra]  
 Math 8  
 Mathematics Grade 8 [Algebra]  
 Music Grade K [Spotlight on Music 0K]  
 Music Grade 1 [Spotlight on Music 01]  
 Music Grade 2 [Spotlight on Music 02]  
 Music Grade 3 [Spotlight on Music 03]  
 Music Grade 4 [Spotlight on Music 04]  
 Music Grade 5 [Spotlight on Music 05]  
 Physical Education 6  
 Physical Education 7  
 Physical Education 8 [Physical Education OTH08]  
 Physical Science [SCI08 MS Physical Science]  
 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 Government [HST403 US Government and Politics VA]  
 Virginia & US History [303/4 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 and Geography to 1500 [HST103/4 World History]  
 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, CTE, or Elective Courses*

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

**K12 Inc.**  
**2300 Corporate Park**  
**Herndon, Virginia 20171**

*Approved SOL Courses*

*Virginia SOL Course [Provider Course Title]*  
6-8 General Music [Music Appreciation 6-8]  
9-12 General Music [Music Appreciation 9-12]  
Algebra I [MTH128/9: Algebra 1 VA]  
Algebra II [MTH208/9: Algebra 2 VA]  
Biology [202 Biology]  
Chemistry [302 Chemistry]  
Chinese I  
Chinese II  
Civics and Economics [Intermediate Civics and Economics]  
Earth Science [112 Earth Science]  
Earth Science [SCI06 Earth Science]  
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 [English Grade 6]  
English Grade 7 [English Grade 7]  
English Grade 8 [English Grade 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 Grade 12 [ENG403/4 British and World Literature VA]  
 English Kindergarten [Language Arts K]  
 French I  
 Geometry [MTH208/9: Geometry VA]  
 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]  
 Health Grade 8 [Health Grade 8]  
 Health Grade 9 [OTH010: Skills for Health VA]  
 History Kindergarten [Social Studies K VA]  
 History Grade 1 [Social Studies 1 VA]  
 History Grade 2 [Social Studies 2 VA]  
 History Grade 3 [Social Studies 3 VA]  
 History Grade 4 [History Virginia Studies]  
 History Kindergarten [History K]  
 Language Arts 6  
 Language Arts 7  
 Language Arts 8  
 Latin I [VA Latin I]  
 Latin II [VA Latin II]  
 Life Science [SCI07 Life Science]  
 Math Analysis [MTH403: Math Analysis VA]  
 Mathematics Grade K [Math Plus Blue]  
 Mathematics Grade 1 [Math Plus Green]  
 Mathematics Grade 2 [Math Plus Orange]  
 Mathematics Grade 3 [Math Plus Purple VA]  
 Mathematics Grade 4 [Math Plus Red]  
 Mathematics Grade 5 [Math Plus Yellow VA]  
 Mathematics Grade 6 [Pre-Algebra A]  
 Math 6  
 Mathematics Grade 6 [Fundamentals of Geometry and Algebra]  
 Math 7  
 Mathematics Grade 7 [Pre-Algebra B]  
 Mathematics Grade 7 [Pre-Algebra]  
 Math 8  
 Mathematics Grade 8 [Algebra]  
 Mathematics Kindergarten [Math K]  
 Music Grade K [Spotlight on Music 0K]  
 Music Grade 1 [Spotlight on Music 01]  
 Music Grade 2 [Spotlight on Music 02]  
 Music Grade 3 [Spotlight on Music 03]  
 Music Grade 4 [Spotlight on Music 04]  
 Music Grade 5 [Spotlight on Music 05]  
 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 Education Grade 8 [Physical Education OTH08]  
 Physical Science [SCI08 Physical Science]  
 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 B]  
 U.S. History to 1865 [American History A]  
 Virginia & US Government [403 US Government]  
 Virginia & US Government [HST403 US Government and Politics VA]  
 Virginia & US History [303 US History]  
 Virginia Studies [Virginia Studies 4]  
 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 [103/4 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)]

*Non-SOL, CTE, or 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 Biology  
AP Calculus AB  
AP Calculus BC  
AP Computer Science  
AP English  
AP English Literature  
AP European History  
AP French  
AP Macroeconomics  
AP Microeconomics  
AP Psychology  
AP Spanish  
AP Statistics  
AP U.S. Government  
AP U.S. History  
AP World 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

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

*No approved courses at this time*

**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 Department of Education (DOE). The Apex Learning courses may not be modified or edited without the submission of these courses to the DOE during a multidivision online provider application period.

**Nextide Academy  
221 North 21<sup>st</sup> Street  
Purcellville, Virginia 20132**

Nextide Academy is approved to offer the following Edmentum (owned by Ed Options Online Academy) courses that have been approved by the Department of Education (DOE). The Edmentum courses may not be modified or edited without the submission of these courses to the DOE during a multidivision online provider application period.

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

Algebra 1  
Algebra 2  
Biology  
Chemistry  
Civics and Economics [Civics]  
Earth & Space Science  
English 6  
English 7  
English 8  
English 9  
English 10  
English 11  
English 12  
French 1  
French 2  
Geometry  
German 1  
German 2

Health  
Life Science  
Math 6  
Math 7  
Math 8  
Physical Education  
Physical Science  
Physics  
Spanish 1  
Spanish 2  
Spanish 3  
World Geography  
Virginia & US Government  
US History  
World History

*Non-SOL, CTE, or Elective Courses*  
Academic Success

**OdysseyWare (formerly known as Glynlyon  
OdysseyWare)**  
**300 North McKemey Avenue**  
**Chandler, Arizona 85226**

*Approved SOL Courses*

Algebra I  
Algebra II  
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

*Non-SOL, CTE, or Elective Courses*

Advanced Algebra  
Algebra I Fundamentals  
Algebra II Fundamentals  
Analytic Geometry  
Art History  
Banking Services Careers  
Careers in Allied Health  
Careers in Logistics Planning and Management  
Services  
Careers in Marketing Research  
Civil War  
Construction Careers  
Consumer Math  
Coordinate Algebra

