



# COMMONWEALTH of VIRGINIA

## BOARD OF EDUCATION

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

November 27, 2019

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 *2019 Annual Report on the Condition and Needs of Public Schools in Virginia*, submitted pursuant to Article VIII, Section 5 of the *Constitution of Virginia* and §22.1-18 of the *Code of Virginia*. The report discusses the needs of public education in Virginia, an update on the Board's work 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.

Many of our children face extraordinary difficulties in their daily lives, including food insecurity and exposure to environments that result in childhood trauma. There is significant inequity in the allocation of resources in the Commonwealth; financial resources as well as distribution of effective, experienced educators. Many of our less experienced educators are not provided the support and mentoring they need to be successful in the classroom and as leaders. In order for our public schools to ensure equity of opportunity and outcome, Virginia must address the resource inequities and provide a competent educator in every classroom. Additionally, we must provide a system of supports to develop and retain our educators.

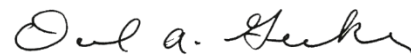
On October 17, 2019, the Board of Education unanimously prescribed new Standards of Quality (SOQ) that make progress toward creating a more equitable public education system. These evidenced-based revisions are the result of a nearly two-year review of research, outreach, and deliberation. In developing the revisions, the Board considered alternative policies and outcomes

as well as feedback from focus group meetings and the public. The Board's newly prescribed SOQ outline the minimum requirements for equitable education. The new SOQ, if funded, would increase the resources available to poorer jurisdictions, enabling them to attract and retain more experienced educators and provide the support services our children desperately need.

The Board is committed to creating a more equitable public education system that supports a high-quality, diverse educator 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 require partnerships between the Board, the General Assembly, the governor, local school boards and divisions, educators, families, community organizations, and business industries. The comprehensive Standards of Quality prescribed by the Board, founded in research and best practice, make progress toward creating a more equitable public education system for Virginia's students and should be fully funded by the General Assembly.

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 cursive script that reads "Daniel A. Gecker".

Daniel A. Gecker  
President

Cc: The Honorable Atif Qarni, Secretary of Education  
Holly Coy, Deputy Secretary of Education



**2019 Annual Report**

**Virginia Board of Education**

**2019 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, 2019**

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## EXECUTIVE SUMMARY

As outlined in Article VIII, Section 5 of the *Constitution of Virginia* and §22.1-18 of the *Code of Virginia*, 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 *2019 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*.

Many of the conclusions from the 2018 Annual Report remain true.

- By many national and state measures, 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 schools are underfunded**. According to the Joint Legislative Audit and Review Commission's report *Virginia Compared to the Other States: 2019 Edition*, Virginia ranks 26<sup>th</sup> out of 50 for state and local per pupil funding for Pre K-12 education, and 42<sup>nd</sup> out of 50 for state per pupil funding. Adjusting for inflation, state direct aid has fallen eight percent per student for K-12 public schools in Virginia since 2009.
- Local governments continue to take on a larger share of funding. In 2018-2019, Virginia **localities invested \$4.2 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.
- Virginia continues to face a **growing shortage of high-quality educators entering and remaining in the classroom**. The number of unfilled positions increased from 366 during the 2008-2009 school year to a height of 1,081 in the 2016-2017 school year, then dropped slightly to 878 in the 2018-2019 school year. The percent of provisionally licensed and inexperienced teachers has similarly climbed.

The 2019 review of the SOQ, and subsequent revisions, makes progress towards addressing these conclusions and the Board's three priorities identified in the *Comprehensive Plan: 2018-2023*.

To provide high-quality effective learning environments for all students, the Board's prescribed Standards of Quality:

- Creates the **Equity Fund** within the SOQ, which consolidates the At-Risk Add On and Prevention, Intervention, and Remediation funds to **distribute resources based on the divisionwide free lunch rate**. School divisions would be able to use the funds to (1) provide for additional instructional or specialized student support positions; (2) support programs for students who are educationally at-risk or need prevention, intervention, and remediation; or (3) provide targeted compensation adjustments to assist in recruiting and retaining experienced teachers in high poverty schools;

- Amends the staffing requirements for **English Learner teachers** to differentiate the distribution of positions based on the proficiency level of students in each school divisions, while maintaining local flexibility in deploying those positions;
- Creates a **new staffing category for specialized student support personnel** with specified ratios for the positions of school nurse, school social worker, and school psychologist, removing them from the SOQ support position category; and
- Provides **reading specialists positions** for students in grades K-5, based upon the number of students failing third-grade Standards of Learning reading assessments, shifting the Early Reading Intervention Program into the SOQ.

To increase the number of candidates entering the teaching profession and support the recruitment, development and retention of well-prepared and skilled teachers and school leaders, the Board’s prescribed Standards of Quality:

- Establishes a new **Teacher Leader** program, and expand the existing **Teacher Mentor** program, whereby additional compensation and additional time is provided during the instructional day for locally-designated staff to serve in leadership and mentorship program roles;
- Establishes a **statewide principal mentorship program** to strengthen and foster the expanding role of quality school leaders that support teacher retention and student achievement; and
- Moves the **K-3 Class Size Reduction** program into the Standards of Quality, and incorporate flexibility to allow larger class sizes for experienced teachers that are provided compensation adjustments.

To ensure successful implementation of the *Profile of a Virginia Graduate* and the accountability system, the Board’s prescribed Standards of Quality:

- Establishes state-level and regional **work-based learning coordinators** to foster connections between school divisions and the business community to advance work-based learning opportunities in each division.

In addition to the newly prescribed Standards of Quality, the Board reaffirms the following revisions approved by the Board in 2016:

- To provide one full-time school counselor for every 250 students;
- To provide one full-time principal in every school;
- To provide one full-time assistant principal for each 400 students; and

Further, the Board recommends the General Assembly eliminate the measures that were implemented during the recession - the “support position cap” and the temporary flexibility language waiving certain staffing requirements.

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 require partnerships between the Board of Education, the General Assembly, the governor, local school boards and divisions, educators, families, community organizations, and business industries. The comprehensive Standards of Quality issued by the Board, founded in research and best practice, make progress toward creating a more equitable public education system for Virginia’s students and should be fully funded by the General Assembly.

## 2019 ANNUAL REPORT ON THE CONDITION AND NEEDS OF PUBLIC SCHOOLS IN VIRGINIA

Education plays an essential 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 life.

The *2019 Annual Report on the Condition and Needs of the Public Schools in Virginia* presents the needs of public education, an update on the Board's work, the 2019 revisions to the Standards of Quality, 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*.

In 2018, the Board created the Special Committee on Evidence-Based Policymaking to begin addressing the priorities outlined in the *Comprehensive Plan*. The special committee met with a number of experts and researchers in the field to learn about best practices in equity and teacher attraction and retention. One of their recommendations was to reconvene the Committee on the Standards of Quality (SOQ) to develop revisions to advance resources equity, specifically to provide flexibility to local school divisions, expand At-Risk funding for high-needs schools, and develop differentiated SOQ's based on indicators of student need. Other recommendations encouraged the Board to support the development of mentorship and induction programs to provide professional development support for school leadership training to combat educator turnover and to look at potential structures to differentiate pay for educators in high-needs schools. With these research-based recommendations, the Board focused much of their work in 2019 to a comprehensive review of Standards of Quality, resulting in research-based revisions focused on the priorities outlined in the *Comprehensive Plan*.



Through a continued review of data and research, many of the conclusions made in the 2018 Annual Report remain true.

- By many national and state measures, 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 schools are underfunded. According to the Joint Legislative Audit and Review Commission’s report *Virginia Compared to the Other States: 2019 Edition*, Virginia ranks 26<sup>th</sup> of 50 for state and local per pupil funding for Pre K-12 education, and 42<sup>nd</sup> of 50 for state per pupil funding. Adjusting for inflation, state direct aid has fallen eight percent per student for K-12 public schools in Virginia since 2009.<sup>1</sup>
- Local governments continue to take on a larger share of funding. In 2018-2019, Virginia localities invested \$4.2 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.
- 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 379 fewer staff in Virginia schools and over 55,000 more students enrolled, many requiring additional supports and services.<sup>2</sup>
- Virginia continues to face a growing shortage of high-quality educators entering and remaining in the classroom. The number of unfilled positions increased from 366 during the 2008-2009 school year to a height of 1,081 in the 2016-2017 school year, then dropped slightly to 878 in the 2018-2019 school year. The percent of provisionally licensed and inexperienced teachers has similarly climbed.
- For the past eight 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, accountability pressures and low salaries compared to other similarly educated professions.
- Nationally, Virginia ranked 32<sup>nd</sup> for average salary of public K-12 teachers, based on 2017-2018 salary data.<sup>3</sup>
- Comprehensive educator induction programs can improve teacher retention and accelerate the professional growth of a teacher, providing a positive return on investment and improve student achievement.

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<sup>1</sup> The Commonwealth Institute for Fiscal Analysis, (2019) *K-12 Funding Trends At-a-Glance: Data for Statewide and All 132 School Divisions (2019-2020)*. Richmond, VA. <https://www.thecommonwealthinstitute.org/2019/09/23/k-12-funding-trends-at-a-glance-data-for-statewide-and-all-132-school-divisions-2019-2020>

<sup>2</sup> Ibid

<sup>3</sup> National Education Association, (2019) *Rankings of the States 2018 and Estimates of the States 2019*. Washington, DC.

- Financial incentives 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.

### **The Board’s Work**

Section 2, of Article VIII of the *Constitution of Virginia* provides that standards of quality for the several school divisions shall be determined and prescribed from time to time by the Board of Education, subject to revision only by the General Assembly.

“Standards of quality for the several school divisions shall be determined and prescribed from time to time by the Board of Education, subject to revision only by the General Assembly. The General Assembly shall determine the manner in which funds are to be provided for the cost of maintaining an educational program meeting the prescribed standards of quality, and shall provide for the apportionment of the cost of such program between the Commonwealth and the local units of government comprising such school divisions. Each unit of local government shall provide its portion of such cost by local taxes or from other available funds.”

Between 1972 and 1982, the Board of Education prescribed the Standards of Quality for each biennium, which were subsequently adopted by the General Assembly with revisions. In 1984, the General Assembly established Chapter 13.1 of Title 22.1 of the *Code of Virginia*, codifying the Standards of Quality, effectively impacting the Board of Education’s ability to fulfill its constitutional duty to prescribe such standards for the previous ten years. In 1988, the General Assembly replaced Chapter 13.1 of Title 22.1 of the *Code* with Chapter 13.2, recodifying the Standards of Quality into their current form. Since the 1988 action, the General Assembly has passed 197 bills amending the Standards of Quality, the overwhelming majority of which were unrelated to the Standards of Quality as prescribed by Board of Education pursuant to its constitutional authority

§ 22.1-18 of the *Code* requires the Board of Education to indicate in its annual report to the Governor and the General Assembly whether it recommends any change or addition to the Standards of Quality:

“...[T]he 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...[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...”

In addition, § 22.1-18.01 of the *Code* requires the Board of Education, in odd-numbered years, to review the Standards of Quality and either determine that no changes are necessary or propose amendments, in which case the biennial budget estimates state agencies are required to report to the Governor shall take into consideration the Board’s proposed Standards of Quality

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

Following a nearly two-year process, including public hearings and significant engagement from an array of education, business and community stakeholders, on October 17, 2019, the Board of Education prescribed Standards of Quality and adopted a resolution prescribing the new SOQ.

The 2019 review of the SOQ addresses all three of the Board’s priorities as identified in the *Comprehensive Plan: 2018-2023*. The revised SOQ promote educational equity (Priority 1) by establishing the resources required to fully support a system of quality education for all students, regardless of background, including wrap-around services and other programs to increase opportunities for all students to succeed. Additionally, these standards support educator recruitment, development and retention (Priority 2) by promoting the equitable allocation of resources and high-quality personnel and the implementation of teacher mentorship programs. Finally, the revisions support the implementation of the *Profile of a Virginia Graduate* and the revised school accountability system (Priority 3) by deploying resources necessary to support continuous improvement and alignment with higher education and workforce needs.

### **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 of Quality have not resulted in educational equity or equity of opportunity. Despite progress, there is a persistent gap in student achievement.<sup>4</sup>

Virginia ranks as one of the wealthiest states in the country, but is one of seventeen states with “regressive” school funding, meaning less funding is provided to high-poverty divisions than

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<sup>4</sup> de Brey, C., Musu, L., McFarland, J., Wilkinson-Flicker, S., Diliberti, M., Zhang, A., Branstetter, C., and Wang, X. (2019). *Status and Trends in the Education of Racial and Ethnic Groups 2018* (NCES 2019-038). U.S.

wealthier divisions, and is among the most inequitable.<sup>5</sup> Based on a 2018 analysis, high poverty divisions in Virginia get 89 cents for every dollar compared to low poverty divisions.<sup>6</sup> Through the work of school improvement over the past decade, the Board has seen firsthand that our children in poverty need additional services to be able to benefit from educational opportunity. Too often 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 require access to additional services in order to receive the full benefit of the education being offered.

Many challenges must be addressed to close the achievement and opportunity gap. The current funding system, increasingly reliant on local funding, is inherently inequitable. 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. State funding must work to ensure equity among divisions. For Virginia students, it's not about funding, but rather about access and equity of opportunity to succeed in school and in life.

### **Education Funding**

According to the Joint Legislative Audit and Review Commission's report *Virginia Compared to the Other States: 2019 Edition*, Virginia ranks 26<sup>th</sup> of 50 for state and local per pupil funding for Pre K-12 education, and 42<sup>nd</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. Despite recent progress by the legislature, state support is still down 8 percent per student for the 2018-2019 school year in real dollars compared to 2009-2010.<sup>7</sup> Local governments continue to provide a greater share of funding. In 2017-2018, Virginia localities invested \$4.2 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.

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<sup>5</sup> Darling-Hammond (2019) Investing for Student Success: Lessons from State School Finance Reforms. Palo Alto, CA: The Learning Policy Institute. <https://learningpolicyinstitute.org/product/investing-student-success-school-finance-reforms-report>

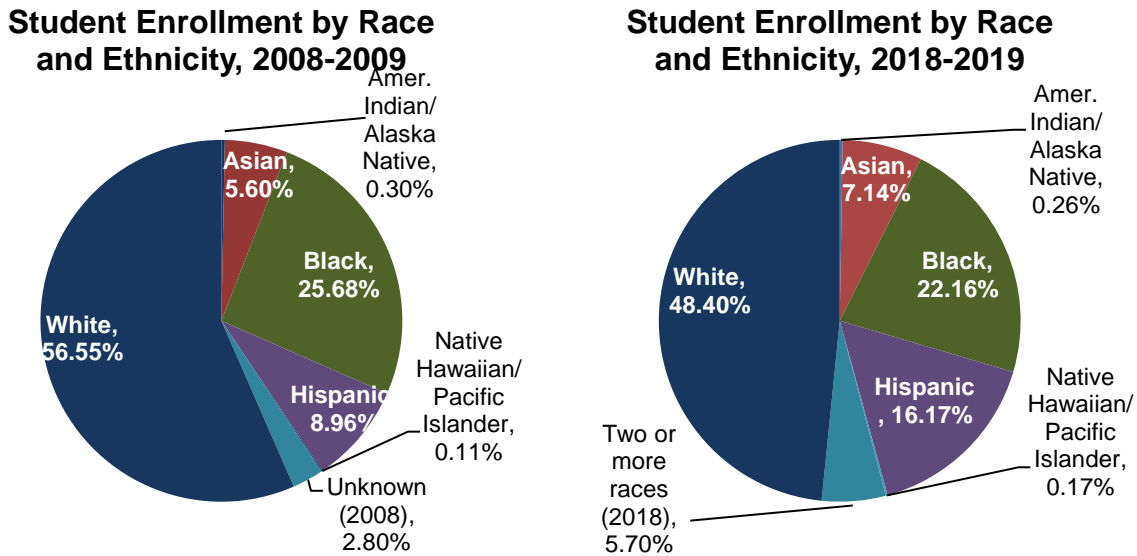
<sup>6</sup> Baker, Farrie, Sciarra. (2018) *Is School Funding Fair? A National Report Card (Seventh Edition)*. Newark, NJ: Education Law Center and Rutgers Graduate School of Education. [http://www.edlawcenter.org/assets/files/pdfs/publications/Is\\_School\\_Funding\\_Fair\\_7th\\_Editi.pdf](http://www.edlawcenter.org/assets/files/pdfs/publications/Is_School_Funding_Fair_7th_Editi.pdf).

<sup>7</sup> The Commonwealth Institute for Fiscal Analysis, (2019) *K-12 Funding Trends At-a-Glance: Data for Statewide and All 132 School Divisions (2019-2020)*. Richmond, VA. <https://www.thecommonwealthinstitute.org/2019/09/23/k-12-funding-trends-at-a-glance-data-for-statewide-and-all-132-school-divisions-2019-2020>

## Changing Student Enrollment

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.

**Chart I: Student Enrollment by Race**



Source: VDOE Fall Membership

The total student population has increased five percent (54,114 students), from 1,235,062 students in 2008-2009 to 1,289,176 students in 2018-2019; moreover, 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 31 percent (121,684 students), from 398,963 students in 2008-2009 to 520,647 students in 2018-2019. 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 23 percent (20,138 students), from 87,019 students in 2008-2009 to 107,157 students in 2018-2019, currently representing eight percent of the student population. In addition, during that same period, the number of students identified with autism has increased by 164 percent (13,636 students), from 8,301 students in 2008-2009 to 21,937 in 2018-2019, and the number of students identified in the other health impairments disability category has increased by 34 percent (8,862 students), from 25,931 students in 2008-2009 to 34,793 students in 2018-2019. Students with Limited or Interrupted Formal Education (SLIFE) or Students with Interrupted Formal Education (SIFE) require additional supports in the classroom as well as supports to help with the transition to a new country, social-emotional skills, or childhood trauma. Data on this subgroup is not currently collected, but is needed to better understand and support these students.

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 close the achievement gap and yield successful student outcomes.

To provide high-quality effective learning environments for all students, the Board's prescribed Standards of Quality:

- Creates the Equity Fund within the SOQ, which consolidates the At-Risk Add On and Prevention, Intervention, and Remediation funds to distribute resources based on the divisionwide free lunch rate. School divisions would be able to use the funds to (1) provide for additional instructional or specialized student support positions; (2) support programs for students who are educationally at-risk or need prevention, intervention, and remediation; or (3) provide targeted compensation adjustments to assist in recruiting and retaining experienced teachers in high poverty schools;
- Amends the staffing requirements for English Learner teachers to differentiate the distribution of positions based on the proficiency level of students in each school divisions, while maintaining local flexibility in deploying those positions;
- Creates a new staffing category for specialized student support personnel with specified ratios for the positions of school nurse, school social worker, and school psychologist, removing them from the SOQ support position category; and
- Provides reading specialists positions for students in grades K-5, based upon the number of students failing third-grade Standards of Learning reading assessments, shifting the Early Reading Intervention Program into the SOQ.

**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 continues to face a shortage of 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 vacancies are found in every region of the Commonwealth, but are not distributed evenly. The number of unfilled positions increased from 366 during the 2008-2009 school year to a height of 1,081 in the 2016-2017 school year, then dropped slightly to 878 in the 2018-2019 school year (*Chart II*). The percent of provisionally licensed and inexperienced teachers has similarly climbed. This shortage has reached emergency levels in many high poverty school divisions that do not have the resources to compete with other school divisions.