Corrections: Policies and Procedures  
Counseling and Mental Health Services  
English I Fundamentals  
English II Fundamentals  
English III Fundamentals  
English IV Fundamentals  
Essentials of Communication  
Food Safety and Sanitation  
Geometry Fundamentals  
Integrated Math I  
Integrated Math II  
Integrated Math III  
Integrated Physics and Chemistry  
Introduction to Careers in Finance  
Introduction to Careers in Government and Public  
Administration  
Introduction to Careers in Transportation,  
Distribution, and Logistics  
Introduction to Human Growth and Development  
Introduction to Information Technology Support  
Services  
Introduction to Law, Public Safety, Corrections, and  
Security  
Introduction to STEM  
Music Appreciation  
National Security Careers  
Personal Care Services  
Physicians, Pharmacists, Dentists, Veterinarians and  
Other Doctors  
Planning Meetings and Special Events  
Pre-Calculus  
Psychology  
Public Health: Discovering the Big Picture in Health  
Care  
Science and Mathematics in the Real World  
Scientific Discovery and Development  
Scientific Research  
Security and Protective Services  
Small Business Entrepreneurship  
Software Development Tools  
STEM and Problem Solving  
Sustainable Service Management for Hospitality and  
Tourism  
Technology and Business  
Therapeutics: The Art of Restoring and Maintaining  
Wellness  
Transportation and Tours for the Traveler  
Twentieth Century American History  
Vietnam Era

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



*Approved SOL Courses*

*Virginia SOL Course [Provider Course Title]*

Algebra I	Mathematics Grade 7 [Math 7 GT]
Algebra I [Algebra I Foundations]	Mathematics Grade 8 [Algebra Readiness]
Algebra I [Algebra I Honors]	Mathematics Kindergarten [Math K]
Algebra II	Music Grade 4 [Music II]
Algebra II [Algebra II Foundations]	Music Grade 5 [Music III]
Algebra II [Algebra II Honors]	Music Grades 6-8 [Music IV]
Biology	Music Grades 9-12 [Music Appreciation]
Chemistry	Music Kindergarten [Music I]
Chinese I A	Physical Education Grade 1 [Physical Education 1]
Chinese I B	Physical Education Grade 2 [Physical Education 2]
Chinese II A	Physical Education Grade 6 [Health and Physical Education 6]
Chinese II B	Physical Education Grade 7 [Health and Physical Education 7]
Driver's Education	Physical Education Grade 8 [Health and Physical Education 8]
Earth Science	Physical Education Grade 9 [Health, Fitness and Nutrition]
Economics and Personal Finance	Physical Education Grade 11 [Personal Fitness]
English Kindergarten [Language Arts K]	Physical Science [Science 8]
English Grade 1 [Language Arts 1]	Physical Science [Physical Science Foundations]
English Grade 2 [Language Arts 2]	Physical Science [Physical Science Honors]
English Grade 3 [Language Arts 3]	Physics [Physics A/B]
English Grade 4 [Language Arts 4]	Probability and Statistics [Math-Statistics]
English Grade 5 [Language Arts 5]	Science Grade 1 [Science 1]
English Grade 6 [Language Arts 6]	Science Grade 2 [Science 2]
English Grade 7 [Language Arts 7]	Science Grade 3 [Science 3]
English Grade 8 [Language Arts 8]	Science Grade 4 [Science 4]
English Grade 9	Science Grade 5 [Science 5]
English Grade 10	Science Grade 6 [Science 6]
English Grade 11	Science Kindergarten [Kindergarten Science]
English Grade 12	American Sign Language [Sign Language]
French I	Social Studies 2
French II	Spanish I
Geometry	Spanish II
Geometry [Geometry Foundations]	Spanish III
Geometry [Geometry Honors]	Spanish IV
Health Grade 6	US History 1865 to Present [Social Studies 5 US History II]
Health Grade 7	US History to 1865 [Social Studies 5]
Health Grade 8	US History to 1865 [Social Studies 4 US History I]
Health Grade 9 [Health, Fitness & Nutrition]	Virginia & US Government [American Government]
Health Grade 10 [Personal Fitness]	Virginia & US Government [American Government Foundations]
History Grade K [Social Studies K]	Virginia & US Government [US Government and Politics]
History Grade 1 [Social Studies 1]	Virginia and US Government [Virginia and US Government]
History Grade 2 [Social Studies 2]	Virginia & US History [United States History]
Japanese I A	Virginia & US History [United States History Honors]
Japanese I B	Virginia & US History [United States History Foundations]
Japanese II A	Virginia and US History [Virginia and US History]
Japanese II B	Visual Arts Grade 1 [Art 1]
Life Science [Science 7]	Visual Arts Grade 2 [Art 2]
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 6 [Math 6 GT]	
Mathematics Grade 7 [Math 7]	

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 & Geography to 1500 [World History Honors]  
 World History & Geography to 1500 [World History Foundations]  
 World History and Geography: 1500 - present [World History]

*Non-SOL, CTE, or 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  
 Art History A/B  
 Business Communication  
 Business Math  
 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  
 Exploring Music II  
 Exploring Music III  
 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

**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

**RISE Hybrid Academy  
3502 Carlyle Court  
Fredericksburg, Virginia 22408**

*Approved SOL Courses*

Language Arts Grade K  
Language Arts Grade 1  
Language Arts Grade 2  
Mathematics Grade 1  
Mathematics Grade 2

**The VHS Collaborative (formerly known as Virtual High School Global Consortium)  
4 Clock Tower, Suite 510  
Maynard, Massachusetts 01754**

*Non-SOL, CTE, or 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 Beasties  
Glory of Ancient Rome  
U.S. Government  
Hist. of Photography  
Holocaust  
Horror Writers  
Human Body  
International 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

*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, CTE, or Elective Courses*

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

**York County School Division**  
**302 Dare Road**  
**Yorktown, Virginia 23692**

## **Appendix L – Virtual Virginia Brief**

### **Background**

Virtual Virginia (VVA) is a program of the Virginia Department of Education that promotes equity and access to rigorous courses, high-quality instruction, and additional blended and online resources to students, teachers, and schools across the Commonwealth and the nation. Including underserved populations, VVA provides educational options to students and families in addition to their local public school offerings. Since program inception in 2002, VVA has served over **100,000** Virginia students and teachers.

One of the VVA program core commitments is to provide academic flexibility while preserving the autonomy of Virginia public school divisions in meeting the varied schedules, needs, and expectations of their students and their families. VVA works in a partnership with Virginia public school divisions to provide student access to courses that may otherwise unavailable to them due a variety of circumstance including, but not limited to, low enrollment, schedule conflict, or the lack of highly qualified teachers. Public school students may enroll in VVA courses as supplemental or full-time students. All students enrolled in VVA courses remain affiliated with their local public school average daily membership and are subject to local school policies and procedures. Virginia public school students comprise 99 percent of the students served by the VVA program. Homeschool, private school, and out of state students may also enroll in VVA courses.

### **Virtual Virginia Program Student Participation**

During the 2017-2018 academic year, 15,737 students enrolled in VVA, and this includes 6,435 students enrolled in a blended and online Economics and Personal Finance course offering. Public school students are enrolled in VVA courses via the public local school counselor. Enrollment opens in April each year, and a public school may enroll up to fifteen students per course on a first come, first served and space available basis. Schools agree to provide an adult mentor, school counselor of record, and the required resources necessary to be a successful online student. Students enrolled in VVA courses with a corresponding SOL, AP, or other standardized assessment are tested at the local school and proctored by public school instructional staff per the local school policy. Public schools award letter grades per the local school grade scale and agree to award graduation credit for VVA courses. Advanced Placement courses are tuition free for all students participating in the Early College Scholars (ECS) program, and 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. The \$75 drop fee previously assessed if students withdraw after the 21<sup>st</sup> day of class has been discontinued to reduce costs to local school divisions.

During the 2017-2018 school year, VVA offered 90 online Advanced Placement (AP®), World Language, core academic, elective, blended, and professional development online and blended course options to students and teachers across the Commonwealth. In 2017-2018, VVA was represented in all eight Superintendents' Regions and had enrollments in 94 percent of Virginia school divisions. Below is a list of participating Virginia Public School Divisions and the

corresponding number of VVA course enrollments. The overall VVA course completion rate for 2017-2018 was 90 percent excluding Economics and Personal Finance (EPF) enrollments and 95 percent including EPF enrollments.

**2017-2018 Virtual Virginia Course Enrollment by Division**

<b>Division</b>	<b>Enroll-ment</b>	<b>Division</b>	<b>Enroll-ment</b>	<b>Division</b>	<b>Enroll-ment</b>
ACCOMACK	241	FRANKLIN COUNTY	481	PITTSYLVANIA	243
ALBEMARLE	85	FREDERICK	123	POQUOSON	105
ALLEGHANY	215	FREDERICKSBURG	14	PORTSMOUTH	131
AMELIA	169	GALAX	35	POWHATAN	37
AMHERST	18	GILES	29	PRINCE EDWARD	21
APPOMATTOX	62	GLOUCESTER	385	PRINCE GEORGE	485
ARLINGTON	212	GOOCHLAND	3	PRINCE WILLIAM	398
AUGUSTA	196	GREENE	210	PULASKI	97
BATH	93	GREENSVILLE	2	RADFORD	180
BEDFORD COUNTY	88	HALIFAX	3	RAPPAHANNOCK	122
BLAND	56	HAMPTON	148	RICHMOND CITY	75
BOTETOURT	297	HANOVER	38	RICHMOND COUNTY	68
BRISTOL	61	HARRISONBURG	40	ROANOKE CITY	49
BRUNSWICK	162	HENRICO	161	ROANOKE COUNTY	99

<b>Division</b>	<b>Enroll-ment</b>	<b>Division</b>	<b>Enroll-ment</b>	<b>Division</b>	<b>Enroll-ment</b>
BUCHANAN	39	HENRY	28	ROCKBRIDGE	10
BUCKINGHAM	15	HIGHLAND	54	ROCKINGHAM	29
BUENA VISTA	5	ISLE OF WIGHT	60	RUSSELL	22
CAMPBELL	564	KING AND QUEEN	2	SALEM	344
CAROLINE	26	KING GEORGE	41	SCOTT	10
CARROLL	32	KING WILLIAM	24	SHENANDOAH	590
CHARLES CITY	75	LANCASTER	42	SMYTH	26
CHARLOTTE	204	LOUDOUN	190	SOUTHAMPTON	93
CHARLOTTESVILLE	15	LOUISA	11	SPOTSYLVANIA	142
CHESAPEAKE	260	LUNENBURG	21	STAFFORD	305
CHESTERFIELD	73	LYNCHBURG	48	STAUNTON	29
CLARKE	176	MADISON	49	SUFFOLK	82
COLONIAL BEACH	52	MANASSAS PARK	69	SURRY	4
COLONIAL HEIGHTS	91	MARTINSVILLE	102	SUSSEX	4
COVINGTON	17	MATHEWS	124	TAZEWELL	261
CRAIG	40	MECKLENBURG	18	VIRGINIA BEACH	869
CULPEPER	141	MIDDLESEX	105	WARREN	44
DANVILLE	90	MONTGOMERY	877	WASHINGTON	82

<b>Division</b>	<b>Enroll-ment</b>	<b>Division</b>	<b>Enroll-ment</b>	<b>Division</b>	<b>Enroll-ment</b>
DICKENSON	27	NELSON	229	WAYNESBORO	35
DINWIDDIE	5	NEW KENT	28	WEST POINT	5
ESSEX	28	NEWPORT NEWS	66	WESTMORELAND	50
FAIRFAX COUNTY	25	NORFOLK	79	WILLIAMSBURG	180
FALLS CHURCH	10	NORTHAMPTON	109	WINCHESTER	47
FAUQUIER	69	NOTTOWAY	177	WISE	156
FLOYD	227	ORANGE	28	WYTHE	2
FLUVANNA	36	PAGE	353	YORK	396
FRANKLIN CITY	152	PATRICK	59		

### **Virtual Virginia Professional Development Offerings**

VVA offers professional development opportunities to public school teachers through the VVA online learning management system. Professional development offerings have timelines and benchmarks; however, teachers have the flexibility to participate and work at their own pace between the benchmarks. Virginia public school teachers may enroll in VVA professional development offerings throughout the year and may be self-enrolled, enrolled by the local school counselor, enrolled by a school administrator, or enrolled by the division central office. Public schools award any professional development time based on the local scale for participation or completion. There is no tuition charged for public school teacher professional development. In 2017-2018, 565 Virginia school teachers were enrolled in 924 VVA professional development offerings, including 94 teachers enrolled in the blended and online Economics and Personal Finance facilitation course for public school teachers.