New and provisionally licensed teachers are concentrated in Virginia's high poverty schools:

- High poverty schools (over 75% of its students in poverty) have an average of 13.5% new teachers (in their first or second year of teaching) and 9.3% provisionally licensed teachers.<sup>8</sup>

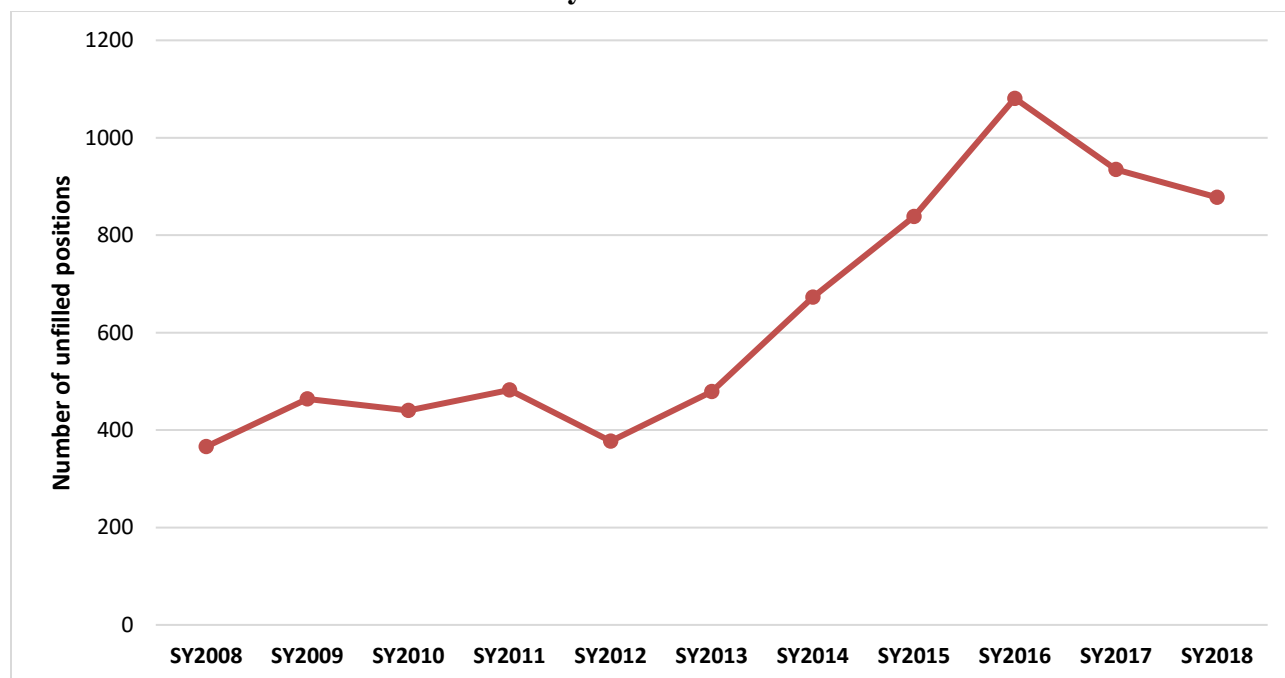
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<sup>8</sup> VDOE Fall Membership Reports and IPAL, 2017

- Low poverty schools (fewer than 25% of students in poverty) have an average of 6.9% new teachers and 7.2% provisionally licensed teachers.<sup>9</sup>
- In Virginia, 9% of schools are staffed with 15% or more first year teachers, while 71% of schools have less than 5% first year teachers.<sup>10</sup>

Research has shown that investments in instruction, especially quality teachers, leverage the largest gains in student performance.<sup>11</sup> Up to 25% of the variance in test scores can be attributed to differences in teacher quality.<sup>12</sup> Research indicates that being taught by a teacher in the top quartile of effectiveness for four consecutive years would eliminate achievement gaps between black and white students.<sup>13</sup> This is concerning as black students are nearly two times more likely to be assigned an ineffective teacher, and half as likely to be assigned to the most effective teacher.<sup>14</sup> These inequities are reflected within different schools in single school divisions and across school divisions.

**Chart II: Number of Unfilled Positions by Year Since 2008**



Source: Virginia Department of Education Instructional Personnel Data Collection System

<sup>9</sup> VDOE Fall Membership Reports and IPAL, 2017

<sup>10</sup> VDOE Fall Membership Reports and IPAL, 2017

<sup>11</sup> Darling-Hammond (2019) Investing for Student Success: Lessons from State School Finance Reforms. Palo Alto, CA: The Learning Policy Institute. <https://learningpolicyinstitute.org/product/investing-student-success-school-finance-reforms-report>

<sup>12</sup> Rockoff, J. E. (2004). The impact of individual teachers on student achievement: Evidence from panel data. *American Economic Review*, 94(2), 247-252  
 Nye, B., Hedges, L. V., & Konstantopoulos, S. (2000). [The effects of small classes on academic achievement: The results of the Tennessee Class Size Experiment.](#) *American Educational Research Journal*, 37(1), 123-151.)

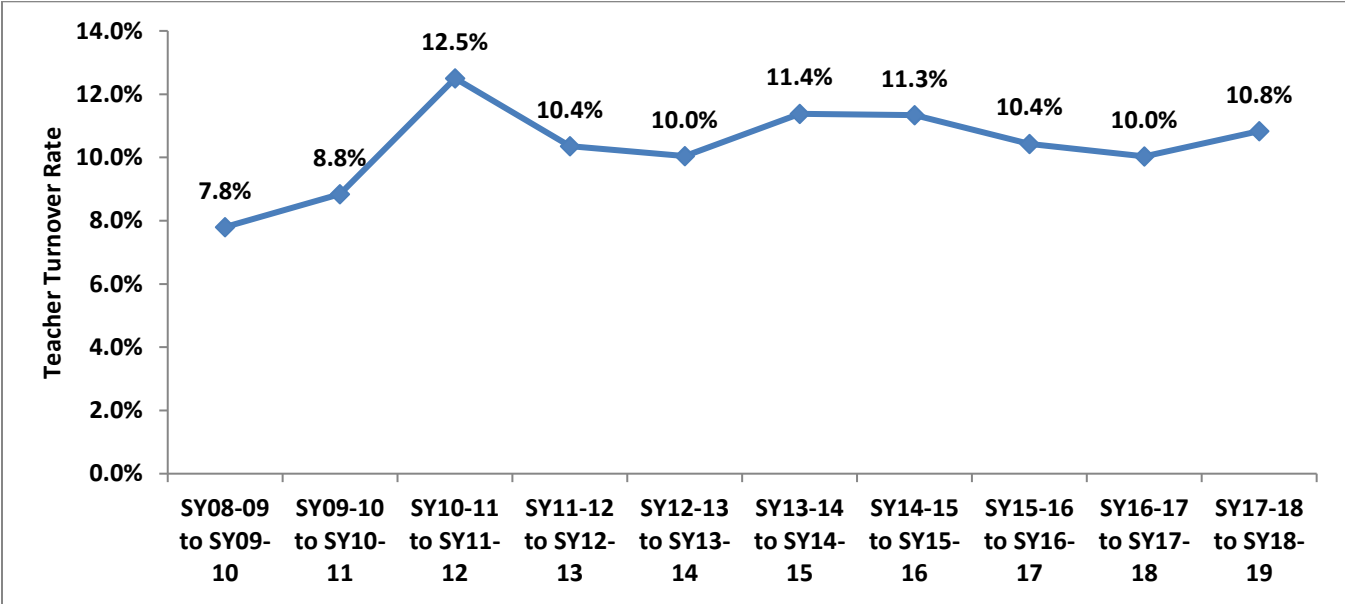
<sup>13</sup> Gordon, R., Kane, T. J., & Staiger, D. O. (2006). Identifying effective teachers using performance on the job. Hamilton project discussion paper. Washington, DC: Brookings Institution

<sup>14</sup> Sanders, W. L., & Rivers, J. C. (1996). Cumulative and residual effects of teachers on future student academic achievement. University of Tennessee Value-Added Research and Assessment Center.

Financial incentives can impact teacher recruitment and retention. Research shows that state financial incentive programs have the potential to direct teachers to shortage areas, but these incentive programs lose their appeal if they are not sufficient, sustainable, and paired with improvements to working conditions. The Brookings Institution states most effective teachers are willing to teach in high-poverty schools if provided at least \$15,000 in supplemental compensation. However, many of these school divisions do not have the resources to provide competitive compensation.

In addition to attracting teachers, curbing teacher turnover is important. Teacher attrition in the United States has increased steeply since the 1990s.<sup>15</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>16</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, which includes those who move away or leave to raise a family. Another eight percent of teachers shift to different schools each year. For the past eight years in Virginia, teacher turnover rates have been above ten percent (*Chart III*). While the specific reasons for departure are not collected, nationally the majority reasons for teacher turnover include lack of administrative support, poor teaching conditions, lower salaries compared to similarly educated professions, and accountability pressures.

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



Source: Virginia Department of Education Instructional Personnel Data Collection System

<sup>15</sup> Carver-Thomas, D. & Darling-Hammond, L. (2017) *Teacher turnover: Why it matters and what we can do about it*. Palo Alto, CA: Learning Policy Institute. <https://learningpolicyinstitute.org/product/teacher-turnover>.  
<sup>16</sup> Aragon, S. (2016). *Teacher shortages: What we know*. Education Commission of the States.



Teacher induction and mentorship programs are a strategy that can help retain new teachers. New teachers who are poorly supported or underprepared are more likely to leave the profession within the first five years. Comparitively, teachers who are assigned a mentor during their first year in the classroom are more likely to teach for at least five years. Comprehensive mentorship and induction programs can improve teacher retention and accelerate the professional growth of a teacher, providing a positive return on investment and improving student learning. Currently, the Appropriation Act allocates \$1 million annually to fund teacher mentor programs, providing about \$206 per teacher mentor to school divisions. This level of funding is insufficient to attract experienced teachers to provide thoughtful and holistic mentoring to new teachers.

In addition to teacher mentorship, principal leadership and support are among the most important factors in teachers' decisions about whether to stay in a schools or in the profession.<sup>17</sup> Principal turnover negatively affects teacher retention, teacher quality, and student achievement. Principal stability is needed to develop strong, trusting relationships with students, teachers and the community and more positive working conditions. A 2009 study by New Leaders, found that more than half of school's impact on student gains can be attributed to both principal and teacher effectiveness, 25 percent and 33 percent, respectively.

To increase the number of candidates entering the teaching profession and support the recruitment, development and retention of well-prepared and skilled teachers and school leaders, the Board's prescribed Standards of Quality:

- Establishes a new Teacher Leader program, and expands the existing Teacher Mentor program, whereby additional compensation and additional time is provided during the instructional day for locally-designated staff to serve in leadership and mentorship program roles;
- Establishes a statewide principal mentorship program to strengthen and foster the expanding role of quality school leaders that support teacher retention and student achievement; and
- Moves the K-3 Class Size Reduction program into the Standards of Quality, and incorporate flexibility to allow larger class sizes for experienced teachers that are provided compensation adjustments.

While the Board does not offer specific recommendations, 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>18</sup>

As expected, salary and earning potential play a role in career choice selection. As of 2016, Virginia ranked 32<sup>nd</sup> nationally for average salary of K-12 teachers. According to the National Education Association's *Rankings of States 2018* report, the average teacher salary in Virginia is \$51,994 while the

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<sup>17</sup> Podolsky, A., Kini, T., Bishop, J., & Darling-Hammond, L. (2016). *Solving the Teacher Shortage: How to Attract and Retain Excellent Educators* (research brief). Palo Alto, CA: Learning Policy Institute.

<sup>18</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\\_Editio.pdf](http://www.edlawcenter.org/assets/files/pdfs/publications/Is_School_Funding_Fair_7th_Editio.pdf)

national average is \$60,477. According to the U.S. Department of Education Beginning Teacher Longitudinal Study (BTLs), the percentage of beginning teachers who 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, \$46,943 in today's dollars when adjusting for inflation, 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 \$41,007, ranging from \$31,700 to \$51,088.

### **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 substantial 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. Beginning with the 2018-2019 school year, 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 course selection and reduced the number of Standards of Learning (SOL) tests needed for graduation. The new graduation requirements went into effect for the entering ninth grade class of 2018-2019.

Virginia's new accountability system provides a more comprehensive picture of school quality that drives continuous improvement for all schools and informs areas of technical assistance and school improvement resources from the Virginia Department of Education. Through multiple indicators, each school is 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 performance on these indicators, divisions receive customized support and oversight from the Virginia Department of Education to ensure continuous improvement toward the goal of a quality education for all students. A summary of the 2018-2019 accreditation results is provided later in the report.

As outlined in the 2017 Standards of Accreditation (SOA), all schools are required to conduct a comprehensive needs assessment and use the results of that assessment to develop a continuous school improvement plan. Academic reviews are required for 1) schools with a Level Two final performance indicator in the all students category for English, mathematics, and/or science; and 2) schools

with any Level Three final performance indicator. Academic reviews may be conducted by the Department of Education, or under its guidance, to identify actions required to improve student achievement. VDOE technical assistance has been offered to all divisions in the following areas: conducting a comprehensive needs assessment, writing a continuous school improvement plan, and conducting an Academic Review. Additionally, technical assistance is provided to schools and divisions undergoing the Academic Review process, including sessions which target specific instructional needs of schools. Some examples of support include: reviews of transcripts, classroom visits with division staff, reviews of student programs of study, and professional development sessions in effective pedagogical strategies. In 2019-2020, schools will be monitored for their implementation of essential actions outlined in the continuous school improvement plan based on the findings of the most recent Academic Review. Divisions which have a Memorandum of Understanding (MOU) receive support as related to the division's Corrective Action Plan. Additional examples of support beyond specific instructional strategies for these schools include assistance in developing processes based on best practices in human resources and fiscal management.

To ensure successful implementation of the *Profile of a Virginia Graduate* and the accountability system, the Board's prescribed Standards of Quality:

- Establishes state-level and regional work-based learning coordinators to foster connections between school divisions and the business community to advance work-based learning opportunities in each division.

In addition to the newly prescribed Standards of Quality, the Board reaffirms the following revisions approved by the Board in 2016:

- To provide one full-time school counselor for every 250 students;
- To provide one full-time principal in every school;
- To provide one full-time assistant principal for each 400 students; and

Further, the Board recommends the General Assembly eliminate the measures that were implemented during the recession - the "support position cap" and the temporary flexibility language waiving certain staffing requirements.

While the Board has focused much of their efforts on the Standards of Quality, there are several other noteworthy actions taken over the past year.

- In January, the Board approved comprehensive revisions to the *Model Guidance for Positive and Preventive Code of Student Conduct Policy and Alternatives to Suspension*. This newly revised guidance, anchored to a multi-tiered system of supports framework, guides school divisions in creating leveled systems of prevention and intervention when addressing student behavior to ensure equity and alternatives to suspension.
- In April, the Board approved the final stage of the proposed *Regulations Governing the Designation of School Divisions of Innovation*. These new regulations, in response to House Bill 1981 (2017 General Assembly), establish the procedure and criteria for the designation of a SDI,

and provide that the Superintendent of Public Instruction establish a format and timelines for local school boards to submit plans of innovation.

- In June, the Board approved 53 new undergraduate teacher education preparation programs. This action was in response to House Bill 1125 and Senate Bills 76 and 349 (2018 General Assembly) allowing institutions of education to offer undergraduate degrees/majors in “education.”
- In July, the Board approved the final stage of the *Regulations Governing the Use of Seclusion and Restraint in Public Elementary and Secondary Schools in Virginia*. This action was in response to House Bill 1448 (2015 General Assembly) and House Bill 2599 (2019 General Assembly). The regulations, currently in executive branch review, define what constitutes seclusion and physical restraint, as well as mechanical restraint, pharmacological restraint and adverse stimuli, and describe the conditions under which it is permissible for a student to be restrained or secluded. The regulations provide for notification and reporting to parents, debriefing with staff and the student following incidents, and follow-up when the student has been restrained or secluded more than twice during the course of a school year. The regulations require local school divisions to adopt policies and procedures regarding the use of seclusion and restraint. The regulations also require that all school personnel be trained in techniques for avoiding the use of seclusion and restraint, and that school personnel who work with students who are likely to be restrained or secluded must receive additional training on safe methods for restraining or secluding a student. Finally, the proposed regulations set forth the types of dangerous restraints, including prone restraints, which are banned, and establish safety standards for seclusion rooms.
- In November, the Board approved revisions to the *Career and Technical Education (CTE) Work-Based Learning Guide*, pursuant to House Bill 2018 and Senate Bill 1434 (2019 General Assembly). The revisions expand recognized work-based learning (WBL) experiences, standardize time requirements to allow more students to participate in such experiences, streamline required documentation and expands opportunities for students to earn credits towards graduation. This revised guidance continues the Board’s work towards ensuring successful implementation of the *Profile of a Virginia Graduate*.
- Also in November, the Board approved revisions to the *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, Principals, and Superintendents*. The revisions to the guidelines, precipitated by a change in federal reporting requirements and significant feedback from the field, change the weight of student academic progress in performance evaluations. Previously, the weighting of student academic progress was required to account for 40 percent of the summative evaluation of teachers; the revised guidelines state that student academic progress cannot be the least weighted of the performance standards or less than 10 percent.

## II. Summary of Achievement

By many national and state measures, Virginia’s public K-12 schools, students, and educators continue to improve and lead the way in academic achievement and accountability:

- Education Week’s Quality Counts 2019 report ranked Virginia third in the nation in student achievement based on the performance of students on national assessments in reading and mathematics, graduation rates and achievement on Advanced Placement examinations. K-12 student achievement comprises one-third of Education Week’s Quality Counts rating system. Virginia was awarded a B on its “Chance for Success Index” and a C for school finance.
- Virginia’s 2019 public school seniors achieved an average combined score of 1113 on the SAT, which represents a three-point improvement over the performance of 2018 graduates, and is 74 points higher than the national average for public school seniors. Sixty-four percent of Virginia’s 2019 public school graduates took the SAT, making it the most popular college admissions test in the Commonwealth.
- During the 2018-2019 school year, students earned a total of 158,452 Career and Technical Education (CTE) credentials, and 126,041 students earned one or more CTE credential, remaining stable from the 2017-2018 school year.
- The percentage of 2019 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 20 or more points higher than the percentages for public graduates nationwide.
  - 80 percent of Virginia seniors met the benchmark in English, compared with 59 percent nationwide;
  - 67 percent met the benchmark in reading; compared with 45 percent;
  - 60 percent met the benchmark in mathematics; compared with 39 percent;
  - 57 percent met the benchmark in science, compared with 36 percent; and
  - 46 percent met the benchmarks in all four subjects, compared with 26 percent.
- Virginia’s on-time graduation rate remained stable at 91.5 percent in 2019. The majority of students in the class of 2019, 51.5 percent, earned an advanced diploma.

### Accreditation Status

In September, the Virginia Department of Education released the second year of the revised state accreditation standards. The 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 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 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 1,825 schools performed on each applicable school quality indicator, as released in September 2019.

## Academic Achievement

Indicator	Schools at Level One	Schools at Level Two	Schools at Level Three
English	1,689	81	49
Mathematics	1,769	23	27
Science	1,649	51	60

## Achievement Gaps

Indicator	Schools at Level One	Schools at Level Two	Schools at Level Three
English	975	719	125
Mathematics	1,406	352	61

## Student Engagement Outcomes

Indicator	Schools at Level One	Schools at Level Two	Schools at Level Three
Chronic Absenteeism	1,663	133	23
Dropout Rate (High Schools)	256	43	31
Graduation & Completion (High Schools)	302	17	9

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

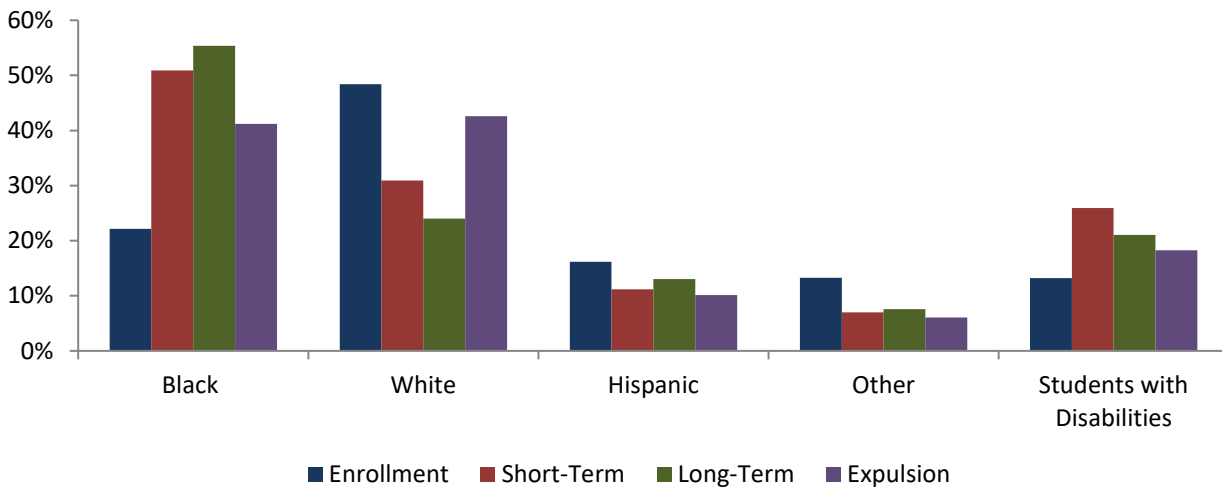
- Accredited – Schools with all school quality indicators at either Level One or Level Two. In addition, high-performing schools with waivers from annual accreditation authorized by the General Assembly are rated as Accredited.
- Accredited with Conditions – Schools with one or more school quality indicators 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 1,682, of Virginia’s 1,825 public schools are rated as accredited and seven percent are rated accredited with conditions. Two hundred fifty-two schools will undergo academic reviews or implement corrective action plans. No schools have been denied accreditation this year.