### **Virtual Virginia State and National Role in Blended/Online Learning**

VVA is a member of the Virtual Learning Leadership Alliance (VLLA), a national association of virtual programs that provides collegial support and collaborative opportunities to the individual members and member organizations to share resources, services, and expertise from some of the most innovative virtual programs in the United States. Consisting largely of leading state virtual schools, and several outstanding consortia, the VLLA member organizations are approaching a



half-million online course enrollments annually, provide their school divisions and students with highly-qualified teachers trained in online instruction, supply blended learning services to their constituents, and conduct research to validate the value of online learning. The VLLA maintains five workgroups: Curriculum, Professional Development and Instruction, Communications, Finance and Operations, and Technology. Workgroups members exchange information, strategies, experience, and resources through monthly Web conferences, sharing through an online project management tool, and one face-to-face meeting during the year. The VLLA has identified two critical areas where it advocates: (1) quality online courses and programs, and to (2) promote equitable access to educational options for rural students. Currently, the VVA instructional services director and additional VVA staff are participating in the following state and national efforts:

(1) The National Standards for Quality Online Courses. Online Teaching and Online Programs have been the benchmark for online programs, divisions and state agencies since their creation in 2007. The current sets of the standards were last revised in 2009 and 2011. The VLLA and Quality Matters (QM) are leading a broad-based effort to revise the National Standards for Quality Online Learning, building upon the work started by The International Association for K-12 Online Learning (iNACOL). The purpose of the National Standards for Quality (NSQ) revision initiative is to provide the K-12 online and blended learning community with an updated set of openly licensed standards to help evaluate and improve online courses, online teaching, and online programs. The VLLA and QM, as well as the project contributors, are committed to a continuous improvement cycle for all three sets of standards for online learning and to a common philosophy that standards in such a dynamic area as digital learning must be updated regularly to provide a useful benchmark for schools, divisions, statewide programs, and commercial suppliers of online and blended learning. The standards will provide additional guidance while providing maximum flexibility for the users. Each standard will be accompanied by a set of indicators, similar to the existing standards. The standards teams are expanding the guidance provided in previous versions of the standards with explanations and examples. These will be particularly helpful for divisions adopting the standards and indicators to fit their needs and for the variety of program types to apply the standards to blended learning or competency-based strategies being employed or for full-time virtual schools to use. The standards revision teams have been mindful to balance the need for a set of benchmarks for quality online learning practices with the need for flexibility to accommodate the wide range of program types and available resources.

(2) The fourteen members, who comprise the Virtual Learning Leadership Alliance, work with rural schools and students in numerous states across the U.S. While there are significant geographic and population differences between the states, a common theme among the Alliance members is the importance of these online programs' ability to serve rural students with quality courses and instruction. The Alliance is co-sponsoring a summit of national experts in rural education at the Expanding Online Learning Opportunities for Rural Students: A VLLA Hosted Summit. Online and blended learning programs have been helping rural students and schools in a variety of ways for years, but for many educators and advocates the important instructional role they play has not been front and center in discussions about how to improve rural education. VVA is working

with VLLA partners to conduct the summit and distribute the resulting information, data, and strategies to rural school and educational stakeholders in Virginia.

In an effort to support a VVA program value proposition of commitment to building a culture of continuous improvement for online course design, VVA became a member of Quality Matters (QM) in 2017-2018. QM is an organization committed to quality assurance of online courses both in Virginia and nationally. As part of the QM consortium, VVA receives access to the fully annotated K-12 Secondary Rubric, ability to participate in Independent Applying, the QM K-12 Secondary Rubric workshop, access to the Course Review Management System, and as a member of a consortium, the ability to complete collaborative internal reviews within VVA, but also with other QM consortium members. Going forward as part of the QM membership, VVA will have the ability to participate in Subscriber Managed Reviews, the ability to create Custom Reviews for Virginia SOL, membership in the QM Instructional Designers Association, and additional access to professional development and official online course review materials.

### **Virtual Virginia Courses**

VVA courses are accessible by students and teachers anywhere with internet access, and course content and resources are available at any time. VVA courses are delivered online both synchronously and asynchronously, and users enrolled in VVA courses may participate either at school, at home, and on mobile devices. The courses promote regular interaction among students and teachers and the course content is media-rich, interactive, and engaging and is designed to address different learning styles. Additionally, VVA courses include readings, discussion forums, written assignments, media, student presentations and projects, case studies, simulations, virtual lab assignments, models, interactive assignments, and opportunities for student-to-teacher and student-to-student collaboration. VVA courses meet and exceed Virginia state Standards of Learning, and VVA AP® courses are audited and approved by the College Board as well as the National Collegiate Athletic Association (NCAA).