### Suspension Rates among Demographic Groups

According to Virginia Department of Education statistics, the number of students expelled in Virginia has remained 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 2018, they accounted for 51 percent of the short-term suspensions, 55 percent of the long-term suspensions, and 41 percent of the expulsions.

**Percent of Suspensions and Expulsions by Reporting Group for the 2018-2019 School Year**



This chart outlines the percent of total student enrollment for each reporting group compared to the percent of discipline actions.

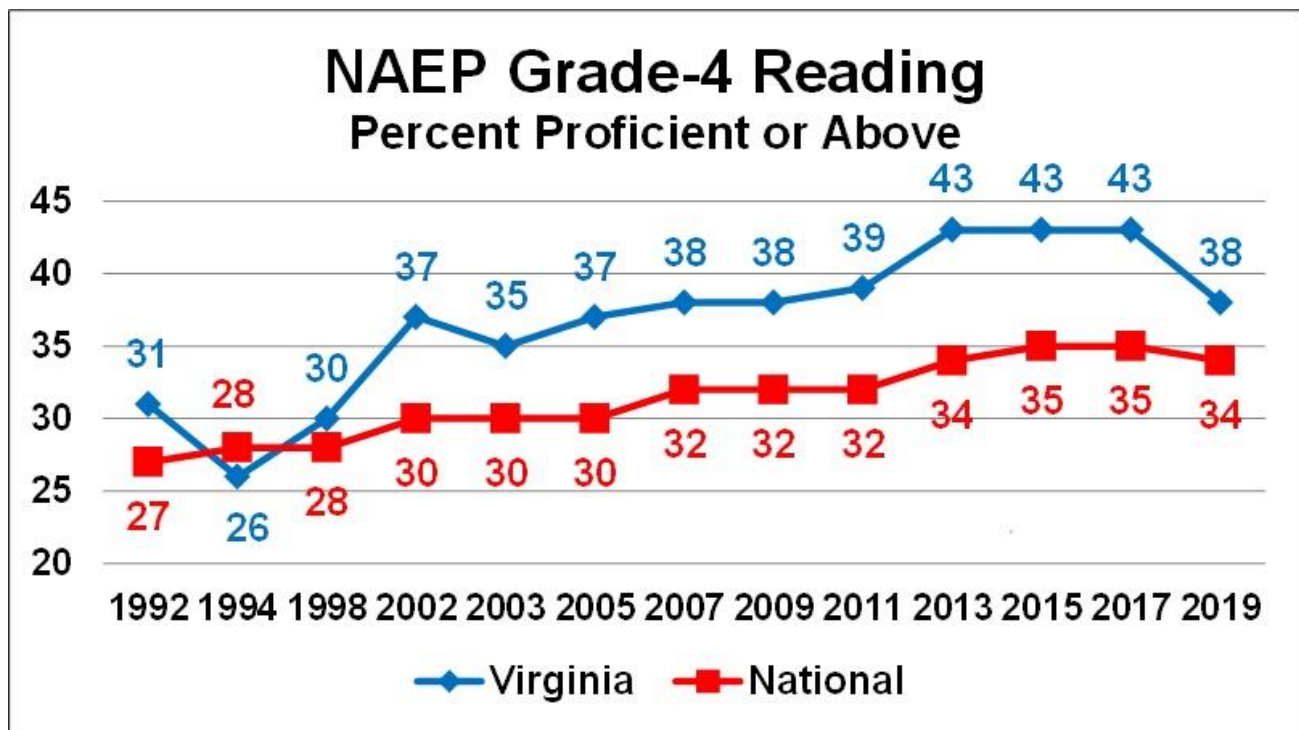
To help schools address disparate discipline practices, the Board approved the new *Model Guidance for Positive and Preventive Code of Student Conduct Policy and Alternatives to Suspension*. This newly revised guidance, developed over the course of 24 months in collaboration with many stakeholders, assists school divisions in creating safe, supportive learning environments for all students. The new guidance is anchored to a multi-tiered system of supports framework and guides school divisions in creating leveled systems of prevention and intervention when addressing student behavior to ensure equity and alternatives to suspension. The *Model Guidance*, founded in current research and best practice, connects student behavior to social emotional development and recommends administrative responses include interventions, as well as consequences, for guiding student development.

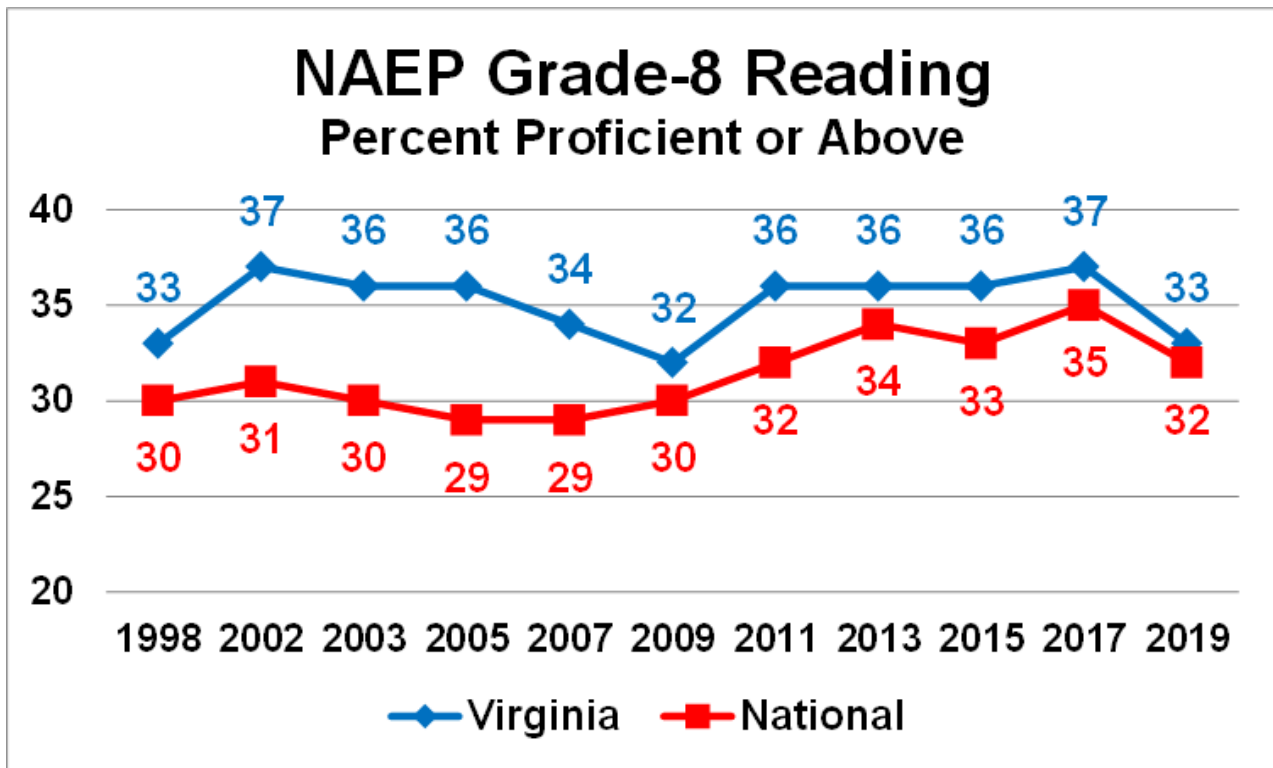


### National Assessment of Educational Progress (NAEP) Reading Scores

The average reading scores of Virginia fourth- and eighth-grade students on the 2019 National Assessment of Educational Progress (NAEP) tests fell by four and six points, respectively. Thirty-eight percent of Virginia fourth graders met or exceeded the benchmark for reading proficiency on the 2019 test, compared with 43 percent in 2017. The percentage of eighth graders meeting or exceeding the benchmark also declined, with 33 percent performing at the proficient or advanced level in 2019, compared with 37 percent in 2017. Virginia is one of 17 states that saw declines in performance in fourth-grade reading and one of 31 states that saw declines in eighth-grade. Reading performance nationwide was also down in both grades.

Virginia’s disappointing results on the national tests — which are taken every two years by representative samples of fourth- and eighth-grade students — were foreshadowed by declines over the last several years on annual SOL reading tests, especially in the critical elementary grades.





The Board believes in setting high expectations for all students, regardless of who they are or where they live. But as the latest reading scores make clear, Virginia must do more to help young learners attain grade-level proficiency in reading, especially in schools where teachers are challenged by increasing numbers of students whose learning is impacted by poverty, hunger and trauma.

The Board’s new SOQ work towards providing more resources to support students and teachers, which will ultimately have an impact on these results. Additionally, the Virginia Department of Education is deploying research-based resources and technical assistance to local school divisions on literacy instruction through a variety of webinars focused on best practices. All students can learn to read with the right supports.

**Conclusion**

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 additional investments of resources – financial and human capital. Further, addressing these needs require partnerships between the Board, General Assembly, the Governor, local school boards and divisions, educators, families, community organizations, institutions of higher education, and business industries. The comprehensive Standards of Quality issued by the Board, founded in research and best practice, make progress toward creating a more equitable public education system for Virginia’s students and should be fully embraced and funded through the 2020-2021 biennial budget.

## **APPENDICES**

Appendix A: Constitutional and Statutory Requirements

Appendix B: Accreditation Maps

Appendix C: 2019 Revisions to the Standards of Quality

Appendix D: Resolution Prescribing the Standards of Quality for Public Schools in Virginia

Appendix E: Standards of Quality (SOQ) prescribed by the Board of Education on October 17, 2019

Appendix F: Standards of Quality (SOQ) as of July 1, 2019

Appendix G: Summary of Compliance and Non-Compliance with the Standards of Quality (SOQ) for 2018-2019

Appendix H: School Divisions Reporting Full Compliance with the Standards of Quality (SOQ) for 2018-2019

Appendix I: School Divisions Reporting Noncompliance with One or More Provisions of the Standards of Quality (SOQ) for 2018-2019

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

Appendix K: Analysis of School Division Reporting Requirements

Appendix L: Status Report Regarding Multidivision Online Learning

Appendix M: Virtual Virginia Brief

## APPENDIX A – CONSTITUTIONAL AND STATUTORY REQUIREMENTS

The following sections of the *Constitution of Virginia* and *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:

### Article VIII, Section 5. Powers and Duties of the Board of Education

The powers and duties of the Board of Education shall be as follows:...(b) It shall make annual reports to the Governor and the General Assembly concerning the condition and needs of public education in the Commonwealth, and shall in such report identify any school divisions which have failed to establish and maintain schools meeting the prescribed standards of quality.

§ 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.

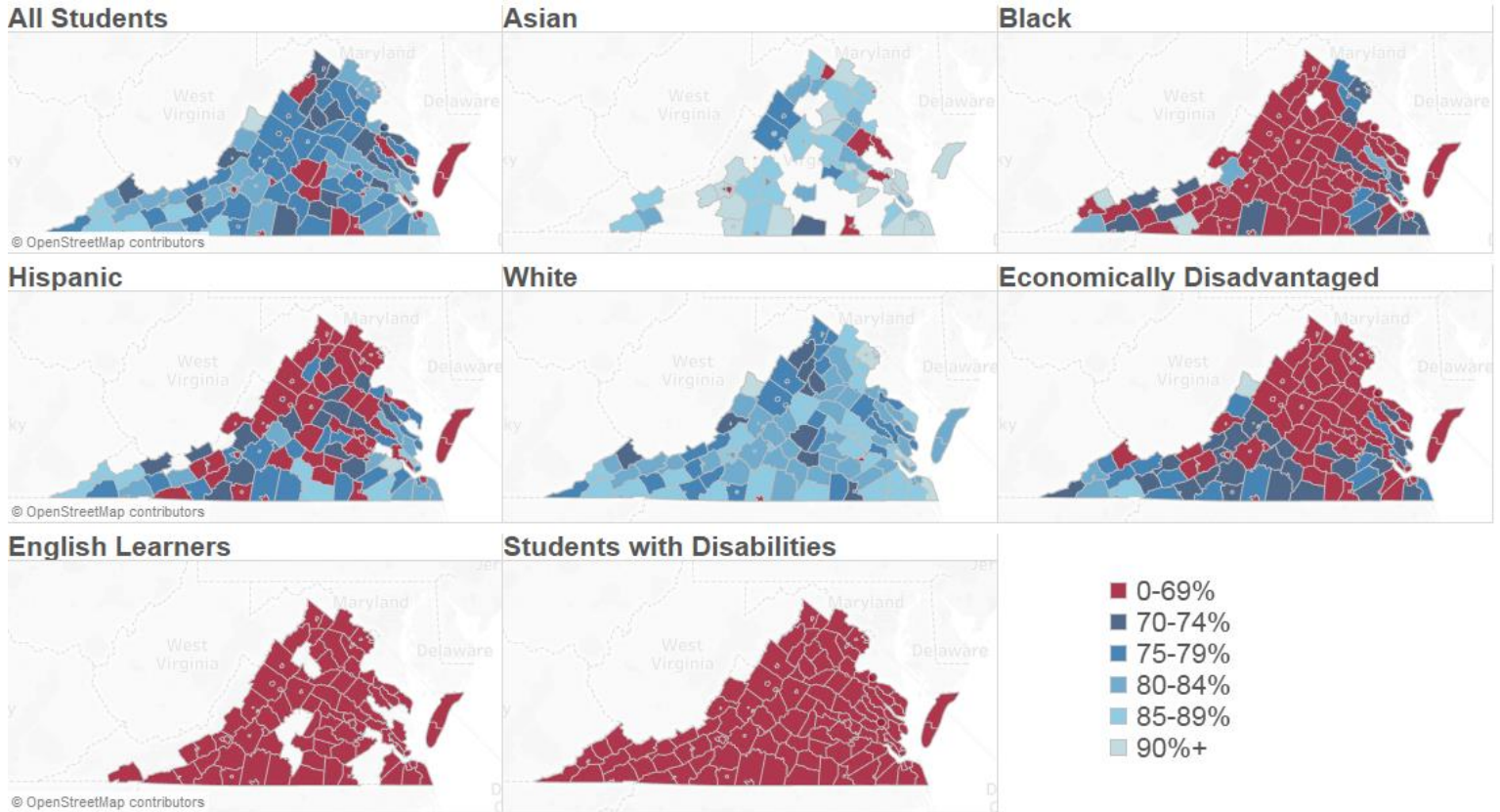
### **For Additional Copies**

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 – ACCREDITATION MAPS

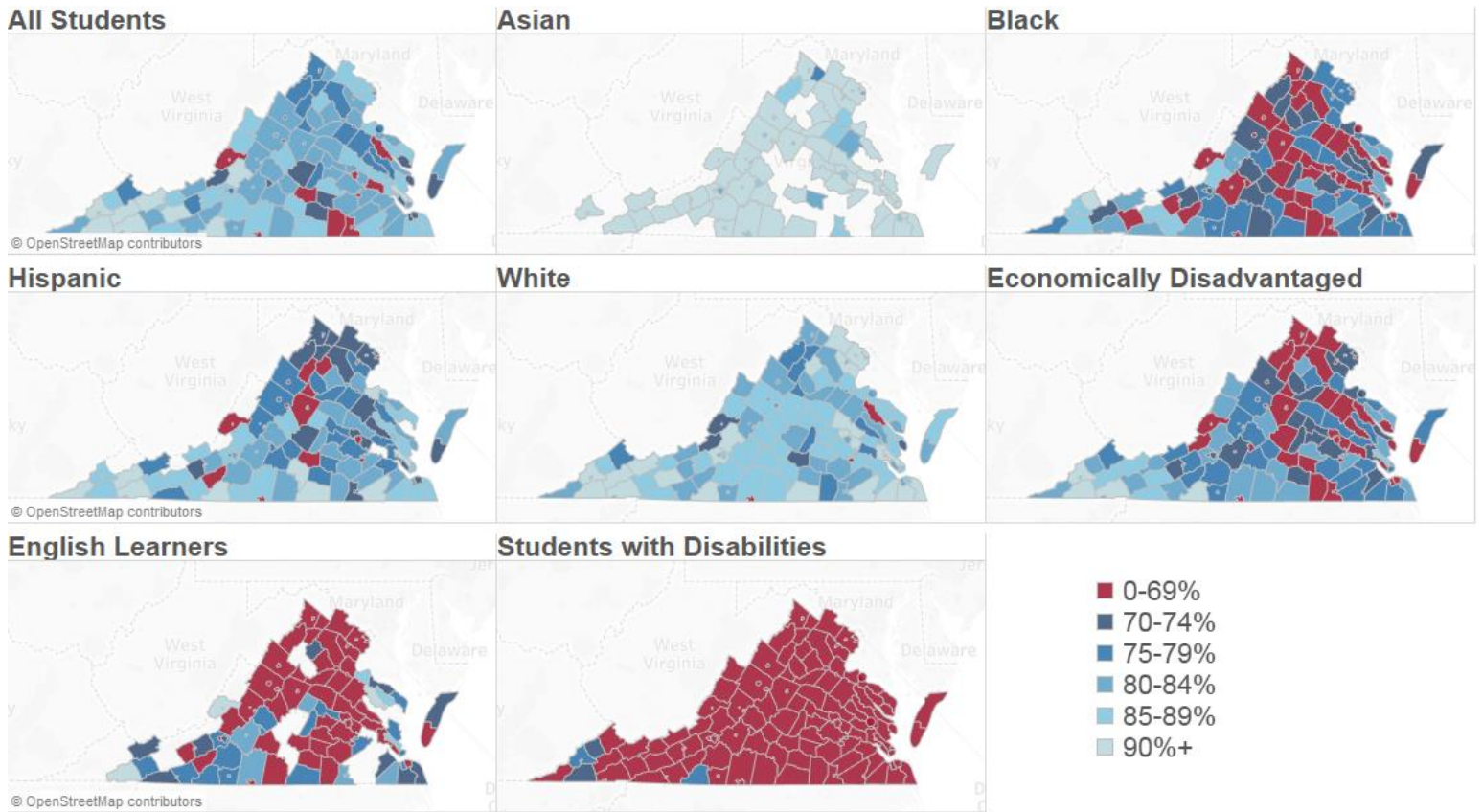
## 2018-2019 SOL Reading Pass Rate



Note: Pass rates are calculated as the number of students passing the assessment divided by the number of students tested.



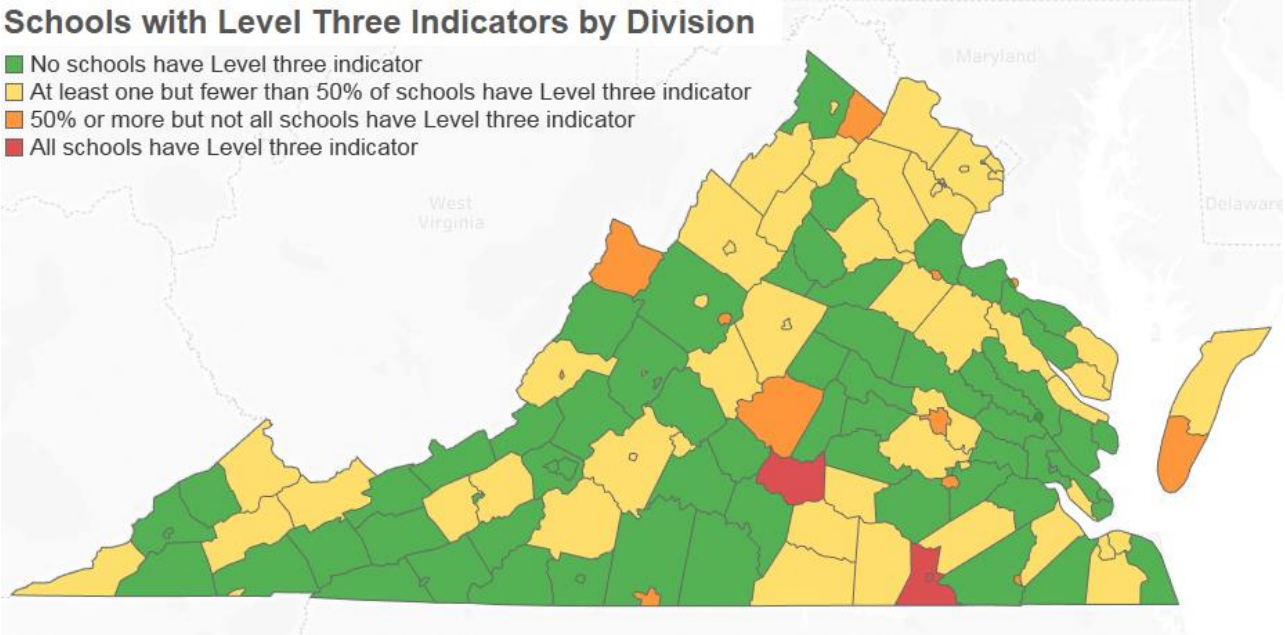
## 2018-2019 SOL Mathematics Pass Rate



Note: Pass rates are calculated as the number of students passing the assessment divided by the number of students tested.

### Schools with Level Three Indicators by Division

- No schools have Level three indicator
- At least one but fewer than 50% of schools have Level three indicator
- 50% or more but not all schools have Level three indicator
- All schools have Level three indicator





## APPENDIX C – 2019 REVISIONS TO THE STANDARDS OF QUALITY

### Standards of Quality

To fulfil the requirements of § 22.1-18(1) of the *Code of Virginia*, this appendix includes:

- a brief description and justification for each of the Standards of Quality;
- a review of the most recent changes to each Standard; and
- the Board of Education’s revisions to the Standards.

A complete copy of the Standards of Quality, as of July 1, 2019, is at the end of this Appendix.

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

Standard One provides that General Assembly and Board of Education’s fundamental goal for public education system is “to enable each student to develop the skills that are necessary for success in school, preparation for life, and reaching their full potential,” and recognizes that the quality of education depends on 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.

Standard One further requires the Board of Education to establish Standards of Learning (SOL), and specifies minimum expectations for the SOL.

Standard One also requires local school boards to implement the Board’s SOL, and establishes other instructional expectations, including remediation, special education, adult education, English learner, and gifted programs.

#### **Justification**

This standard establishes broad goals for decision makers related to Virginia’s public education system and recognizes the inputs necessary to support a quality education. The standard establishes consistent minimum expectations for quality instructional programs across Virginia school divisions.

#### **Recent Amendments by the General Assembly**

This standard was last amended in 2019, by House Bill 2123, which permits each local school board to enter into College and Career Access Pathways Partnerships (Partnerships), with comprehensive community colleges or other public institutions of higher education or educational institutions that offer a career and technical education

curriculum. This amendment was not initiated by a recommendation of the Board of Education.

### **2019 Board-approved Revisions**

The Standards of Quality prescribed by the Board of Education on October 17, 2019 include the following changes to Standard 1:

- Establishment of a statewide principal mentorship program to strengthen and foster the expanding role of quality school leaders that support teacher retention and student achievement.
- Technical amendments to references to prevention, intervention, and remediation funds, early reading intervention funds, and at-risk funds, to facilitate changes to Standard 2 that would establish the “Equity Fund” and staffing requirements for reading specialists.
- Establishment of a state-level and regional work-based learning coordinator system to foster connections between school divisions and the business community to advance work-based learning opportunities in each school division.

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

Standard Two requires school boards to employ qualified licensed personnel, and establishes minimum student to staff ratios for various staffing categories. This standard also requires school boards to provide support services, with staffing levels determined by each local school board. The ratios established in this standard direct the bulk of Virginia’s SOQ funding.

#### **Justification**

This standard establishes consistent minimum expectations for the quality and quantity of staff provided across Virginia, which are critical resources needed to provide a quality learning environment and appropriate working environment. This standard is critical to Virginia’s school funding model.

#### **Recent Amendments by the General Assembly**

This standard was last amended in 2019, by House Bill 1729 and Senate Bill 1406, which reduce the staff to student ratios required for school counselors from 1:500 to 1:375 in elementary schools, from 1:400 to 1:325 in middle schools, and from 1:350 to 1:300 in high schools; however, language in the 2019 Appropriation Act supersedes these bills to establish the ratio at 1:455 for elementary schools, 1:370 for middle schools, and 1:325 for high schools. This partially implemented the Board’s 2016 recommendation to require one school counselor for every 250 students.

Other language in the Appropriation Act (Item 136.A.17) supersedes this standard to increase pupil staffing ratios by one student, and waiving staffing requirements in certain

categories. This measure was not initiated by a recommendation of the Board of Education.

### **2019 Board-approved Revisions**

The Standards of Quality prescribed by the Board of Education on October 17, 2019 include the following changes to Standard 2:

- Consolidating the At-Risk Add On and Prevention, Intervention, and Remediation funds into a single, expanded “Equity Fund” within the SOQ that could be targeted to high poverty schools for additional instructional or student support staff, compensation adjustments to attract and retain experienced teachers, or provide intervention or remediation services.
- Requiring school boards to equitably distribute experienced, effective teachers and other personnel among all of its schools, avoiding creating concentrations of ineffective teachers in certain schools.
- Establishing a new Teacher Leader program, and expanding the existing Teacher Mentor program, whereby additional compensation and additional time is provided during the instructional day for locally-designated staff to serve in leadership and mentorship program roles.
- Moving the K-3 Class Size Reduction program into the Standards of Quality, and incorporate flexibility to allow larger class sizes for experienced teachers that are provided compensation adjustments.
- Amending the staffing requirements for English Learner teachers to differentiate the distribution of positions based upon the proficiency level of students in each school division, while maintaining local flexibility in deploying those positions.
- Providing reading specialist positions for students in grades K-5, based upon the number of students failing third-grade Standards of Learning reading assessments.
- Create a new staffing category for “specialized student support personnel” in the SOQ, effectively removing the school nurse, school social worker, and school psychologist position from the SOQ support position category, with a ratio of four such staff members for every 1,000 students.
- Providing one full time principal in every school.
- Providing one full time assistant principal for every 400 students.
- Providing one full time school counselor for every 250 students.

By resolution, the Board of Education, on October 17, 2019 recommended that the General Assembly remove the temporary recession-era savings strategies and flexibility provisions that have been included in the Appropriation Act for several biennia. These provisions supersede several of the provisions of Standard 2, and result a reduction in state aid by reducing number of funded support positions.

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

Standard Three directs the Board of Education to establish standards for accrediting public schools (the Standards of Accreditation), and establishes a cycle for the review of each school’s accreditation status. This standard directs the Board to assess student outcomes through Standards of Learning assessments, which are to be a component of the accreditation system. The standard also requires actions and interventions in schools that fail to meet the accreditation requirements. Finally, the standard establishes a process for school boards to request waivers to Board regulations.

**Justification**

This standard establishes the means of determining the effectiveness of schools, including student learning and progress and student outcomes for multiple areas affecting school quality.

**Recent Amendments by the General Assembly**

This standard was last amended in 2019, by House Bill 2147, which amended the language establishing actions and interventions for schools that are not meeting the accreditation requirements, to align with recent changes to the Board’s Standards of Accreditation. This amendment was not initiated by a recommendation of the Board of Education.

**2019 Board-approved Revisions**

The Standards of Quality prescribed by the Board of Education on October 17, 2019 include the following change to Standard 3:

- Providing state oversight for certain uses of the “Equity Fund” in schools that fail to meet the accreditation requirements.

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

Standard 4 requires school boards to award diplomas to students meeting the graduation requirements established by the Board of Education. The standard also sets certain requirements to be included in such graduation requirements, and establishes diploma seals for exceptional achievement.

**Justification**

This standard provides assurance to the public and other institutions of learning, that a Virginia graduate has mastered multiple areas of learning, including academics, workplace skills, career exploration and planning, and civic and community responsibility.

### **Recent Amendments by the General Assembly**

This standard was last amended in 2018, through five different legislative measures:

- House Bill 442, which required the Department of Education to create and maintain a catalog of testing accommodations for career and technical education credentials available to English learner students.
- House Bill 167, which replaced the diploma seal for advanced mathematics and technology with the STEM diploma seal.
- House Bill 329, which required the Board's graduation requirements to 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.
- Senate Bill 664, which permitted the requirement for 140 clock hours of instruction to be waived to permit students to work toward a locally-approved industry certification.
- House Bill 443, which permitted certain English learner students to substitute computer coding course credits for foreign language course credit.

None of these amendments were initiated by a recommendation of the Board of Education.

### **2019 Board-approved Revisions**

The Standards of Quality prescribed by the Board of Education on October 17, 2019 do not include any changes to Standard 4.

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

Standard 5 requires participation in professional development programs by the Board of Education, local school boards, school division leaders, teachers, and others. Professional development programs are required to be provided by local school divisions. The standard also establishes a performance evaluation system for school division leadership and staff.

#### **Justification**

Standard 5 ensures that employees in the public education system all receive professional development to ensure that staff is adequately prepared to support students across the Commonwealth through the most current best practices.

### **Recent Amendments by the General Assembly**

This standard was last amended in 2019, by House Bill 2151 and Senate Bill 1223, which required staff evaluations to include student academic progress as a significant component and an overall summative rating. This amendment was not initiated by a recommendation of the Board of Education.

### **2019 Board-approved Revisions**

The Standards of Quality prescribed by the Board of Education on October 17, 2019 include the following change to Standard 5:

- Directing the Board to establish, and requiring school boards to provide, teacher leadership and mentorship programs, in conjunction with the proposed staffing requirements in Standard 2.

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

Standard 6 requires the Board of Education, local school boards, and individual schools to develop unified, comprehensive, long range plans.

#### **Justification**

Standard 6 ensures all levels of the public education system are planning for continuous improvement.

#### **Recent Amendments by the General Assembly**

This standard was last amended in 2007, by Senate Bill 795 which required statewide and divisionwide plans provide a particular focus on the achievement of at-risk students. This amendment was not initiated by a recommendation of the Board of Education.

### **2019 Board-approved Revisions**

The Standards of Quality prescribed by the Board of Education on October 17, 2019 do not include any changes to Standard 6.

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

Standard 7 requires school boards to maintain and regularly review school board policies and codes of conduct. The standard sets expectations for certain policy areas to be addressed, requires public involvement in the creation of such policies, and requires the policies to be made publicly available, including on the school division's website.

#### **Justification**

Standard 7 ensures policies implemented by school boards are current, readily accessible, and involve the community impacted.

#### **Recent Amendments by the General Assembly**

This standard was last amended in 2013, by House Bill 2019 which clarified that all adopted policies and regulations are to be made publicly available. This amendment was not initiated by a recommendation of the Board of Education.

### **2019 Board-approved Revisions**

The Standards of Quality prescribed by the Board of Education on October 17, 2019 do not include any changes to Standard 7.

### **§ 22.1-253.13:8 Compliance**

This section requires division superintendents and school board chairs to report their compliance with the Standards of Quality to the Board of Education. The section also permits the Board of Education to seek compliance through the circuit court whenever a school division fails, or refuses to comply with the Standards of Quality.

#### **Justification**

This section provides a mechanism for the Board of Education to seek compliance with the Standards of Quality.

#### **Recent Amendments by the General Assembly**

This standard was last amended in 2005, by House Bill 1762 and Senate Bill 779, which provided technical clarification on the process for local compliance with the standards to be reported to the Board. This amendment was not initiated by a recommendation of the Board of Education.

### **2019 Board-approved Revisions**

The Standards of Quality prescribed by the Board of Education on October 17, 2019 do not include any changes to this section.

### **§ 22.1-253.13:9 Exemplar School Recognition Program**

This section, while technically not a standard, was included in Chapter 13.2 Standards of Quality when it was established in 2010. This section establishes the Exemplar School Recognition Program, whereby schools are recognized for high performance and continuous improvement.

#### **Justification**

This section provides a method to recognize exemplar schools that can serve as models of best practice for other schools.

#### **Recent Amendments by the General Assembly**

This standard was last amended in 2019, by House Bill 1868, which replaced the previous Virginia Index of Performance recognition program with the Exemplar School Recognition Program. This aligns with the Board of Education's recently revised accreditation system.

## 2019 Board-approved Revisions

The Standards of Quality prescribed by the Board of Education on October 17, 2019 do not include any changes to this section.

### Summary of Estimated Costs for Recently Prescribed SOQ

Equity Fund  
FY21: \$135.8 million  
FY22: \$135.4 million

K-3 Class Size Reduction  
FY21: None  
FY22: None

Teacher Leaders and Mentors  
FY21: \$110.3 million  
FY22: \$110.4 million

School Counselors  
FY21: \$90.2 million  
FY22: \$90.2 million

Specialized Student Support Positions  
FY21: \$107.5 million  
FY22: \$107.2 million

Assistant Principals  
FY21: \$82.9 million  
FY22: \$82.6 million

English Learner Teachers  
FY21: \$31.4 million  
FY22: \$31.4 million

Elementary School Principals  
FY21: \$8.3 million  
FY22: \$7.7 million

Principal Mentorship  
FY21: \$1.1 million  
FY22: \$1.1 million

Removal of Support Cap\*  
FY21: \$406.4 million  
FY22: \$407.1 million

Reading Specialists  
FY21: \$43.6 million  
FY22: \$43.7 million

Eliminating Recession-Era Flexibility\*\*  
FY21: \$8.3 million  
FY22: \$7.7 million

Work-Based Learning Coordinators  
FY21: \$1.1 million  
FY22: \$1.1 million

\*To implement this, Item 139 C.5.k of the 2018-2020 Appropriation Act should be stricken.

\*\* To implement this, Item 139 A.17 of the 2018-2020 Appropriation Act should be stricken.



## **APPENDIX D - RESOLUTION PRESCRIBING THE STANDARDS OF QUALITY FOR PUBLIC SCHOOLS IN VIRGINIA**

WHEREAS, Section 2, of Article VIII of the *Constitution of Virginia* provides that standards of quality for the several school divisions shall be determined and prescribed from time to time by the Board of Education, subject to revision only by the General Assembly; and

WHEREAS, between 1972 and 1982, the Board of Education prescribed the Standards of Quality for each biennium, which were subsequently adopted by the General Assembly with revisions; and

WHEREAS, in 1984, the General Assembly established Chapter 13.1 of Title 22.1 of the *Code of Virginia*, codifying the Standards of Quality, effectively impacting the Board of Education's ability to fulfill its constitutional duty to prescribe such standards for the previous ten years; and

WHEREAS, in 1988, the General Assembly replaced Chapter 13.1 of Title 22.1 of the *Code* with Chapter 13.2, recodifying the Standards of Quality into their current form; and

WHEREAS, since the 1988 action, the General Assembly has passed 197 bills amending the Standards of Quality, the overwhelming majority of which were unrelated to the Standards of Quality as prescribed by Board of Education pursuant to its constitutional authority; and

WHEREAS, Section 22.1-18 of the *Code* requires the Board of Education to indicate in its annual report to the Governor and the General Assembly whether it recommends any change or addition to the Standards of Quality; and

WHEREAS, Section 22.1-18.01 of the *Code* requires the Board of Education, in odd-numbered years, to review the Standards of Quality and either determine that no changes are necessary or propose amendments, in which case the biennial budget estimates state agencies are required to report to the Governor shall take into consideration the Board's proposed Standards of Quality; and

WHEREAS, the Board of Education's 2018-2023 Comprehensive Plan, establishes three priorities for public education in Virginia:

- Priority 1: Provide high-quality, effective learning environments for all students;
- 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; and
- 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.

WHEREAS, since the adoption of the Comprehensive Plan, the Board of Education has undertaken a two-year process, reviewing and researching evidence-based best practices and

engaging in significant public engagement to make data-driven policy decisions to revise the Standards of Quality to provide support for Virginia educators and better ensure equity of opportunity and outcome for Virginia's students;

NOW, THEREFORE, BE IT RESOLVED that the Board of Education prescribes the attached Standards of Quality by motion unanimously adopted at its regular business meeting on October 17, 2019; and

BE IT FURTHER RESOLVED that the Board of Education requests the General Assembly remove paragraphs A.17 and C.5.k of Item 136 of the 2019 Appropriation Act from future Appropriation Acts, as these measures were added during the Great Recession to provide temporary relief from provisions in the Standards of Quality, resulting in \$371.6 million in state aid that school divisions would have otherwise received in Fiscal Year 2019-2020; and

BE IT FURTHER RESOLVED that the Board of Education requests the Superintendent of Public Instruction seek to enhance the information reported by local school divisions about staffing practices to help better inform the Board of Education's future reviews of the Standards of Quality.

## **APPENDIX E – STANDARDS OF QUALITY (SOQ) PRESCRIBED BY THE BOARD OF EDUCATION ON OCTOBER 17, 2019**

### **§ 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. 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 course credit, credential, certification, or license attainment, hereinafter referred to as College and Career Access Pathways Partnerships (Partnerships), 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 Partnerships shall (i) specify the options for students to take courses as part of the career and technical education curriculum that lead to course credit or an industry-recognized credential, certification, or license concurrent with a high school diploma; (ii) specify the credit, credentials, certifications, or licenses available for such courses; and (iii) specify available options for students to participate in pre-apprenticeship and apprenticeship programs at comprehensive community colleges concurrent with the pursuit of a high school diploma and receive college credit and high school credit for successful completion of any such program.

G. There shall be established within the Department of Education a unit to facilitate the development of relationships between school divisions and business communities to ensure all high school students will have access to meaningful work experiences such as internships, externships and other work-based learning experiences. Such unit shall (i) provide technical assistance and professional development to school divisions and businesses to implement work-based learning programs, (ii) catalogue and promote successful models and best practices for work-based learning.

H. There shall be established within the Department of Education a unit to develop and implement a statewide mentorship program to support all new principals and principals of schools not meeting the standards established by the Board. Such unit shall (i) establish standards for principal mentorship programs, (ii) recruit, train, and match mentors with all principals participating in the mentorship program, and (iii) monitor program outcomes.

**§ 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. 1. 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, school 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.

2. School boards shall assign licensed instructional personnel for students in grades kindergarten through three in schools with high concentrations of poverty, in a manner that produces schoolwide ratios of students in average daily membership to full-time equivalent teaching positions, excluding special education teachers, principals, assistant principals, school counselors, and librarians, that are not greater than the following ratios: (i) 19 to one in schools with 30 percent or more of students identified as eligible for federal free lunch, as provided in the Appropriation Act, with no class being larger than 24 students; (ii) 18 to one in schools with 45 percent or more of students identified as eligible for federal free lunch, as provided in the Appropriation Act, with no class being larger than 23 students; (iii) 17 to one in schools with 55 percent or more of students identified as eligible for federal free lunch, as provided in the Appropriation Act, with no class being larger than 22 students; (iv) 16 to one in schools with 65 percent of students identified as eligible for federal free lunch, as provided in the Appropriation Act, with no class being larger than 21 students; (v) 15 to one in schools with 70 percent of students identified as eligible for federal free lunch, as provided in the Appropriation Act, with no class being larger than 20 students; (vi) 14 to one in schools with 75 percent or more of students identified as eligible for federal free lunch, as provided in the Appropriation Act, with no class being larger than 19 students.

To provide flexibility in the deployment of the funds in support of the staffing standards established in this subdivision, school boards may use these funds to provide compensation adjustments to teachers with five or more years of experience to teach grades kindergarten through three in such schools with high concentrations of poverty. School boards using these funds in this manner shall be permitted to (i) exceed the maximum class sizes established in this subdivision for classes taught by teacher receiving the compensation adjustment, and (ii) exclude the teacher receiving the compensation adjustment and their students from the schoolwide ratios established in this subdivision. School boards using these funds in this manner shall comply with the staffing standards established in subdivision C 1.

3. 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.

4. 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.

5. Further, school 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.

C. School boards shall assign licensed personnel in a manner that provides an equitable distribution of experienced, effective teachers and other personnel among all of its schools. To the maximum extent possible, experienced, effective teachers and other personnel shall be distributed equitably across all schools within a school division. School divisions shall not assign personnel in a manner that results in the concentration of ineffective teachers in any school or group of schools within a school division.

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.

D. School boards shall provide teacher leadership, and mentorship programs, as provided in § 22.1-253.15:5(H). Teacher leaders support all teachers through peer-level leadership, observation, consultation, and coordination of mentorship programs and professional development. Teacher mentors (i) assist new teachers with a successful transition into the teaching profession and (ii) ensure adequate supports are in place for new teachers. To support these programs and roles, school boards shall provide full-time equivalent positions based upon the following ratios:

1. One position for every 15 first, second, and third year teachers, or fraction thereof; and

2. One position for every 50 teachers with four or more years of experience.

School boards are encouraged to deploy these positions on a fractional basis shared among current teachers to provide current teachers opportunities to serve as leaders and mentors while remaining in active teaching roles. School boards shall not utilize these positions to fill teaching positions, or to serve school administrator functions, such as coordination of student discipline or testing.

Instructional staff filling these full-time equivalent positions shall be provided a compensation adjustment of at least 20 percent of the state-recognized statewide prevailing salary, as provided in the Appropriation Act. Such compensation adjustment shall be provided on a pro-rata basis if the position is shared among several staff.