#### **2017-2018 Virtual Virginia Course Offerings**

1130 English 9	2802 AP Microeconomics	4370 AP Biology	5510 Spanish I
1140 English 10	2803 AP Macroeconomics	4410 Chemistry I	5520 Spanish II
1150 English 11	2804 AP Economics	4420 Chemistry II	5530 Spanish III
1160 English 12	2900 Psychology	4510 Physics I	5540 Spanish IV
1165 World Mythology	2902 AP Psychology	4570 AP Physics I	5570 AP Spanish Language and Culture
1171 Creative Writing	3130 Algebra I	4574 AP Physics II	5580 AP Spanish Literature and Culture

1195 AP English Literature and Composition	3134 Algebra, Functions, and Data Analysis	5010 Arabic I	5700 Survey of World Language and Culture
1196 AP English Language and Composition	3135 Algebra II	5020 Arabic II	5810 Chinese I
2210 World Geography	3143 Geometry	5030 Arabic III	5820 Chinese II
2212 AP Human Geography	3162 Pre-Calculus and Mathematical Analysis	5110 French I	5830 Chinese III
2215 World History and Geography to 1500 A.D.	3177 AP Calculus AB	5120 French II	5840 Chinese IV
2216 World History and Geography, 1500 to Present	3178 AP Calculus BC	5130 French III	5860 AP Chinese Language and Culture
2319 AP US History	3185 AP Computer Science A	5140 French IV	6120 Economics and Personal Finance
2360 Virginia and US History	3192 AP Statistics	5170 AP French Language and Culture	6640 Introduction to Computer Science
2380 AP World History	4210 Earth Science I	5310 Latin I	6641 Introduction to Game Design and Development
2399 AP European History	4250 Earth Science II: Oceanography	5320 Latin II	7300 Health and PE 9
2440 Virginia and US Government	4260 Earth Science II: Astronomy	5330 Latin III	7400 Health and PE 10
2445 AP Government and Politics: US	4270 AP Environmental Science	5340 Latin IV	9151 AP Art History
2450 AP Government and Politics: Comparative	4310 Biology I	5370 AP Latin	9226 AP Music Theory

### Virtual Virginia Faculty

VVA faculty are highly qualified teachers and hold Virginia licenses in their content area. All VVA faculty are available during daily office hours (M-F) to communicate with students and provide, at minimum, one weekly synchronous instruction opportunity to interact with students. In 2017-2018 VVA employed 50 full-time and adjunct highly qualified and licensed Virginia teachers. Full-time VVA faculty are assigned at least one hundred and forty full time equivalent (FTE) enrollments or a combination of projects or duties and FTE enrollments to equal full-time teacher status.

VVA faculty are required to participate in regular online and face-to-face professional development in addition to prescribed professional development aligned to subject area or teaching assignment. Additionally, in 2017-2018 all VVA faculty received learning management system, student information system, and web conferencing software professional development. In 2017-2018, three faculty members and two administrators completed the *Ready to Blend* Facilitator training on blended learning best practices and implementation methods. In 2018-2019, 12 faculty members and three administrators will have completed the Quality Matters (QM) workshop on the Secondary Rubric. Activities in the three-week workshop focus on using research-supported standards to guide continuous online course improvement. Additionally two faculty members and two administrators will have completed the QM K-12 Reviewer Course workshop, thus becoming eligible for K-12 Reviewer Certification in the 2018-2019.

### Summer Session Program

In addition to the academic year course offering VVA provides Summer Session courses to students and schools in the Commonwealth. The local public school may enroll as many Summer Session students as needed, and the public school is provided autonomy to decide how often students must be present at the school during the Summer Session. To enroll in a VVA Summer Session course, the local public school counselor must enroll each student and the local public school must agree to award the assigned credit for the course. The tuition for all students who enroll in Summer Session courses is \$375 per course, regardless of a student's Early College Scholar status. During the 2018 summer session, there were 1,542 student enrollments in 39 Summer Session courses. The Summer Session 2018 growth represents an 81 percent increase  $[(1542-853=689) \text{ then } (689/853 \times 100)]$  in enrollment over the previous Summer Session enrollment. The following courses were offered in Summer Session 2018:

3130 Algebra I	1130 English 9	5330 Latin III
3135 Algebra II	1140 English 10	4510 Physics I
3134 Algebra Functions and Data Analysis	1150 English 11	3162 Pre-Calculus and Mathematical Analysis
	1160 English 12	

4310 Biology I	5110 French I	2900 Psychology (0.5 credit)
4340 Biology II – Ecology	5120 French II	5510 Spanish I
4410 Chemistry I	5130 French III	5520 Spanish II
4420 Chemistry II	3143 Geometry	5530 Spanish III
1171 Creative Writing	7300 Health & PE 9	2440 Virginia & US Government
4210 Earth Science I	7400 Health & PE 10	2360 Virginia & US History
4260 Earth Science II: Astronomy	6641 Introduction to Game Design	2215 World History & Geography to 1500 A.D.
4250 Earth Science II: Oceanography	6640 Introduction to Computer Science	2216 World History & Geography 1500 A.D. to the Present
2801 Economics (0.5 credit)	5310 Latin I	1165 World Mythology
6120 Economics and Personal Finance	5320 Latin II	

### **Full-Time Program**

VVA provides a Full-Time Program for students who wish to complete most or all of their required courses online. The VVA Full-Time Program offers all required core academic courses and electives necessary to earn a Standard or Advanced Studies diploma. As with the supplemental VVA program, the full-time program may serve public, private, and home-schooled students who enroll through the local public school. Students in the Full-Time program enrolled through their local public school will receive instruction through VVA provided by highly qualified teachers with Virginia certification. Local schools will ensure that students in the program have access to student services, technology, textbooks, and required course materials at no cost. Full-time students are given the ability to withdraw below full-time status, remain in other VVA courses, and retain supplemental status while completing remaining courses.

### **Virtual Virginia Outreach Program**

Starting with the 2015-2016 school year with legislative funding, VVA developed a program to support Virginia public schools beyond the existing VVA program course offerings. In the fall of 2015 VVA launched the 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 to use in their

classrooms. Sixteen localities across the Commonwealth participated in the pilot program. As the needs and expectations public school classrooms have changed over the last three years the VVA Outreach Program has evolved in concert. Beginning in 2018-2019, the VVA Outreach Program will expand to assist Virginia public school teachers and students of Math, Science, Computer Science, and Economics and Personal Finance subjects by providing access to SOL-aligned blended learning resources via the VVA learning management system at no cost to local school divisions. Public school teachers enrolled in the program will have the autonomy and flexibility to implement the resources to best fit the needs of their students. The Outreach resources are made available to support instructional needs including but not limited to supplemental instruction in a blended environment, homework, additional student support, substitute plans, inclement weather plans, and SOL review practice. During the 2018–2019 school year, the VVA Outreach Program will expand to include blended learning resources in the following content areas:

- **Computer Science**
  - Computer Science Foundations\*
  - Computer Science Principles\*
  - Computer Science Programming\*
- **Economics and Personal Finance**
- **Math**
  - Algebra I
  - Algebra II
  - Geometry
  - Math Analysis/Pre-Calculus\*
- **Science**
  - Biology
  - Chemistry\*
  - Earth Science I
  - Physics\*

*\*New in 2018–2019*

Resources and support available to Virginia public school teachers of math, science, computer science, and economics and personal finance enrolled in the Outreach Program include:

- SOL-aligned online or blended learning lessons for use with their students via the VVA learning management system (LMS),
- interactives and automated quizzes, worksheets and answer keys,
- online gradebook,
- LMS utilization training,
- LMS and Help Desk support,
- teacher facilitation support and best practices for blended learning,
- professional learning network of content-area Virginia public educators,
- end-of-course SOL exam review resources,
- the ability to customize the lesson content, and
- VVA Help Desk support.