Every teacher with less than three years of teaching experience shall be assigned a teacher mentor for their first three years of teaching. Such teachers shall be provided one hour of release time from classroom instruction per week to collaborate with their teacher mentor.

E. 1. For the purpose of this subsection:

(i) "qualifying school" means a school where at least 55 percent of the students are identified as eligible for federal free lunch, as provided in the Appropriation Act.

(ii) "targeted compensation adjustment" means a supplemental pay adjustment as provided in this subsection, calculated as a percent of the state-recognized prevailing salary, as provided in the Appropriation Act. The supplemental pay adjustment shall be (i) at least 25% of the state-recognized prevailing salary, as provided in the Appropriation Act, in qualifying schools where at least 70 percent of the students are identified as eligible for federal free lunch, as provided in the Appropriation Act, and (ii) at least 12.5% of the state-recognized prevailing salary, as provided in the Appropriation Act, in qualifying schools where at least 55 percent of the students are identified as eligible for federal free lunch, as provided in the Appropriation Act.

(iii) "qualifying teacher" means a teacher who (a) teaches in a qualifying school who has a renewable license as defined in § 22.1-298.1, (b) has at least five years of full-time teaching experience in a public school, or an accredited private school, as evidenced by receiving an evaluation rating of proficient or above for each of the previous five years, and (c) meets any additional criteria that may be deemed by the local school board. Such teaching experience may have been accrued outside of Virginia.

2. In addition to the positions supported by basic aid, state funding shall be provided for additional instructional positions in support of student achievement for at risk students, based upon the concentration of students identified as eligible for federal free lunch, as provided in the Appropriation Act, in each school division. School divisions shall prioritize the deployment of these additional instructional positions to schools within the division with the greatest concentrations of students identified as eligible for federal free lunch.

Such additional instructional positions shall be calculated by multiplying (i) the number of instructional positions required to be provided by a school division with basic aid funds, by (ii) the percent of students identified as eligible for federal free lunch in such school division, as provided in the Appropriation Act, by (iii) the add-on multiplier determined for such school division. Such add-on multiplier shall be determined for each school division by ranking each school division by the percent of students identified as eligible for federal free lunch, as provided

in the Appropriation Act. The school division ranking with the lowest percent of free lunch eligible students shall be assigned an add-on multiplier of ten percent, and the school division with the highest percent of free lunch eligible students shall be assigned an add-on multiplier of sixty-five percent. The add-on multiplier for school divisions ranking in between shall be incrementally between ten and sixty-five percent, based upon the ranking.

3. To provide flexibility in the deployment of these funds, school divisions may:

a. use up to 100 percent of these funds to provide targeted compensation adjustments to assist with recruiting or retaining qualifying teachers to teach in qualifying schools.

b. use up to 100 percent of these funds to provide licensed specialized student support personnel. School divisions using funds in this manner shall prioritize the deployment of these positions to schools within the division with the greatest concentrations of students identified as eligible for federal free lunch.

c. use up to 70 percent of these funds to support programs for students identified as needing prevention, intervention, or remediation services, and to support programs for students who are educationally at risk. School divisions using funds in this manner shall prioritize the deployment of these funds to schools within the division with the greatest concentrations of students identified as eligible for federal free lunch. Prior to using funds in this manner, school boards that have been required to develop corrective action plans pursuant to § 22.1-253.13:3 (A) shall receive approval for the proposed uses of these funds in accordance with the corrective action plan process established by the Board; or

d. use these funds in any combination of subdivision a through c.

School divisions shall annually report on the deployment of these funds, in a manner prescribed by the Department of Education.

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 divisionwide ratios of English learner students in average daily membership to full-time equivalent teaching positions in addition to those required by subsection C, as follows:

1. for each English language learner identified as proficiency level one, one position per 25 students;

2. for each English language learner identified as proficiency level two, one position per 30 students;

3. for each English language learner identified as proficiency level three, one position per 40 students; and

4. for all other English language learner students, one position per 58 students.

17 full-time equivalent instructional positions for each 1,000 students identified as having limited English proficiency, which Teaching positions filled using these funds 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 reading specialists. The number of reading specialists required shall be based upon providing two and one half hours of instruction at a ratio of one reading specialist per five students requiring reading specialist services. The number of students requiring reading specialist services shall be determined by multiplying (i) the percent of students that failed the third grade reading Standards of Learning assessment the prior year by (ii) the total number of students in fall membership in grades kindergarten through five. ~~the following reading specialists in elementary schools, one full-time in each elementary school at the discretion of the local school board. One~~ At least 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, ~~to be employed on a 12-month basis~~ at 300 students; principals in middle schools, one full-time, to be employed on a 12-month basis; principals in high schools, one full-time, to be employed on a 12-month basis;

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

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. School counselors:

a. Effective with the 2019-2020 school year, in elementary schools, one hour per day per 75 students, one full time at 375 students, one hour per day additional time per 75 students or major fraction thereof; in middle schools, one period per 65 students, one full time at 325 students, one additional period per 65 students or major fraction thereof; in high schools, one period per 60



students, one full time at 300 students, one additional period per 60 students or major fraction thereof.

b. Local school divisions that employ a sufficient number of school counselors to meet the school counselor staffing requirements set forth in this subdivision may assign school counselors to schools within the division according to the area of greatest need, regardless of whether such schools are elementary, middle, or high schools.

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

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 school counselors, and shall be based on the school's total enrollment; school 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 school board shall provide at least four specialized student support positions per 1,000 students. For the purposes of this subsection, specialized student support positions include school social workers, school psychologists, school nurses and other licensed health and behavioral positions, which may either be employed by the school division or provided through contracted services.

P. 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 not included in subsection O; (ii) school counselor 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 **administrative** positions **not included in subsection O, 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.

**§ 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.

The Board shall establish a review process to assist any school that does not meet the standards established by the Board. The relevant school board shall report the results of such review and any annual progress reports in public session and shall implement any actions identified through such review and utilize them for improvement planning.

The Board shall establish a corrective action plan process for any school that does not meet the standards established by the Board. Such process shall require (i) each school board to submit a corrective action plan for any school in the local school division that does not meet the standards established by the Board, **and** (ii) any school board that fails to demonstrate progress in developing or implementing any such corrective action plan to enter into a memorandum of understanding with the Board, **and (iii) approval of the use of funds a school board intends to use pursuant to § 22.1-253.13:2(E)(3)(c).**

When the Board determines through its review process that the failure of schools within a division to meet the standards established by the Board 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 enter into a memorandum of understanding with the Board and shall subsequently 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 meet the standards established by the Board. If the Board determines that the proposed corrective action plan is not sufficient to enable all schools within the division to meet the standards established by the Board, 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](#).

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 for 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.

**§ 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. 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.

**§ 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.

H. The Board of Education shall establish, and school boards shall provide, teacher leadership and mentorship programs utilizing specially trained public school teachers. The Board shall issue guidelines for teacher leadership and mentorship programs and shall set criteria for beginning and experienced teacher participation, including self-referral, and the qualifications and training of teacher leaders and teacher mentors. Such guidelines shall provide that the programs be administered by local school boards, with the assistance of a local advisory committee made up of teachers, principals, and supervisors.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

4. School-community communications and community involvement;

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

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

7. A cooperatively developed procedure for personnel evaluation appropriate to tasks performed by those being evaluated; and

8. Grievances, dismissals, etc., of teachers, and the implementation procedure prescribed by the General Assembly and the Board of Education, as provided in Article 3 (§ [22.1-306](#) et seq.) of Chapter 15, 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.

**§ 22.1-253.13:8. Compliance.**

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

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

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

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

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

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

**§ 22.1-253.13:9. Exemplar School Recognition Program.**

A. Schools and local school divisions shall be recognized by the Board of Education in accordance with guidelines it shall establish for the Exemplar School Recognition Program (the Program). The Program shall be designed to recognize and reward (i) schools that exceed Board-established requirements or show continuous improvement on academic and school quality indicators and (ii) schools, school divisions, and school boards that implement effective, innovative practices 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.

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.

**§ 22.1-253.13:10. Repealed.**

Repealed by Acts 2019, c. [771](#), cl. 2.

## **APPENDIX F – CHAPTER 13.2. STANDARDS OF QUALITY AS OF JULY 1, 2019**

### **§ 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. 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 course credit, credential, certification, or license attainment, hereinafter referred to as College and Career Access Pathways Partnerships (Partnerships), 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 Partnerships shall (i) specify the options for students to take courses as part of the career and technical education curriculum that lead to course credit or an industry-recognized credential, certification, or license concurrent with a high school diploma; (ii) specify the credit, credentials, certifications, or licenses available for such courses; and (iii) specify available options for students to participate in pre-apprenticeship and apprenticeship programs at comprehensive community colleges concurrent with the pursuit of a high school diploma and receive college credit and high school credit for successful completion of any such program.

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; 2019, c. 582.

**§ 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, school 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. School counselors:
  - a. Effective with the 2019-2020 school year, in elementary schools, one hour per day per 75 students, one full-time at 375 students, one hour per day additional time per 75 students or major fraction thereof; in middle schools, one period per 65 students, one full-time at 325 students, one additional period per 65 students or major fraction thereof; in high schools, one period per 60 students, one full-time at 300 students, one additional period per 60 students or major fraction thereof.
  - b. Local school divisions that employ a sufficient number of school counselors to meet the school counselor staffing requirements set forth in this subdivision may assign school counselors to schools within the division according to the area of greatest need, regardless of whether such schools are elementary, middle, or high schools.

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 school counselors, and shall be based on the school's total enrollment; school 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) school counselor 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; 2019, cc. 139, 796.

**§ 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.

The Board shall establish a review process to assist any school that does not meet the standards established by the Board. The relevant school board shall report the results of such review and

any annual progress reports in public session and shall implement any actions identified through such review and utilize them for improvement planning.

The Board shall establish a corrective action plan process for any school that does not meet the standards established by the Board. Such process shall require (i) each school board to submit a corrective action plan for any school in the local school division that does not meet the standards established by the Board and (ii) any school board that fails to demonstrate progress in developing or implementing any such corrective action plan to enter into a memorandum of understanding with the Board.

When the Board determines through its review process that the failure of schools within a division to meet the standards established by the Board 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 enter into a memorandum of understanding with the Board and shall subsequently 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 meet the standards established by the Board. If the Board determines that the proposed corrective action plan is not sufficient to enable all schools within the division to meet the standards established by the Board, 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.

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 for 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; 2019, c. 585.

**§ 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. 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. Exemplar School Recognition Program.**

A. Schools and local school divisions shall be recognized by the Board of Education in accordance with guidelines it shall establish for the Exemplar School Recognition Program (the Program). The Program shall be designed to recognize and reward (i) schools that exceed Board-established requirements or show continuous improvement on academic and school quality indicators and (ii) schools, school divisions, and school boards that implement effective, innovative practices 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.

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.

2010, cc. 38, 103; 2011, cc. 119, 145; 2012, c. 794; 2015, c. 566; 2019, c. 576.

**§ 22.1-253.13:10. Repealed.**

Repealed by Acts 2019, c. 771, cl. 2.

## APPENDIX G: SUMMARY OF COMPLIANCE AND NON-COMPLIANCE WITH THE STANDARDS OF QUALITY FOR 2018-2019

### 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 2018-2019 school year, under the Standards of Quality (SOQ) that were in effect as of July 1, 2018, 79 school divisions (60 percent) reported full compliance with the provisions of the SOQ, and 53 school divisions (40 percent) reported noncompliance with one or more provisions of the SOQ. If not for school accreditation status, an additional 39 school divisions (30 percent) would have reported full compliance with the SOQ. Six school divisions maintained fully accredited schools but reported noncompliance with provisions in Standard Two.

Appendix F provides the list of the 79 divisions reporting full compliance with the SOQ. Appendix G provides the areas of noncompliance with the SOQ by division.

School Divisions Reporting Noncompliance with the Standards of Quality	
Standard	Number of Noncompliant Divisions
Standard One – Instructional Programs	2
Standard Two – Instructional, Administrative, and Support Personnel	13
Standard Three – Accreditation	45
Standard Three – Other Standards and Evaluation	2
Standard Four – Student Achievement and Graduation Requirements	2
Standard Five – Quality of Classroom Instruction and Educational Leadership	2
Standard Six – Planning and Evaluation	2
Standard Seven – School Board Policies	0
Standard Eight – Compliance	1

**APPENDIX H: SCHOOL DIVISIONS REPORTING FULL COMPLIANCE WITH THE STANDARDS OF QUALITY FOR 2018-2019**

<b>School Divisions in Full Compliance for 2018-2019</b>	<b>2018 – 2019 Was Division Compliant?</b>	<b>2017 - 2018 Was Division Compliant?</b>	<b>2016 - 2017 Was Division Compliant?</b>	<b>2015 - 2016 Was Division Compliant?</b>
Appomattox County	Yes	Yes	Yes	Yes
Arlington County	Yes	Yes	Yes	No
Bath County	Yes	Yes	Yes	No
Bedford County	Yes	No	No	No
Bland County	Yes	Yes	Yes	No
Botetourt County	Yes	Yes	Yes	No
Buchanan County	Yes	No	No	No
Carroll County	Yes	Yes	No	No
Charles City County	Yes	Yes	No	No
Charlotte County	Yes	No	No	No
Chesterfield County	Yes	No	No	No
Clarke County	Yes	Yes	Yes	No
Colonial Beach	Yes	Yes	Yes	Yes
Colonial Heights City	Yes	Yes	Yes	Yes
Covington City	Yes	Yes	Yes	No
Craig County	Yes	Yes	Yes	Yes
Dickenson County	Yes	Yes	Yes	No
Dinwiddie County	Yes	Yes	No	No
Falls Church City	Yes	Yes	Yes	Yes
Fauquier County	Yes	No	No	No
Floyd County	Yes	No	No	No
Fluvanna County	Yes	Yes	Yes	Yes
Franklin City	Yes	No	No	No
Franklin County	Yes	No	Yes	Yes
Fredericksburg City	Yes	Yes	Yes	Yes
Galax City	Yes	Yes	Yes	No
Giles County	Yes	Yes	Yes	No
Gloucester County	Yes	Yes	No	No
Goochland County	Yes	Yes	Yes	Yes
Grayson County	Yes	No	No	No
Greene County	Yes	Yes	Yes	No
Hanover County	Yes	Yes	No	No
Highland County	Yes	Yes	Yes	No
Isle of Wight County	Yes	Yes	Yes	No
King George County	Yes	Yes	Yes	No

<b>School Divisions in Full Compliance for 2018-2019</b>	<b>2018 – 2019 Was Division Compliant?</b>	<b>2017 - 2018 Was Division Compliant?</b>	<b>2016 - 2017 Was Division Compliant?</b>	<b>2015 - 2016 Was Division Compliant?</b>
King William County	Yes	No	Yes	No
Lexington City	Yes	Yes	Yes	Yes
Loudoun County	Yes	No	No	No
Louisa County	Yes	Yes	Yes	No
Lunenburg County	Yes	No	No	No
Madison County	Yes	No	No	No
Manassas City	Yes	No	No	No
Mathews County	Yes	Yes	Yes	Yes
Middlesex County	Yes	Yes	Yes	Yes
Montgomery County	Yes	No	No	No
New Kent County	Yes	Yes	Yes	Yes
Northumberland County	Yes	No	No	No
Norton City	Yes	Yes	Yes	Yes
Orange County	Yes	Yes	No	Yes
Patrick County	Yes	Yes	Yes	No
Poquoson City	Yes	Yes	Yes	No
Powhatan County	Yes	Yes	Yes	Yes
Prince George County	Yes	No	Yes	No
Radford City	Yes	Yes	Yes	Yes
Rappahannock County	Yes	Yes	Yes	Yes
Richmond County	Yes	Yes	Yes	Yes
Roanoke City	Yes	No	No	No
Roanoke County	Yes	Yes	Yes	Yes
Rockbridge County	Yes	No	No	No
Rockingham County	Yes	Yes	No	No
Russell County	Yes	Yes	Yes	No
Salem City	Yes	Yes	Yes	Yes
Scott County	Yes	Yes	Yes	Yes
Shenandoah County	Yes	No	No	No
Smyth County	Yes	Yes	No	No
Southampton County	Yes	Yes	Yes	No
Spotsylvania County	Yes	No	No	No
Stafford County	Yes	Yes	Yes	Yes
Surry County	Yes	Yes	Yes	No
Sussex County	Yes	Yes	No	No
Tazewell County	Yes	Yes	Yes	Yes
Virginia Beach City	Yes	Yes	No	No
Washington County	Yes	Yes	Yes	No



<b>School Divisions in Full Compliance for 2018-2019</b>	<b>2018 – 2019 Was Division Compliant?</b>	<b>2017 - 2018 Was Division Compliant?</b>	<b>2016 - 2017 Was Division Compliant?</b>	<b>2015 - 2016 Was Division Compliant?</b>
West Point	Yes	Yes	Yes	Yes
Westmoreland County	Yes	No	No	No
Williamsburg-James City County	Yes	Yes	Yes	Yes
Winchester City	Yes	No	No	No
Wise County	Yes	Yes	Yes	Yes
Wythe County	Yes	Yes	Yes	No

**APPENDIX I: SCHOOL DIVISIONS REPORTING NONCOMPLIANCE WITH ONE OR MORE PROVISIONS OF THE STANDARDS OF QUALITY FOR 2018-2019**

**STANDARD 1: INSTRUCTIONAL PROGRAMS**

<b>Standard 1 Requirement</b>	<b>School Division</b>	<b>2018 – 2019 Was Division Compliant?</b>	<b>2017 – 2018 Was Division Compliant?</b>	<b>2016 – 2017 Was Division Compliant?</b>	<b>2015 – 2016 Was Division Compliant?</b>
§ 22.1-253.13:1(B) - The curriculum adopted by the local school division is aligned to the Standards of Learning.	Richmond City	NO	YES	YES	YES
§ 22.1-253.13:1(B) - The school division (i) requires each middle school student to take at least one course in career investigation, or (ii) has selected an alternate means of delivering the career investigation course to each middle school student.	Mecklenburg County	NO	N/A	N/A	N/A
§ 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.	Richmond City	NO	NO	YES	YES
§ 22.1-253.13:1(D)(2) – Local school boards shall implement 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 include components that are research-based.	Richmond City	NO	YES	YES	YES
§ 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.	Richmond City	NO	NO	YES	YES

<b>Standard 1 Requirement</b>	<b>School Division</b>	<b>2018 – 2019 Was Division Compliant?</b>	<b>2017 – 2018 Was Division Compliant?</b>	<b>2016 – 2017 Was Division Compliant?</b>	<b>2015 – 2016 Was Division Compliant?</b>
§ 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 § 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.	Richmond City	NO	NO	YES	YES
§ 22.1-253.13:1(D)(4) – Local school boards shall implement educational objectives in middle and high school that emphasize economic education and financial literacy pursuant to § 22.1-200.03.	Richmond City	NO	YES	YES	YES
§ 22.1-253.13:1(D)(8) – Local school boards shall implement adult education programs for individuals functioning below the high school completion level.	Mecklenburg County	NO	YES	YES	YES

<b>Standard 1 Requirement</b>	<b>School Division</b>	<b>2018 – 2019 Was Division Compliant?</b>	<b>2017 – 2018 Was Division Compliant?</b>	<b>2016 – 2017 Was Division Compliant?</b>	<b>2015 – 2016 Was Division Compliant?</b>
§ 22.1-253.13:1(D)(11) – Local school boards shall implement 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.	Richmond City	NO	YES	YES	YES

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

<b>Standard 2 Requirement</b>	<b>School Division</b>	<b>2018 – 2019 Was Division Compliant?</b>	<b>2017 – 2018 Was Division Compliant?</b>	<b>2016 – 2017 Was Division Compliant?</b>	<b>2015 – 2016 Was Division Compliant?</b>
§ 22.1-253.13:2(B) - The school board employs licensed instructional personnel qualified in the relevant subject areas.	Amelia County	NO	YES	YES	YES
§ 22.1-253.13:2(B) - The school board employs licensed instructional personnel qualified in the relevant subject areas.	Manassas Park City	NO	NO	NO	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	NO	YES	YES

<b>Standard 2 Requirement</b>	<b>School Division</b>	<b>2018 – 2019 Was Division Compliant?</b>	<b>2017 – 2018 Was Division Compliant?</b>	<b>2016 – 2017 Was Division Compliant?</b>	<b>2015 – 2016 Was Division Compliant?</b>
§ 22.1-253.13:2(C)(i) - 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 kindergarten, with no class larger than twenty-nine; twenty-four to one in grades one, two, and three with no class larger than thirty at any of these levels.	Prince William 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	NO	YES	NO
§ 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.	Prince William County	NO	YES	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	NO	YES

<b>Standard 2 Requirement</b>	<b>School Division</b>	<b>2018 – 2019 Was Division Compliant?</b>	<b>2017 – 2018 Was Division Compliant?</b>	<b>2016 – 2017 Was Division Compliant?</b>	<b>2015 – 2016 Was Division Compliant?</b>
§ 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.	Buckingham County	NO	YES	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.	Page County	NO	YES	YES	YES
§ 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 § 22.1-253.13:2, 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.	Buckingham County	NO	YES	YES	N/A

<b>Standard 2 Requirement</b>	<b>School Division</b>	<b>2018 – 2019 Was Division Compliant?</b>	<b>2017 – 2018 Was Division Compliant?</b>	<b>2016 – 2017 Was Division Compliant?</b>	<b>2015 – 2016 Was Division Compliant?</b>
§ 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 § 22.1-253.13:2, 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	NO	N/A
§ 22.1-253.13:2(C) - The school division provides all middle and high school teachers with one planning period per day or the equivalent, unencumbered of any teaching or supervisory duties.	Warren County	NO	YES	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.	Culpeper County	NO	YES	YES	NO

<b>Standard 2 Requirement</b>	<b>School Division</b>	<b>2018 – 2019 Was Division Compliant?</b>	<b>2017 – 2018 Was Division Compliant?</b>	<b>2016 – 2017 Was Division Compliant?</b>	<b>2015 – 2016 Was Division Compliant?</b>
§ 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	NO	YES	YES
§ 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.	Culpeper County	NO	YES	YES	YES
§ 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.	Essex County	NO	YES	YES	YES
§ 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.	Page County	NO	YES	YES	YES



<b>Standard 2 Requirement</b>	<b>School Division</b>	<b>2018 – 2019 Was Division Compliant?</b>	<b>2017 – 2018 Was Division Compliant?</b>	<b>2016 – 2017 Was Division Compliant?</b>	<b>2015 – 2016 Was Division Compliant?</b>
§ 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.	Page County	NO	YES	YES	YES

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

<b>Standard 3 Requirement</b>	<b>School Division</b>	<b>2018 – 2019 Was Division Compliant?</b>	<b>2017 – 2018 Was Division Compliant?</b>	<b>2016 – 2017 Was Division Compliant?</b>	<b>2015 – 2016 Was Division Compliant?</b>
§ 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.	Albemarle 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
§ 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.	Augusta 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.	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

<b>Standard 3 Requirement</b>	<b>School Division</b>	<b>2018 – 2019 Was Division Compliant?</b>	<b>2017 – 2018 Was Division Compliant?</b>	<b>2016 – 2017 Was Division Compliant?</b>	<b>2015 – 2016 Was Division Compliant?</b>
§ 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.	Charlottesville City	NO	YES	NO	YES
§ 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.	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
§ 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.	Frederick 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

<b>Standard 3 Requirement</b>	<b>School Division</b>	<b>2018 – 2019 Was Division Compliant?</b>	<b>2017 – 2018 Was Division Compliant?</b>	<b>2016 – 2017 Was Division Compliant?</b>	<b>2015 – 2016 Was Division Compliant?</b>
§ 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.	Lynchburg 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.	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.	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.	Pittsylvania County	NO	YES	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
§ 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.	Staunton City	NO	NO	NO	NO

<b>Standard 3 Requirement</b>	<b>School Division</b>	<b>2018 – 2019 Was Division Compliant?</b>	<b>2017 – 2018 Was Division Compliant?</b>	<b>2016 – 2017 Was Division Compliant?</b>	<b>2015 – 2016 Was Division Compliant?</b>
§ 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) - The local school board has submitted corrective action (improvement) plans for any schools within its school division that have been designated as not meeting the standards as approved by the Board (i.e., not fully accredited).	Page County	NO	YES	YES	YES
§ 22.1-253.13:3(C) - 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.	Richmond City	NO	YES	YES	YES
§ 22.1-253.13:3(F) - The local school board analyzes and reports annually the results from the Stanford Achievement Test Series, Ninth Edition (Stanford Nine) assessment, if administered, industry certification assessments examinations, and the Standards of Learning Assessments to the public.	Richmond City	NO	YES	YES	YES

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

<b>Standard 4 Requirement</b>	<b>School Division</b>	<b>2018 - 2019 Was Division Compliant?</b>	<b>2017 - 2018 Was Division Compliant?</b>	<b>2016 - 2017 Was Division Compliant?</b>	<b>2015 - 2016 Was Division Compliant?</b>
§ 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

<b>Standard 4 Requirement</b>	<b>School Division</b>	<b>2018 - 2019 Was Division Compliant?</b>	<b>2017 - 2018 Was Division Compliant?</b>	<b>2016 - 2017 Was Division Compliant?</b>	<b>2015 - 2016 Was Division Compliant?</b>
§ 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.	Richmond City	NO	YES	YES	YES
§ 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.	Richmond City	NO	YES	YES	YES

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

<b>Standard 5 Requirement</b>	<b>School Division</b>	<b>2018 - 2019 Was Division Compliant?</b>	<b>2017 - 2018 Was Division Compliant?</b>	<b>2016 - 2017 Was Division Compliant?</b>	<b>2015 - 2016 Was Division Compliant?</b>
§ 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.	Mecklenburg County	NO	YES	YES	YES
§ 22.1-253.13:5(E)(g) - The school board provides a program of high-quality professional development each year for teachers and principals in effective classroom management.	Richmond City	NO	YES	YES	YES

<b>Standard 5 Requirement</b>	<b>School Division</b>	<b>2018 - 2019 Was Division Compliant?</b>	<b>2017 - 2018 Was Division Compliant?</b>	<b>2016 - 2017 Was Division Compliant?</b>	<b>2015 - 2016 Was Division Compliant?</b>
§ 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	NO	YES	YES

**STANDARD 6: PLANNING AND PUBLIC INVOLVEMENT**

<b>Standard 6 Requirement</b>	<b>School Division</b>	<b>2018 – 2019 Was Division Compliant?</b>	<b>2017 – 2018 Was Division Compliant?</b>	<b>2016 – 2017 Was Division Compliant?</b>	<b>2015 – 2016 Was Division Compliant?</b>
§ 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.	Page County	NO	YES	YES	YES
§ 22.1-253.13:6(B)(i) - The divisionwide comprehensive plan shall include 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.	Page County	NO	YES	YES	YES
§ 22.1-253.13:6(B)(ii) - The divisionwide comprehensive plan shall include an assessment of the extent to which these objectives are being achieved.	Page County	NO	YES	YES	YES
§ 22.1-253.13:6(B)(iii) - The divisionwide comprehensive plan shall include a forecast of enrollment changes.	Page County	NO	NO	YES	YES

<b>Standard 6 Requirement</b>	<b>School Division</b>	<b>2018 – 2019 Was Division Compliant?</b>	<b>2017 – 2018 Was Division Compliant?</b>	<b>2016 – 2017 Was Division Compliant?</b>	<b>2015 – 2016 Was Division Compliant?</b>
§ 22.1-253.13:6(B)(iv) - The divisionwide comprehensive plan shall include 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.	Page County	NO	YES	YES	YES
§ 22.1-253.13:6(B)(v) - The divisionwide comprehensive plan shall include an evaluation of the appropriateness of establishing regional programs and services in cooperation with neighboring school divisions.	Page County	NO	YES	YES	YES
§ 22.1-253.13:6(B)(v) - The divisionwide comprehensive plan shall include an evaluation of the appropriateness of establishing regional programs and services in cooperation with neighboring school divisions.	Richmond City	NO	NO	YES	YES
§ 22.1-253.13:6(B)(vi) - The divisionwide comprehensive plan shall include a plan for implementing such regional programs and services when appropriate.	Page County	NO	YES	YES	YES
§ 22.1-253.13:6(B)(vi) - The divisionwide comprehensive plan shall include a plan for implementing such regional programs and services when appropriate.	Richmond City	NO	NO	YES	YES
§ 22.1-253.13:6(B)(vii) - The divisionwide comprehensive plan shall include 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.	Page County	NO	YES	YES	YES

<b>Standard 6 Requirement</b>	<b>School Division</b>	<b>2018 – 2019 Was Division Compliant?</b>	<b>2017 – 2018 Was Division Compliant?</b>	<b>2016 – 2017 Was Division Compliant?</b>	<b>2015 – 2016 Was Division Compliant?</b>
§ 22.1-253.13:6(B)(viii) - The divisionwide comprehensive plan shall include an assessment of the needs of the school division and evidence of community participation, including parental participation, in the development of the plan.	Page County	NO	YES	YES	YES
§ 22.1-253.13:6(B)(ix) - The divisionwide comprehensive plan shall include any corrective action plan required pursuant to the results of a division-level academic review.	Page County	NO	YES	YES	YES
§ 22.1-253.13:6(B)(x) - The divisionwide comprehensive plan shall include 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.	Page County	NO	YES	YES	YES
§ 22.1-253.13:6(B) - The school board reports to the public by November 1 of each odd-numbered year the extent to which the objectives of the division-wide comprehensive plan have been met during the previous two school years.	Page 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.	Page 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.	Richmond City	NO	NO	NO	YES

## **STANDARD 7: SCHOOL BOARD POLICIES**

All school divisions reported compliance with Standard 7 for 2018-2019.



**STANDARD 8: COMPLIANCE**

<b>Standard 8 Requirement</b>	<b>School Division</b>	<b>2018 - 2019 Was Division Compliant?</b>	<b>2017 - 2018 Was Division Compliant?</b>	<b>2016 - 2017 Was Division Compliant?</b>	<b>2015 - 2016 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	NO	YES	YES

## APPENDIX J – 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 2018-2019.

- 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 2019-2020 accreditation data results, based on 2018-2019 assessments, are below. No charter schools are identified for federal support and improvement.

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

#### **A. 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, Greenville (includes Emporia), Lunenburg, Mecklenburg, Nottoway and Prince Edward.

### Thomas Jefferson High School for Science & Technology

Serving students in grades 9 - 12 at a single site in Fairfax County. 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 2019 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 2019. 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; WSL 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, VDOE has 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 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

School Name or Division	Brief Description
	high school careers to ensure all students have time for internship experiences.

**Planning Year: 2016-2017/Implementation Year: 2017-2018**

School Name or Division	Brief Description
Bedford County	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.
Hampton City	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.
Madison County	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.
Virginia Beach City Schools	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.
Williamsburg-James City County	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 years of high school, followed by practical experiences in

School Name or Division	Brief Description
	the community and the workplace during their junior and senior years.

**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: 2019-2020**

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

School Name or Division	Brief Description
	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.
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.
<b>Louisa County</b>	The implementation grant for the Make a Difference Project will create three pathways for students to enter the teaching profession. Participants will have opportunities to work directly with students (ages 3-5) in the Little Lions Learning Lab, which is housed on the high school campus. Participating Louisa High students will also have the opportunity to complete college credit courses and earn child development credentials.

**Planning Year: 2019-2020/Implementation Year: TBD**

School Name or Division	Brief Description
<b>Buchanan County</b>	The grant will provide funding to develop a high school curriculum incorporating blended, multidisciplinary courses and career-exploration opportunities, including job shadowing and internships. Project-oriented instruction at all county high schools and the Buchanan County Career, Technology & Higher Learning Center will fuse the arts, social sciences, science, technology, engineering, and mathematics (STEM), writing and research, and community service.
<b>Design Virginia High School Innovation Network (Halifax, Henrico, Mecklenburg, and Charles City counties)</b>	Network divisions will focus on college, career, and community readiness to prepare students for post-secondary experiences. Innovations include integrating instruction in multiple content areas with practical application and providing internships and apprenticeships for students in the following high schools: Halifax County High in Halifax County; Bluestone High and Park View High in Mecklenburg County; Charles City High in Charles City County; and Highland Springs High and J.R. Tucker High in Henrico County.
<b>Goochland County</b>	The grant will support development of a project-based, interdisciplinary program at Goochland High to give students an individualized approach to learning through career and technical education academies focusing on health and public safety, communications, agricultural and natural resources, STEM, business and marketing, and manufacturing and construction. Planned innovations include competency-based assessment of student progress, virtualization of student learning, and senior capstone projects.
<b>Fauquier County</b>	This program will provide teachers at Liberty High with autonomy to present interdisciplinary instruction affording students opportunities to apply content knowledge through authentic, real-world projects. Students will take part in a school wide service-learning project and forge strong community and higher education partnerships connecting juniors and seniors with mentors to ensure engagement.
<b>Franklin County</b>	The planning grant will allow Franklin County Public Schools to create personalized competency-based learning environments at Franklin County High to allow for accelerated completion of state graduation requirements through virtual classes, integrated instruction, and flexible scheduling. The planned innovations include a health science career pathway as a model for future additional career pathways.

## **APPENDIX K – 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*

### **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 2019 calendar was finalized in September 2019 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 2019-2020 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

<b>Due Date</b>	<b>Report Name</b>	<b>Report Status</b>	<b>Web Site Link &amp; Notes</b>	<b>Funding Type</b>	<b>Submission Type</b>	<b>Frequency</b>
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



<b>Due Date</b>	<b>Report Name</b>	<b>Report Status</b>	<b>Web Site Link &amp; Notes</b>	<b>Funding Type</b>	<b>Submission Type</b>	<b>Frequency</b>
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

<b>Due Date</b>	<b>Report Name</b>	<b>Report Status</b>	<b>Web Site Link &amp; Notes</b>	<b>Funding Type</b>	<b>Submission Type</b>	<b>Frequency</b>
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</u> and Subpart 2, 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

<b>Due Date</b>	<b>Report Name</b>	<b>Report Status</b>	<b>Web Site Link &amp; Notes</b>	<b>Funding Type</b>	<b>Submission Type</b>	<b>Frequency</b>
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

Due Date	Report Name	Report Status	Web Site Link & Notes	Funding Type	Submission Type	Frequency
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 2019 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 surveyed 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)
941 report (Federal Payroll Tax)	Quarterly	Internal Revenue Service		No
941 Schedule B (Federal Payroll Tax)	Quarterly	Internal Revenue Service		No
Bureau of Labor Statistics Employee Counts	Monthly	Bureau of Labor Statistics		No
Civil Rights Data Collection	Every 2 years	Office of Civil Rights		No
Broadband Connectivity Capability Survey	Annually	Virginia Appropriations Act (Item 137.G)	Virginia Department of Education	Yes
Immunizations			Virginia Department of Health	No
VA-16 (Virginia Payroll Tax)	Quarterly		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)	Annually		Virginia High School League	No
Virginia High School League Participation/ATM	Annually		Virginia High School League	No
W2	Annually	Internal Revenue Service	Virginia Employment Commission	Yes
Census of Governments, Survey of Public Employment and Payroll	Periodically	US Census Bureau		No
Epi Pen Report	Annually	US Department of Health		No
Vision and Hearing Screening Report	Annually		Virginia Department of Health *This is a change from Federal	No
* Nursing Situational Report	Annually	US Department of Health		No
Secondary School Climate Survey Report	Annually		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
1099-Misc Federal Forms	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		No
Census of Governments, Survey of Public Employment and Payroll	Periodically	US Census Bureau		No
# Survey of Individual Self-Insurers-Public	Annually	Virginia Worker Compensation Commission		No
# OSHA 300, 300A	Annually	Occupational Health and Safety Administration		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 L - 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.

An 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.

A tenth 30-day application window opened on January 1, 2019. During that time, one organization submitted a new application. Some provider approved in 2011-2018 submitted new courses for review and approval. After a thorough review, the new applicant was approved as a multidivision online provider and additional courses from existing providers were approved.

### **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, 2018 and October 1, 2019:

- The application window was opened for 30 days beginning January 1, 2019. New applications were received from one organization.
- Of the 181 new or revised courses reviewed, 178 were approved during the application period. Providers were given the opportunity to submit additional correlation information for courses that did not receive initial approval, however, during the resubmission period, no courses were resubmitted. 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 2016 or that completed a three-year review in 2016 completed another three-review process of submitting updated application and course information.
- The Department of Education required approved providers that provided services to complete monitoring reports that detailed their activities in the Commonwealth during the 2018-2019 academic year. In an effort to streamline monitoring processes, the monitoring interview questions previously sent separately to approved and active MOPs were added to the monitoring reports to create a single monitoring document.
- The Department of Education collected and reviewed monitoring reports from the following 13 providers that offered courses during the 2018-2019 school year: Apex Learning; BYU Independent Study; CCPSOnline – Chesterfield County Public Schools; Edgenuity (formerly known as Education2020, Inc.); EdOptions Academy; Florida Virtual School; Founders Education; Fuel Education; K12 Inc.; Pearson Online and Blended Education (formerly known as Pearson Education, Connections Education, LLC and Connections Academy, LLC); Proximity Learning; The Virtual High School (formerly known as VHS Collaborative); and York County School Division.

## 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 for the past five school years. Data from the 2012-2013 and 2013-2014 school years may be located in Appendix K of the associated 2013 and 2014 Board's Annual Report to the governor and General Assembly.

Division	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	Number of students enrolled in courses offered by approved providers in 2018-2019
Albemarle County	107	9	0	0	0
Alexandria	365	160	128	0	0
Amelia-Nottoway Vocational-Technical Center	0	0	3	0	0
Amherst County	326	385	321	261	281
Appomattox County	38	8	13	19	90
Arlington County	0	0	7	0	1
Bath County	0	0	11	1	0
Bedford County	868	36	88	72	47

Division	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	Number of students enrolled in courses offered by approved providers in 2018-2019
Bristol	0	27	20	68	0
Brunswick County	0	0	63	0	14
Buckingham County	0	0	104	0	0
Buena Vista	57	0	0	199	0
Charles City County	0	0	0	0	21
Charlottesville	64	111	16	129	81
Colonial Beach	0	0	23	114	38
Colonial Heights	0	0	0	1	0
Craig County	42	20	13	112	33
Culpeper County	0	119	0	0	0
Cumberland County	70	7	0	0	0
Danville	211	0	0	9	2
Dinwiddie County	0	0	0	74	0
Essex County	17	35	44	190	5
Fairfax County	1240	1361	1495	1197	1424
Floyd County	1	0	46	38	35
Fluvanna County	0	0	0	0	26
Franklin City	37	130	27	0	12
Franklin County	0	0	0	5	7
Fredericksburg	0	0	0	54	22
Galax	31	25	11	0	2
Giles County	0	0	0	0	4
Goochland County	21	268	266	232	144
Grayson County	0	0	0	0	16
Greene County	0	0	0	58	24
Hampton City	25	66	61	0	0
Hanover County	0	30	38	119	281
Harrisonburg City	0	0	0	0	1
Henrico County	1320	2200	2010	866	1036
Henry County	10	3	0	0	0
Highland County	4	0	5	15	25
Isle of Wight County	0	0	92	0	0
King George County	0	0	0	0	1
King William County	0	0	11	17	97

Division	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	Number of students enrolled in courses offered by approved providers in 2018-2019
Lancaster County	0	14	0	0	0
Lee County	0	8	3	1	0
Loudoun County	0	1	13	7	1
Louisa County	0	1	0	0	13
Lunenburg County	42	25	25	28	0
Madison County	57	63	48	27	20
Manassas City	122	35	0	0	8
Martinsville	0	15	46	112	28
Mathews County	22	35	49	46	53
Mecklenburg County	0	0	51	171	0
Middlesex County	20	15	11	38	0
Nelson County	0	0	81	57	0
Northampton County	155	242	189	120	0
Norfolk	0	0	1675	1753	2505
Northumberland County	8	1	62	137	25
Norton City	0	0	0	0	19
Nottoway County	0	0	152	120	3
Orange County	314	305	276	312	308
Patrick County	9	11	1	2	1
Petersburg	0	0	164	794	211
Radford	12	53	71	44	3
Rappahannock County	14	6	0	0	0
Richmond City	0	0	0	245	1675
Richmond County	26	28	52	25	17
Rockbridge County	0	0	0	0	93
Salem	0	0	11	6	0
Shenandoah County	287	241	0	298	296
Smyth County	46	6	0	68	27
Spotsylvania County	0	0	294	210	0
Stafford County	156	150	126	592	669
Staunton	30	4	76	60	208
Suffolk	0	298	0	0	0
Sussex County	0	11	3	2	15

Division	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	Number of students enrolled in courses offered by approved providers in 2018-2019
Virginia Beach	0	0	0	15	69
Warren County	0	3	0	0	0
Washington County	0	2	7	0	0
Waynesboro	1	0	0	2	0
West Point	12	12	0	19	42
Westmoreland County	0	83	67	51	71
Williamsburg-James City County	0	0	1	0	11
Wise County	263	413	0	284	0
Wythe County	22	42	43	8	0
<b>Total Students Enrolled</b>	<b>6,472</b>	<b>7,123</b>	<b>8,513</b>	<b>9,505</b>	<b>10,161</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: 99.09%
- Mathematics: 97.24%
- Science: 98.13%
- History: 97.37%

The following 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.