### **Department of Education Survey Data**

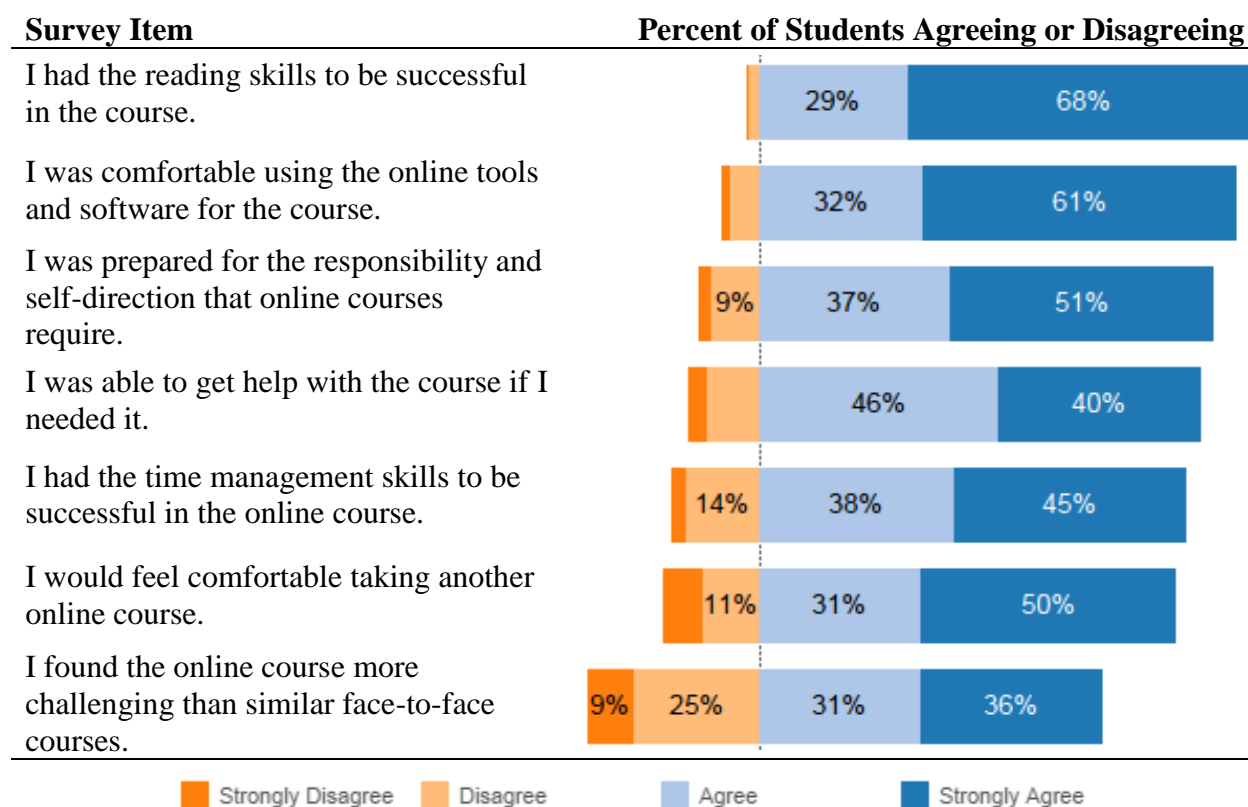
The Virginia Department of Education now surveys students, parents, and school staff on their experiences with VVA. Students participating in VVA during the 2017-218 school year were

surveyed at the end of fall, spring, and summer courses. Parents and staff were surveyed at the end of spring and summer courses.

For school year 2017-2018, we received survey responses from 1,897 students, 210 parents, and 252 school staff. VDOE will continue to implement strategies to increase response rates for all surveys.

Table 1 shows student perceptions of their experiences with the VVA program based on responses from the 2017-2018 school year. Overall, students felt prepared and were able to use resources available through the VVA program to be successful in the course. More than 90 percent of students agreed that they were comfortable using the online tools and software. Two-thirds of students found the online course more challenging than similar face-to-face courses.

**Table 1. Student Experience and Preparedness for Virtual Virginia Courses, 2017-2018 School Year (n = 1,897)**



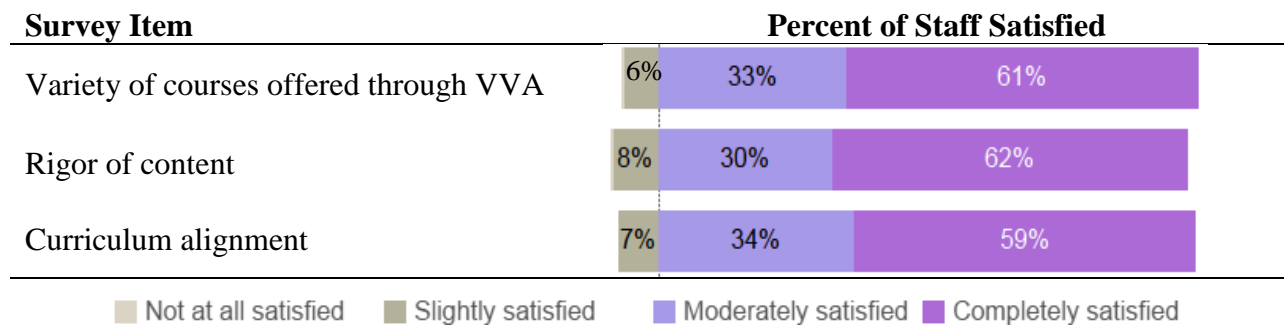
Results from the 2017-2018 school year on these survey items are similar to results from surveys administered in the previous school year. One key difference is that students taking courses in the fall and spring were most likely doing so because the course was not offered at the school (54 percent), whereas students taking courses in the summer reporting doing so to get ahead (68 percent).