- English: 85.77%
- Mathematics: 78.42%
- Science: 86.94%
- History: 80.37%

### *Course Enrollment, Completion, and Pass Rate Data*

Data from the provider monitoring reports indicated that there were 14,702 student enrollments in virtual courses from approved providers; 87 percent of enrolled students completed the courses and 83 percent both completed and passed the courses. Completion and pass rates from individual providers are below.

<b>Course Completion and Pass Rate Data</b>	<b>Number of Enrollments</b>	<b>Number of Completers</b>	<b>Overall Completer Percentage</b>	<b>Number Completing and Passing</b>	<b>Overall Completer and Pass Rate</b>
Apex Learning	116	100	86%	73	63%
BYU Independent Study	1	N/A	N/A	N/A	N/A
CCPSOnline - Chesterfield County Public Schools	732	732	100%	704	96%
Edgenuity	895	614	69%	581	95%
EdOptions Online Academy	50	46	92%	32	64%
Florida Virtual School	55	35	64%	36	65%
Founders Education	66	50	76%	50	76%
Fuel Education	87	29	33%	27	31%
K12 Inc.	12,650	11,126	88%	10,630	84%
Pearson Online and Blended (formerly known as Pearson Education, Connections Education, LLC and Connections Academy)	25	24	96%	24	96%
Proximity Learning, Inc. [formerly known as Proximity Learning, Inc. (myLanguage360)]	1	1	100%	1	100%
The Virtual High School (formerly known as The VHS Collaborative)	4	4	100%	4	100%
York County Public Schools	21	21	100%	21	100%
<b>Totals</b>	<b>14,702</b>	<b>12,782</b>	<b>87%</b>	<b>12,183</b>	<b>83%</b>

### ***Student Demographic Data***

Student demographic data were requested on the provider monitoring reports. Of the 20 approved providers, 13 offered instruction during the 2018-2019 school year. Of these 13, eleven collected and reported student data on gender and five reported on race and ethnicity. Of the data reported:

- Gender data were provided for 2,864 students. Of these students, 42 percent were male and 58 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 2,472 students. Of these students, 7 percent were reported as Hispanic or Latino, 6 percent were Asian, 25 percent were Black or African American, 59 percent were White, and 2 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 active providers offering services during the 2018-2019 school year.

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>Apex Learning</b>	0	71	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
<b>BYU Independent Study</b>	0	1	0	1	DNA	DNA	DNA	DNA	DNA	DNA	DNA
<b>CCPSOnline - Chesterfield County Public Schools</b>	0	732	228	504	48	0	35	84	1	524	40
<b>Edgenuity</b>	40	652	324	368	78	4	50	266	2	271	18
<b>EdOptions Academy</b>	0	19	5	14	1	0	0	2	0	16	0
<b>Florida Virtual School</b>	0	31	15	16	DNA	DNA	DNA	DNA	DNA	DNA	DNA
<b>Founders Education</b>	0	54	27	27	DNA	DNA	DNA	DNA	DNA	DNA	DNA
<b>Fuel Education</b>	12	4	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
<b>K12 Inc.</b>	1291	0	588	703	39	13	58	266	4	632	DNA
<b>Pearson Online and Blended</b> (formerly known as Pearson, Connections Education, LLC and Connections Academy)	16	13	8	11	DNA	DNA	DNA	DNA	DNA	DNA	DNA
<b>Proximity Learning, Inc.</b> [formerly known as Proximity Learning, Inc. (myLanguage360)]	0	1	0	1	DNA	DNA	DNA	DNA	DNA	DNA	DNA
<b>The Virtual High School</b> (formerly known as The VHS Collaborative)	0	4	0	4	DNA	DNA	DNA	DNA	DNA	DNA	DNA



Provider	Number of Students Served		Demographic Information		Ethnic and Racial Makeup of Student Body						
	Full-Time	Part-Time	Males	Females	Hispanic or Latino	American Indian or Alaskan Native	Asian	Black or African American	Native Hawaiian or Pacific Islander	White	Two or More Ethnicities
<b>York County Public Schools</b>	0	20	7	13	2	0	2	3	0	15	DNA

DNA indicates Data Not Available

### Provider Monitoring Issues

The Department of Education collected data regarding issues via the annual Monitoring Report from the 13 providers that offered courses during the 2018-2019 school year. No issues were identified with any of the providers.

### Department of Education Parental Satisfaction Survey Data

The Department of Education requested all multidivision online providers send program participants links to a parent survey. A total of 162 survey responses were received from 6 of the 20 approved providers who offered instruction during the 2018-2019 school year. The table below shows the demographics of the survey responses received.

	Total Responses	Number of Courses Taken Online		
		1-2	3-5	6+
Apex Learning	7	4	3	0
Edgenuity	18	13	3	2
K12, Inc.	129	1	30	98
Proximity Learning	2	2	0	0
The Virtual High School	3	0	0	3
York County School Division	3	2	1	0
<b>Total</b>	<b>162</b>	<b>22</b>	<b>37</b>	<b>103</b>

The surveys showed that 13.58 percent of the students participated in one or two courses online, 22.84 percent of the students participated in three to five courses online, and 63.58 percent of the students participated in six or more courses online. In addition, 81.48 percent of the respondents stated that they would enroll their children with the provider again. Further results from these surveys included:

### **Technical Issues**

- Eighty-one percent (81%) reported that their children often did not have, rarely had, or never had any technical issues with the online courses.
- Seventy-six (76%) reported that any technical issues were resolved in an average to very fast period of time.
- The respondents provided a variety of examples regarding technical issues.

### **Overall Course Quality**

- Ninety-three percent (93%) agreed or strongly agreed that the quality of the online course was good.
- Ninety-three percent (93%) agreed or strongly agreed that the quality of the course content was good.
- Ninety-three percent (93%) agreed or strongly agreed that their children had been appropriately challenged by the online course.
- Seventy-eight percent (78%) agreed that the online course was appropriately personalized to meet the unique needs of their children.

### **Communication**

- Eighty-nine percent (89%) agreed or strongly agreed that the frequency of communication with teachers met their children's needs; seventy-eight percent (78%) agreed or strongly agreed that the actual communications were productive.
- Eighty-two percent (82%) agreed or strongly agreed that the frequency of communication with other students met their children's needs.
- Eighty-six percent (86%) agreed or strongly agreed that the frequency of communication between their children and the teachers met their children's needs.

## **Issues and Challenges**

During the 2018-2019 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.

### **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.

One application was received during the 2019 application window and met the criteria for approval: My Virtual Academy.

Since 2011, the Department of Education has approved a total of 30 multidivision online providers. Twenty one providers remain as active multidivision online providers and may offer the approved courses listed below. The list includes all approved courses including non-SOL elective courses submitted during the application period and throughout the year. 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

#### *Virginia SOL Course [Provider Course Title]*

Algebra 1 [Algebra 1 (Core/Honors)]  
Algebra 2 [Algebra 2 (Core/Honors)]  
Algebra, Functions, and Data Analysis [VA Algebra, Functions, and Data Analysis]  
Biology [Biology (Core/Honors)]  
Biology [Biology II - Virginia Ecology]  
Chemistry [Chemistry (Core/Honors)]  
Civics & Economics [US and Global Economics (Honors)]  
Earth Science [Earth Science (Core/Honors)]  
Economics and Personal Finance [Virginia Economics and Personal Finance]  
English 10  
English 10 [English 10 (Core/Honors)]  
English 10 [English 10 Honors]  
English 11  
English 11 [English 11 (Core/Honors)]  
English 11 [English 11 Honors]  
English 12  
English 12 [English 12 (Core/Honors)]  
English 12 [English 12 Honors]  
English 9  
English 9 [English 9 (Core/Honors)]  
English 9 [English 9 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]  
French I [French I (Core/Honors)]  
French II [French II (Core/Honors)]  
Geometry [Geometry (Core/Honors)]  
Health Grades 9 and 10  
Mathematical Analysis [Pre-calculus (Core/Honors)]  
Physical Education Grades 9 and 10  
Physical Science [Physical Science (Core/Honors)]  
Physics [Physics (Core/Honors)]  
Probability & Statistics [Probability & Statistics]  
Spanish I [Spanish I (Core/Honors)]  
Spanish II [Spanish II (Core/Honors)]

Spanish III [Spanish III]  
United States History: 1865 to the Present [US History since the Civil War]  
Virginia & U.S. History [US History (Core)]  
Virginia and US Government [US Government and Politics]  
World Geography [Geography and World Cultures]  
World History & Geography to 1500 [World History to the Renaissance]  
World History and Geography 1500 - Present [Modern World History from 1450]

CTE  
Business Law [Legal Environment of Business]

*Non-SOL, CTE, or Elective Courses*

AP Biology  
AP Calculus AB  
AP Chemistry  
AP English Language and Composition  
AP English Literature and Composition  
AP Environmental Science  
AP Macroeconomics  
AP Microeconomics  
AP Psychology  
AP Spanish Language  
AP Statistics  
AP U.S. Government and Politics  
AP U.S. History  
Art Appreciation  
Creative Writing  
Financial Literacy  
Liberal Arts Math  
Media Literacy  
Multicultural Studies  
Music Appreciation  
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 1 [Algebra I (Core/Honors)]  
Algebra 2 [Algebra II (Core/Honors)]  
Algebra Functions and Data Analysis [Algebra Functions, and Data Analysis]  
Biology [Biology (Core/Honors)]  
Chemistry [Chemistry (Core/Honors)]  
Chinese I [Middle School VA Chinese 1]  
Chinese II [Middle School VA Chinese 2]  
Civics and Economics [Middle School]  
Earth Science [Earth Science]  
Economics  
Economics & Personal Finance [Economics & Personal Finance Honors]  
Economics & Personal Finance [Economics & Personal Finance]  
English Grade 10 [English 10 (Core/Honors)]  
English Grade 11 [English 11 (Core/Honors)]  
English Grade 12 [English 12 (Core/Honors)]  
English Grade 6 [English 6]

English Grade 7 [English 7]  
 English Grade 8 [English 8]  
 English Grade 9 [English 9 (Core/Honors)]  
 French I [French I]  
 French I [Middle School French 1]  
 French II [French II]  
 French II [Middle School French 2]  
 French III [French III]  
 Geometry [Geometry (Core/Honors)]  
 German I [Middle School German 1]  
 German I [VA German I]  
 German II [Middle School German 2]  
 German II [VA German II]  
 German II [VA German II]  
 Health Grade 10  
 Health Grade 10 [Health & Personal Wellness]  
 Health Grade 9 [Health]  
 Health Grade 9 [Life Skills]  
 Latin I [Middle School Latin 1]  
 Latin I [VA Latin I]  
 Latin II [VA Latin II]  
 Life Science [Life Science]  
 Mathematical Analysis [Mathematical Analysis]  
 Mathematics 6 [Mathematics 6]  
 Mathematics 7 [Mathematics 7]  
 Mathematics 8 [Mathematics 8]  
 Modern Languages I [VA Chinese I]  
 Modern Languages II [VA Chinese II]  
 Physical Education Grade 9 [Physical Education Grade 9]  
 Physical Science [Physical Science]  
 Physics [Physics (Core/Honors)]  
 Probability & Statistics [Probability & Statistics]  
 Science Grade 6 [Science Grade 6]  
 Science Grade 7 [Science Grade 7]  
 Science Grade 8 [Science Grade 8]  
 Spanish I [Middle School Spanish 1]  
 Spanish I [VA Spanish I]  
 Spanish II [Middle School Spanish 2]  
 Spanish II [VA Spanish II]  
 Spanish III [VA Spanish III]  
 Trigonometry [Trigonometry]  
 US History 1865 to Present [Middle School US History]  
 Virginia and U.S. Government [Virginia and U.S. Government Honors]  
 Virginia and U.S. Government [Virginia and U.S. Government]  
 Virginia and U.S. History [Virginia and U.S. History Honors]  
 Virginia and U.S. History [Virginia and U.S. History]  
 World Geography [World Geography]  
 World History & Geography 1500-Present [World History and Geography II 1500 and Beyond Honors]  
 World History & Geography 1500-Present [World History and Geography II 1500 and Beyond]

World History & Geography to 1500 [World History and Geography I to 1500 Honors]  
 World History & Geography to 1500 [World History and Geography I to 1500]

*Non-SOL, CTE, or Elective Courses*

3D Modeling  
 Advertising and Sales Promotion  
 African American History  
 Algebra II and Trigonometry (Elective)  
 Anatomy  
 Animation  
 Anthropology I: Uncovering Human Mysteries  
 Anthropology II: More Human Mysteries Uncovered  
 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 U.S. Government & Politics  
 AP U.S. History  
 AP World History  
 Archaeology: Detectives of the Past  
 Astronomy 1A  
 Astronomy 1B  
 ASVAB™ (Math, Verbal, Science)  
 Art History I  
 Astronomy: Exploring the Universe  
 Biology II: Ecology  
 Biotechnology 1A  
 Biotechnology 1B  
 Career Planning and Development  
 Careers in Criminal Justice  
 Classic Novels & Author Studies (includes 15 novels, Supplemental Content)  
 Computer Applications: Office 2016  
 Concepts of Engineering & Technology  
 Concepts in Probability and Statistics  
 Cosmetology: Cutting Edge Styles  
 Cosmetology 2: The Business of Skin and Nail Care  
 Creative Writing  
 Criminology: Inside the Criminal Mind  
 Cybersecurity 1  
 Digital Arts  
 Digital Photography I: Creating Images with Impact!  
 Digital Photography II: Discovering Your Creative Potential  
 Drugs & Alcohol  
 Early Childhood Education  
 Ecology  
 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  
 Forestry and Natural Resources\*  
 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)  
 International Business: Global Commerce in the 21st  
 Century  
 Intro to Communication and Speech  
 Introduction to Art  
 Introduction to Coaching  
 Introduction to Coding  
 Introduction to Culinary Arts  
 Introduction to Manufacturing: Product Design &  
 Innovation  
 Introduction to Military Careers  
 Introduction to Philosophy: The Big Picture  
 Introduction to Social Media  
 Journalism: Investigating the Truth  
 Law & Order: Introduction to Legal Studies  
 Literacy and Comprehension I  
 Literacy and Comprehension II  
 Marine Science: Secrets of the Blue  
 Medical Terminology  
 Microsoft Office Specialist  
 Middle School 2D Studio Art 1A  
 Middle School 2D Studio Art 1B  
 Middle School Coding 1A  
 Middle School Coding 1B  
 Middle School Digital Art and Design  
 Middle School Exploring Music 1A  
 Middle School Exploring Music 1B  
 Middle School Game Design 1A  
 Middle School Game Design 1B  
 Middle School Journalism: Tell Your Story  
 Middle School Life Skills  
 Middle School Photography: Drawing with Light  
 Music Appreciation: The Enjoyment of Listening  
 Mythology & Folklore: Legendary Tales  
 National Security  
 Nutrition and Wellness  
 Online Learning and Digital Citizenship  
 Peer Counseling  
 Personal Training Concepts  
 Physiology  
 Pre-Algebra  
 Pre-Calculus  
 Principles of Agriculture, Food, and Natural  
 Resources  
 Principles of Public Service: to Serve and Protect  
 Project in Audio Engineering (Supplemental Content)  
 Projects in Game Design (Supplemental Content)  
 Psychology  
 Public Speaking  
 Real World Parenting  
 Renewable Technologies 1A  
 Renewable Technologies 1B  
 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  
 Test-Prep 6th Grade Mathematics  
 Test-Prep 6th Grade Reading  
 Test-Prep 7th Grade Civics & Economics  
 Test-Prep 7th Grade Mathematics  
 Test-Prep 7th Grade Reading  
 Test-Prep 8th Grade Science  
 Test-Prep ACCUPLACER (includes Sentence Skills,  
 Reading Comprehension, Arithmetic, Elementary  
 Algebra, and Written Summary strands)  
 Test-Prep ACT WorkKeys®  
 Test-Prep ACT (includes Math, Reading, Writing,  
 English, and Science strands)  
 Test-Prep COMPASS (includes Math, Reading, and  
 Writing strands)  
 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 9th Grade Reading  
 Test-Prep EOC SOL 9th Grade Writing  
 Test-Prep EOC SOL Algebra I  
 Test-Prep EOC SOL Algebra II  
 Test-Prep EOC SOL Biology  
 Test-Prep EOC SOL Chemistry  
 Test-Prep EOC SOL Earth Science  
 Test-Prep EOC SOL Geometry  
 Test-Prep EOC SOL World Geography  
 Test-Prep EOC SOL World History & Geography  
 1500-Present  
 Test-Prep EOC SOL World History & Geography to  
 1500  
 Test-Prep GED (includes Math, Reading, Science,  
 Social Studies, Writing strands)  
 Test-Prep SAT (includes Math, Critical Reading, and  
 Writing strands)  
 Test-Prep SOL 8th Grade Math  
 Test-Prep SOL 8th Grade Reading  
 Test-Prep SOL 8th Grade Writing  
 Test-Prep Virginia & U.S. History



Veterinary Science: The Care of Animals  
Virtual Tutor Test-Prep PSAT  
World Religions: Exploring Diversity

CTE

Advanced Drawing & Design  
Business Marketing  
Career Explorations  
Entrepreneurship  
Hospitality & Tourism: Traveling the Globe  
Information Tech Fundamentals  
Intro to Health Science  
Introduction to Culinary Arts  
Personal Finance

Dual Credit

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

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

*Approved SOL Courses*

*Virginia SOL Course [Provider Course Title]*  
Algebra 1 [Algebra 1 A/B]  
Algebra 2 [Algebra 2 A/B]  
Biology [Biology]  
Chemistry [Chemistry]  
Civics & Economics [Civics/Economics (2 courses)]  
Earth Science [Earth Science]  
English Grade 10 [English Grade 10]  
English Grade 11 [English Grade 11]  
English Grade 12 [English Grade 12]  
English Grade 6 [English Grade 6]  
English Grade 7 [English Grade 7]  
English Grade 8 [English Grade 8]  
English Grade 9 [English Grade 9]  
French I [French 1 A/B]  
French II [French 2 A/B]  
Geometry [Geometry]  
German I [German 1 A/B]  
German II [German 2 A/B]  
Health Grade 9 [Health Grade 9]  
Life Science [Life Science]

Mathematics Grade 6 [Mathematics Grade 6]  
Mathematics Grade 7 [Mathematics Grade 7]  
Mathematics Grade 8 [Pre-Algebra]  
Physical Education Grade 10 [Physical Education]  
Physical Education Grade 9 [Physical Education]  
Physical Science [Physical Science]  
Physics [Physics]  
Probability & Statistics [Probability & Statistics]  
Spanish I [Spanish 1 A/B]  
Spanish II [Spanish 2 A/B]  
Spanish III [Spanish 3 A/B]  
US History to 1865 [Middle School US History]  
Virginia & US Government [Virginia & US Government]  
Virginia & US History [US History A/B]  
World Geography [World Geography]  
World History & Geography 1500-Present [World History A/B]  
World History & Geography to 1500 [World History Survey A/B]

CTE

Accounting [Virginia Accounting]  
Construction Technology [Principles of Architecture and Construction]  
VA Computer Applications A/B (36 Weeks)  
VA Computer Information Systems A/B (36 Weeks)

*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-Reading for Information-Leveled  
ACT WorkKeys-Writing-Leveled  
Advanced Reading Skills  
Advanced Writing Skills  
African American Studies  
Anatomy  
Anthropology 1  
Anthropology 2  
AP Biology  
AP Calculus  
AP Chemistry  
AP Computer Science A  
AP French  
AP Literature and Composition