School staff involved in VVA program administration were asked to indicate their level of satisfaction with program components as well as identify program benefits, challenges, and

needs. Respondents to the staff survey were mostly school counselors (42 percent), followed by VVA program mentors (30 percent), principals or assistance principals (12 percent), and central office administrators (7 percent). Nine percent of respondents identified as other positions.

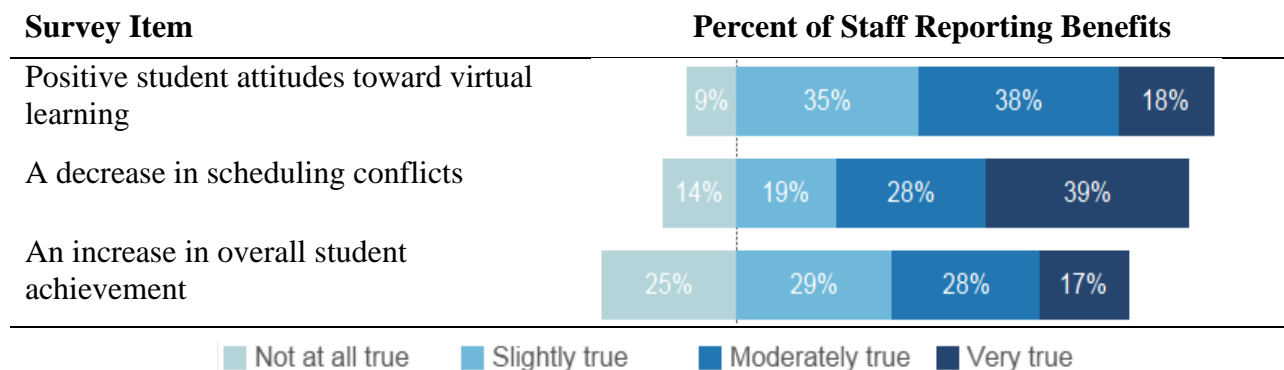
Table 2 shows the top three components of the VVA program staff with which staff were most satisfied based on responses from the spring and summer survey administration. More than 90 percent of staff reported satisfaction with the variety of courses offered through VVA, the rigor of the course content, and the alignment of the curriculum with instructional standards.

**Table 2. Staff Satisfaction with Virtual Virginia Program, 2017-2018 School Year (n = 252)**



Staff reported the most significant benefits of the VVA program as positive student attitudes towards virtual learning, a decrease in scheduling conflicts, and an increase in overall student achievement (Table 3).

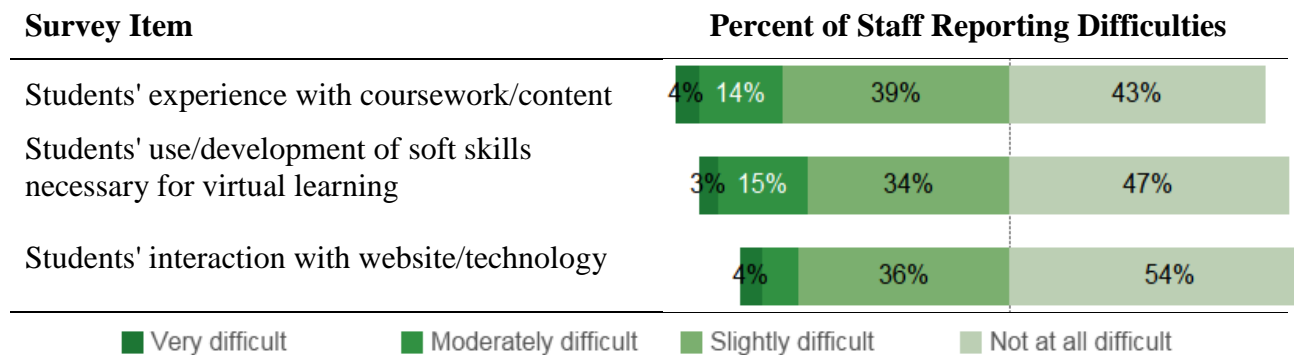
**Table 3. Staff Perceptions of Virtual Virginia Program Benefits, 2017-2018 School Year (n = 252)**



In contrast to student reports, staff were most likely to report students' experience with coursework/content (57 percent) and students' mastery of soft skills necessary for virtual learning (53 percent) as the top two program difficulties (Table 4). Staff reported students' interaction with the technology as slightly less difficult (46 percent).

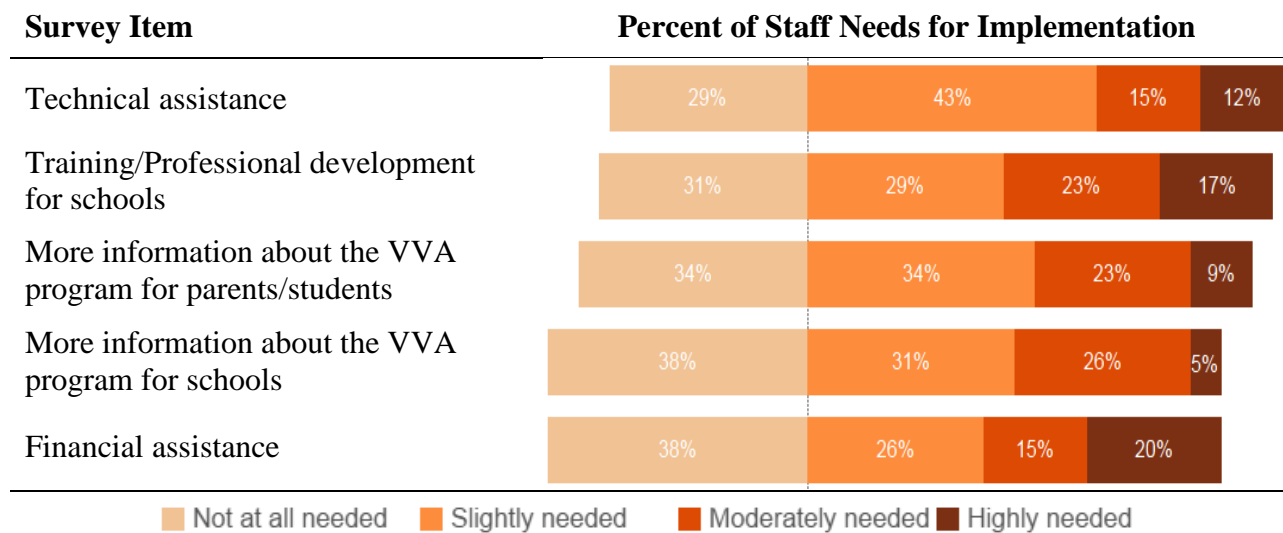


**Table 4. Staff Perceptions of Virtual Virginia Program Difficulties, 2017-2018 School Year (n = 252)**



VDOE will continue to promote virtual instruction and support staff implementing the VVA program in their schools. Based on responses from staff, Table 5 identifies the most common areas of support for continued, successful program implementation. Staff were most likely to report needing technical assistance (71 percent), additional training and professional development (69 percent), and more information about the program for parents and students (66 percent).

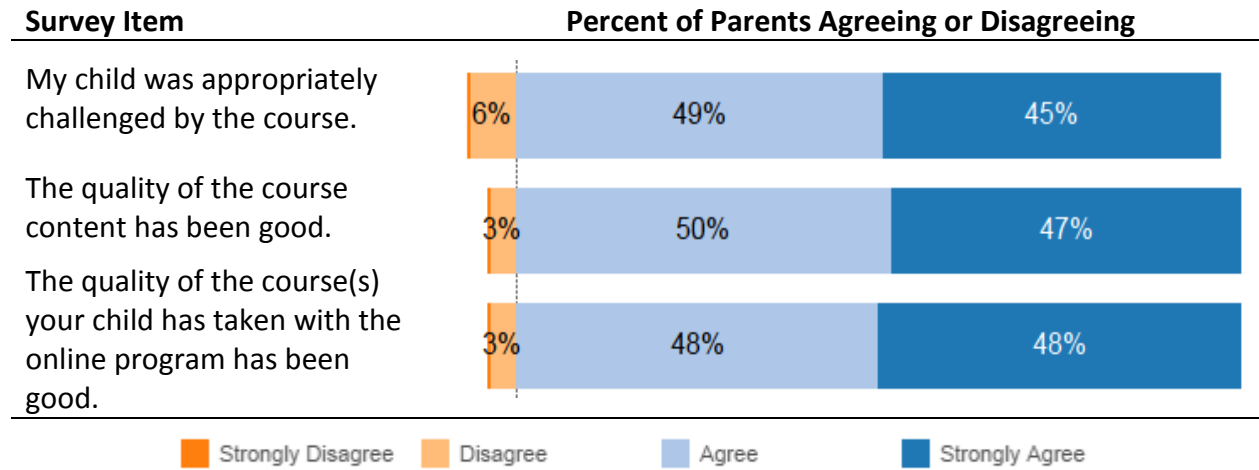
**Table 5. Staff Perceptions of Most Critical Needs for Virtual Virginia Implementation, 2017-2018 School Year (n = 252)**



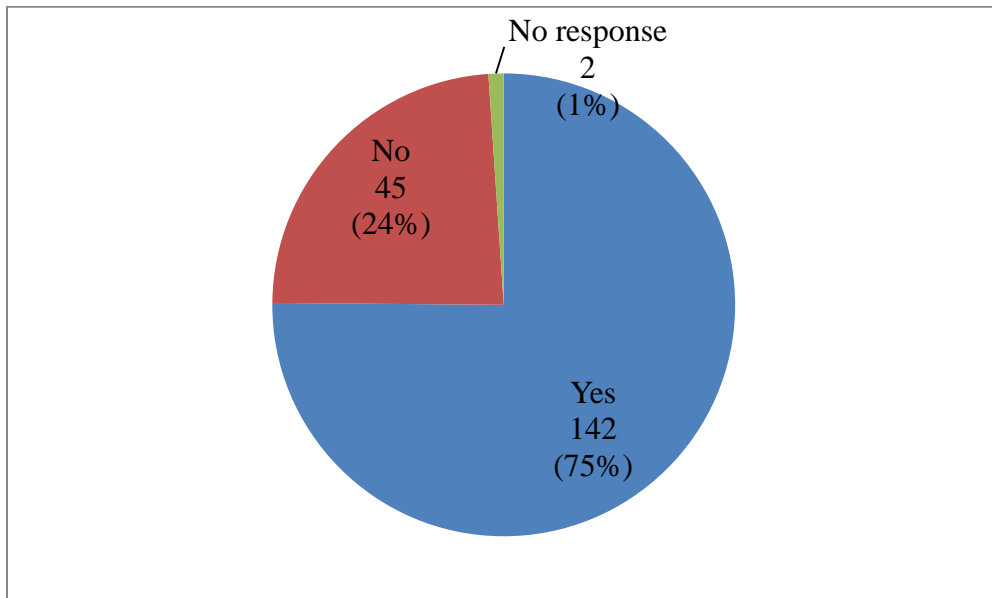
**Parent Survey**

Beginning in the spring and summer of 2018, the Department conducted a survey of the parents of students who took a course in the VVA program. The number of respondents to the spring survey was too small to analyze adequately. A total of 189 parents responded to the summer survey. The table and charts below provide a high level summary of data collected.

**Parent Perception of Courses, 2018 Summer (n = 189)**



**Was the course appropriately personalized to meet the unique needs of your child?  
(n = 189)**



**Would you enroll your child with Virtual Virginia again? (n = 189)**