AP Spanish  
 AP US History  
 Archaeology  
 Art History & Appreciation  
 Art in World Cultures  
 Artificial Intelligence  
 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  
 Business English, Semester A  
 Business English, Semester B  
 Career Explorations  
 Careers in Criminal Justice  
 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  
 Certified Nurse Aide, Semester A  
 Certified Nurse Aide, Semester B  
 CompTIA A+ 220-901  
 CompTIA A+ 220-902  
 Computer Applications & Technology  
 Computer Programming IA  
 Computer Programming IB  
 Computing for College and Careers A  
 Computing for College and Careers B  
 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  
 Digital Photography 1  
 Digital Photography 2  
 Drugs & Alcohol (9-12)  
 Environmental Science A/B  
 Essential Career Skills  
 Exercise Science (10-12)  
 Family & Consumer Science  
 Family Living and Healthy Relationships  
 Financial Algebra, Semester A  
 Financial Algebra, Semester B  
 First Aid & Safety (10-12)  
 Fitness Basics 1 (MS)  
 Fitness Basics 2 (MS)  
 Fitness Fundamentals 1  
 Fitness Fundamentals 2  
 Flexibility Training (9-12)  
 Forensic Science 2: More Secrets of the Dead  
 Forensic Science I: Secrets of the Dead  
 Game Development  
 GED Prep Mathematics  
 GED Prep Reading Language Arts  
 GED Science  
 GED Social Studies  
 Gothic Literature  
 Gothic Literature: Monster Stories  
 Great Minds in Science: Ideas for a New Generation  
 Group Sports  
 Health Science 1 A  
 Health Science 1 B  
 Health Science 2 A  
 Health Science 2 B  
 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 Mathematics, Part 1  
 HiSET Prep Mathematics, Part 2  
 HiSET Prep Science, Part 1  
 HiSET Prep Science, Part 2  
 HiSET Prep Social Studies, Part 1  
 HiSET Prep Social Studies, Part 2  
 History of the Holocaust  
 Holocaust Studies  
 HOPE  
 Hospitality & Tourism: Traveling the Globe  
 Human Geography  
 Integrated Math 1  
 Integrated Math 2  
 Integrated Math 3  
 Integrated Physics & Chemistry  
 International Business  
 Intro to Coaching (10-12)  
 Intro to Group Sports 1 (MS)  
 Intro to Group Sports 2 (MS)  
 Intro to Individual Sports 1 (MS)  
 Intro to Individual Sports 2 (MS)  
 Intro to Nursing 1  
 Intro to Nursing 2  
 Introduction to Android Mobile App Development  
 Introduction to Anthropology  
 Introduction to Archaeology  
 Introduction to Astronomy  
 Introduction to Criminology  
 Introduction to Cybersecurity  
 Introduction to Finance  
 Introduction to Forensic Science

Introduction to iOS Mobile App Development  
 Introduction to Marine Biology  
 Introduction to Military Careers  
 Introduction to Philosophy  
 Introduction to Social Media  
 Introduction to Social Media: Our Connected World  
 Introduction to Veterinary Science  
 Introduction to Visual Arts  
 Introduction to World Religions  
 Law & Order: Introduction to Legal Studies  
 Life Skills (7-10)  
 Lifetime & Leisure Sports (9-12)  
 Medical Terminology  
 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 & Wellness  
 Nutrition (9-12)  
 Outdoor Sports  
 Peer Counseling  
 Personal Finance  
 Personal Health & Fitness  
 Personal Psychology I: The Road to Self-Discovery  
 Personal Psychology II: Living in a Complex World  
 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 Health Science A  
 Principles of Health Science B  
 Principles of Human Services A/B  
 Principles of Law, Public Safety, Corrections and Security A/B  
 Principles of Marketing, Advertising, & Sales A/B  
 Principles of Public Service: To Serve & Protect  
 Principles of Transportation, Distribution, and Logistics A/B  
 Professional Communications  
 Psychology  
 Public Speaking  
 Real World Parenting  
 Revolutionary Ideas in Science  
 Robotics IA  
 Robotics IB  
 Running (9-12)  
 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 (9-12)  
 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 Technologies  
Women's Studies  
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*  
*Virginia SOL Course [Provider Course Title]*  
 Algebra I  
 Algebra II  
 Algebra II and Trigonometry  
 Biology  
 Chemistry  
 Earth Science  
 French I  
 Geometry  
 Health Education 9  
 Health Education 10  
 Language Arts 9  
 Language Arts 10  
 Language Arts 11  
 Language Arts 12  
 PE 9  
 PE 10  
 Physics  
 Spanish I  
 Spanish III  
 Spanish III

Trigonometry  
Virginia and US Government  
Virginia and US History  
World History and Geography to 1500  
World History and Geography 1500 - Present

CTE Courses:  
Economics and Personal Finance

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

*Approved SOL Courses*

*Virginia SOL Course [Provider Course Title]*  
Arts I: Arts Foundation [Art Appreciation]  
Civics and Economics [Intermediate Civics and Economics]  
Earth Science [SCI06 MS Earth Science]  
English Grade 1 [Summit ELA Green VA]  
English Grade 10 [ENG208/9 Summit English 10 VA]  
English Grade 11 [ENG303/4 American Literature VA]  
English Grade 12 [ENG403/4 British and World Literature VA]  
English Grade 2 [Summit ELA Orange VA]  
English Grade 3 [Summit ELA Purple VA]  
English Grade 4 [Summit ELA Red VA]  
English Grade 5 [Summit ELA Yellow VA]  
English Grade 6 [ENG06 Grade 6 Language Arts VA]  
English Grade 7 [ENG07 Grade 7 Language Arts VA]  
English Grade 8 [ENG08 Grade 8 Language Arts VA]  
English Grade 9 [ENG108/9 Summit English 9 VA]  
English Grade K [Summit ELA Blue VA]  
EPF (HST413 Economics and Personal Finance VA)  
Health Grade 10 [OTH011 Summit Personal Health]  
Health Grade 8 [Health Grade 8]  
Life Science [SCI07 MS Life Science]  
Math Grade 6 [Fundamentals of Geometry and Algebra]  
Math Grade 7 [Pre-Algebra]  
Math Grade 8 [Algebra]  
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]  
Music Grade K [Spotlight on Music 0K]  
Physical Education Grade 10 [OTH022 Summit Personal Fitness II]  
Physical Education Grade 8 [Physical Education OTH08]

Physical Education Grade 9 [OTH021 Summit Personal Fitness I]  
Physical Science [SCI08 MS Physical Science]  
United States History 1865 to Present [MS American History Since 1865]  
United States History to 1865 [American History A]  
World Geography [Intermediate Global Studies]  
World History and Geography 1500 to Present [Modern World Studies VA]

(Approved K12 Courses)

6-8 General Music [Music Appreciation 6-8]  
9-12 General Music [Music Appreciation 9-12]  
Algebra 1 [MTH128/9: Algebra 1 VA]  
Algebra 2 [MTH308/9: Algebra 2 VA]  
Arts I: Arts Foundation [Art Appreciation]  
Biology [202 Biology]  
Chemistry [302 Chemistry/CR]  
Chinese I [Competency Middle School Chinese 1 and 2]  
Chinese I [Fluency High School Chinese I]  
Chinese I [High School Competency Chinese I]  
Chinese II [Fluency High School Chinese II]  
Chinese II [High School Competency Chinese II]  
Civics and Economics [Intermediate Civics and Economics]  
Earth Science [112 Earth Science]  
Earth Science [SCI06 MS Earth Science]  
English Grade 1 [Summit ELA Green VA]  
English Grade 10 [ENG208/9 Summit English 10 VA]  
English Grade 11 [ENG303/4 American Literature VA]  
English Grade 12 [ENG403/4 British and World Literature VA]  
English Grade 2 [Summit ELA Orange VA]  
English Grade 3 [Summit ELA Purple VA]  
English Grade 4 [Summit ELA Red VA]  
English Grade 5 [Summit ELA Yellow VA]  
English Grade 6 [ENG06 Grade 6 Language Arts VA]  
English Grade 7 [ENG07 Grade 7 Language Arts VA]  
English Grade 8 [ENG08 Grade 8 Language Arts VA]  
English Grade 9 [ENG108/9 Summit English 9 VA]  
English Grade K [Summit ELA Blue VA]  
EPF (HST413 Economics and Personal Finance VA)  
French I [Competency Middle School French 1 and 2]  
French I [Fluency High School French I]  
French I [High School Competency French I]  
French II [Fluency High School French II]  
French II [High School Competency French II]  
French III [High School Competency French III]  
Geometry [MTH208/9: Geometry VA]

German I [High School Competency German I]  
 German I [Middle School Competency German 1 & 2]  
 German II [High School Competency German II]  
 Health Grade 1 [Physical Education (K-2)]  
 Health Grade 10 [OTH011 Summit Personal Health]  
 Health Grade 2 [Physical Education (K-2)]  
 Health Grade 3  
 Health Grade 4  
 Health Grade 5  
 Health Grade 6  
 Health Grade 7  
 Health Grade 8 [Health Grade 8]  
 Health Grade 9 [OTH010: Skills for Health VA]  
 Health Grade K [Physical Education (K-2)]  
 History Grade 1 [Social Studies 1 VA]  
 History Grade 2 [Social Studies 2 VA]  
 History Grade 3 [Social Studies 3 VA]  
 History Grade 4 [Virginia Studies 4]  
 History Kindergarten [Social Studies K VA]  
 Latin I [Competency Middle School Latin 1 & 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]  
 Math Grade 6 [Fundamentals of Geometry and Algebra]  
 Math Grade 7 [Pre-Algebra]  
 Math Grade 8 [Algebra]  
 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 K [Math Plus Blue]  
 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]  
 Music Grade K [Spotlight on Music 0K]  
 Physical Education 6  
 Physical Education 7  
 Physical Education Grade 1 [Physical Education (K-2)]  
 Physical Education Grade 10 [OTH022 Summit Personal Fitness II]  
 Physical Education Grade 2 [Physical Education (K-2)]  
 Physical Education Grade 3 [PE3]  
 Physical Education Grade 4 [PE4]  
 Physical Education Grade 5 [PE5]  
 Physical Education Grade 8 [Physical Education OTH08]  
 Physical Education Grade 9 [OTH021 Summit Personal Fitness I]  
 Physical Education Grade K [Physical Education (K-2)]  
 Physical Science [SCI08 MS 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 [Competency Middle School Spanish 1 & 2]  
 Spanish I [Fluency High School Spanish I]  
 Spanish I [High School Competency Spanish I]  
 Spanish II [Fluency High School Spanish II]  
 Spanish II [High School Competency Spanish II]  
 Spanish III [High School Competency Spanish III]  
 Trigonometry  
 United States History 1865 to Present [MS American History Since 1865]  
 United States History to 1865 [American History A]  
 Virginia & US Government [HST403 US Government and Politics VA]  
 Virginia & US History [HST303/4 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 [HST090 Summit World Geography VA]  
 World History and Geography 1500 to Present [Modern World Studies VA]  
 World History and Geography to 1500 [HST103/4 World History]

(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 AB  
AP Calculus BC  
AP Computer Science  
AP English Language  
AP English Literature  
AP European History  
AP French Language  
AP Macroeconomics (CTE Course)  
AP Microeconomics (CTE Course)  
AP Psychology  
AP Spanish Language  
AP Statistics  
AP US Government  
AP World History  
ENG010 Journalism  
HST040-AVT Civics  
HST313 Modern U.S. History

CTE Electives

Engineering Explorations I (OTH223-CEN)  
Engineering Explorations I VA)

(K12 Approved Courses)

AP Biology  
AP Calculus  
AP Environmental Science  
AP French  
AP Spanish  
AP World History  
Computer Science TCH036  
Environmental Science  
Forensic Science  
Public Speaking  
Web Design TCH040

CTE Electives

Engineering Explorations I (OTH223-CEN)  
Engineering Explorations I VA)

(Aventa Approved 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  
Computer Science TCH036  
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  
Web Design TCH040

**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 1 [MTH128/9: Algebra 1 VA]  
Algebra 2 [MTH308/9: Algebra 2 VA]  
Arts I: Arts Foundation [Art Appreciation]  
Biology [202 Biology]  
Chemistry [302 Chemistry/CR]  
Chinese I [Competency Middle School Chinese 1 and 2]  
Chinese I [Fluency High School Chinese I]  
Chinese I [High School Competency Chinese I]  
Chinese II [Fluency High School Chinese II]  
Chinese II [High School Competency Chinese II]  
Civics and Economics [Intermediate Civics and Economics]  
Earth Science [112 Earth Science]  
Earth Science [SCI06 MS Earth Science]  
English Grade 1 [Summit ELA Green VA]  
English Grade 10 [ENG208/9 Summit English 10 VA]  
English Grade 11 [ENG303/4 American Literature VA]  
English Grade 12 [ENG403/4 British and World Literature VA]



English Grade 2 [Summit ELA Orange VA]  
 English Grade 3 [Summit ELA Purple VA]  
 English Grade 4 [Summit ELA Red VA]  
 English Grade 5 [Summit ELA Yellow VA]  
 English Grade 6 [ENG06 Grade 6 Language Arts VA]  
 English Grade 7 [ENG07 Grade 7 Language Arts VA]  
 English Grade 8 [ENG08 Grade 8 Language Arts VA]  
 English Grade 9 [ENG108/9 Summit English 9 VA]  
 English Grade K [Summit ELA Blue VA]  
 EPF (HST413 Economics and Personal Finance VA)  
 French I [Competency Middle School French 1 and 2]  
 French I [Fluency High School French I]  
 French I [High School Competency French I]  
 French II [Fluency High School French II]  
 French II [High School Competency French II]  
 French III [High School Competency French III]  
 Geometry [MTH208/9: Geometry VA]  
 German I [High School Competency German I]  
 German I [Middle School Competency German 1 & 2]  
 German II [High School Competency German II]  
 Health Grade 1 [Physical Education (K-2)]  
 Health Grade 10 [OTH011 Summit Personal Health]  
 Health Grade 2 [Physical Education (K-2)]  
 Health Grade 3  
 Health Grade 4  
 Health Grade 5  
 Health Grade 6  
 Health Grade 7  
 Health Grade 8 [Health Grade 8]  
 Health Grade 9 [OTH010: Skills for Health VA]  
 Health Grade K [Physical Education (K-2)]  
 History Grade 1 [Social Studies 1 VA]  
 History Grade 2 [Social Studies 2 VA]  
 History Grade 3 [Social Studies 3 VA]  
 History Grade 4 [Virginia Studies 4]  
 History Kindergarten [Social Studies K VA]  
 Latin I [Competency Middle School Latin 1 & 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]  
 Math Grade 6 [Fundamentals of Geometry and Algebra]  
 Math Grade 7 [Pre-Algebra]  
 Math Grade 8 [Algebra]  
 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 K [Math Plus Blue]  
 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]  
 Music Grade K [Spotlight on Music 0K]  
 Physical Education 6  
 Physical Education 7  
 Physical Education Grade 1 [Physical Education (K-2)]  
 Physical Education Grade 10 [OTH022 Summit Personal Fitness II]  
 Physical Education Grade 2 [Physical Education (K-2)]  
 Physical Education Grade 3 [PE3]  
 Physical Education Grade 4 [PE4]  
 Physical Education Grade 5 [PE5]  
 Physical Education Grade 8 [Physical Education OTH08]  
 Physical Education Grade 9 [OTH021 Summit Personal Fitness I]  
 Physical Education Grade K [Physical Education (K-2)]  
 Physical Science [SCI08 MS 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 [Competency Middle School Spanish 1 & 2]  
 Spanish I [Fluency High School Spanish I]  
 Spanish I [High School Competency Spanish I]  
 Spanish II [Fluency High School Spanish II]  
 Spanish II [High School Competency Spanish II]  
 Spanish III [High School Competency Spanish III]  
 Trigonometry  
 United States History 1865 to Present [MS American History Since 1865]  
 United States History to 1865 [American History A]  
 Virginia & US Government [HST403 US Government and Politics VA]  
 Virginia & US History [HST303/4 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 [HST090 Summit World Geography VA]

World History and Geography 1500 to Present  
[Modern World Studies VA]  
World History and Geography to 1500 [HST103/4  
World History]

(Approved Fuel Courses)  
Arts I: Arts Foundation [Art Appreciation]  
Civics and Economics [Intermediate Civics and  
Economics]  
Earth Science [SCI06 MS Earth Science]  
English Grade 1 [Summit ELA Green VA]  
English Grade 10 [ENG208/9 Summit English 10  
VA]  
English Grade 11 [ENG303/4 American Literature  
VA]  
English Grade 12 [ENG403/4 British and World  
Literature VA]  
English Grade 2 [Summit ELA Orange VA]  
English Grade 3 [Summit ELA Purple VA]  
English Grade 4 [Summit ELA Red VA]  
English Grade 5 [Summit ELA Yellow VA]  
English Grade 6 [ENG06 Grade 6 Language Arts  
VA]  
English Grade 7 [ENG07 Grade 7 Language Arts  
VA]  
English Grade 8 [ENG08 Grade 8 Language Arts  
VA]  
English Grade 9 [ENG108/9 Summit English 9 VA]  
English Grade K [Summit ELA Blue VA]  
EPF (HST413 Economics and Personal Finance VA)  
Health Grade 10 [OTH011 Summit Personal Health]  
Health Grade 8 [Health Grade 8]  
Life Science [SCI07 MS Life Science]  
Math Grade 6 [Fundamentals of Geometry and  
Algebra]  
Math Grade 7 [Pre-Algebra]  
Math Grade 8 [Algebra]  
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]  
Music Grade K [Spotlight on Music 0K]  
Physical Education Grade 10 [OTH022 Summit  
Personal Fitness II]  
Physical Education Grade 8 [Physical Education  
OTH08]  
Physical Education Grade 9 [OTH021 Summit  
Personal Fitness I]  
Physical Science [SCI08 MS Physical Science]  
United States History 1865 to Present [MS American  
History Since 1865]  
United States History to 1865 [American History A]  
World Geography [Intermediate Global Studies]  
World History and Geography 1500 to Present  
[Modern World Studies VA]

(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 Biology  
AP Calculus  
AP Environmental Science  
AP French  
AP Spanish  
AP World History  
Computer Science TCH036  
Environmental Science  
Forensic Science  
Public Speaking  
Web Design TCH040

CTE Electives  
Engineering Explorations I (OTH223-CEN  
Engineering Explorations I VA)

(FUEL Education Approved Courses)

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

AP US Government  
AP World History  
ENG010 Journalism  
HST040-AVT Civics  
HST313 Modern U.S. History

CTE Electives

Engineering Explorations I (OTH223-CEN  
Engineering Explorations I VA)

(Aventa Approved 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  
Computer Science TCH036  
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  
Web Design TCH040

**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 following 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.

*Virginia SOL Course [Provider Course Title]*

Algebra 1 [Algebra 1 (Core/Honors)]  
Algebra 2 [Algebra 2 (Core/Honors)]  
Algebra, Functions, and Data Analysis [VA Algebra, Functions, and Data Analysis]  
Biology [Biology (Core/Honors)]  
Biology [Biology II - Virginia Ecology]  
Chemistry [Chemistry (Core/Honors)]  
Civics & Economics [US and Global Economics (Honors)]  
Earth Science [Earth Science (Core/Honors)]  
Economics and Personal Finance [Virginia Economics and Personal Finance]  
English 10  
English 10 [English 10 (Core/Honors)]  
English 10 [English 10 Honors]  
English 11  
English 11 [English 11 (Core/Honors)]  
English 11 [English 11 Honors]  
English 12  
English 12 [English 12 (Core/Honors)]  
English 12 [English 12 Honors]  
English 9  
English 9 [English 9 (Core/Honors)]  
English 9 [English 9 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]  
French I [French I (Core/Honors)]  
French II [French II (Core/Honors)]  
Geometry [Geometry (Core/Honors)]  
Health Grades 9 and 10  
Mathematical Analysis [Pre-calculus (Core/Honors)]  
Physical Education Grades 9 and 10  
Physical Science [Physical Science (Core/Honors)]

Physics [Physics (Core/Honors)]  
 Probability & Statistics [Probability & Statistics]  
 Spanish I [Spanish 1 (Core/Honors)]  
 Spanish II [Spanish II (Core/Honors)]  
 Spanish III [Spanish III]  
 United States History: 1865 to the Present [US History since the Civil War]  
 Virginia & U.S. History [US History (Core)]  
 Virginia and US Government [US Government and Politics]  
 World Geography [Geography and World Cultures]  
 World History & Geography to 1500 [World History to the Renaissance]  
 World History and Geography 1500 - Present [Modern World History from 1450]

CTE  
 Business Law [Legal Environment of Business]

*Non-SOL, CTE, or Elective Courses*

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

**My Virtual Academy**

**18901 15 Mile Road,  
 Clinton Township, MI 48035**

My Virtual Academy is approved to offer the following Edmentum (owned by EdOptions 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.

*SOL Course [Provider Course Name]*

Algebra 1 [Algebra 1 A]  
 Algebra 1 [Algebra 1 B]  
 Algebra 2 [Algebra 2 A]  
 Algebra 2 [Algebra 2 B]  
 Biology [Biology A]  
 Biology [Biology B]  
 Chemistry [Chemistry A]  
 Chemistry [Chemistry B]  
 English Grade 10 [English 10 A]  
 English Grade 10 [English 10 B]  
 English Grade 11 [English 11 A]  
 English Grade 11 [English 11 B]  
 English Grade 12 [English 12 A]  
 English Grade 12 [English 12 B]  
 English Grade 9 [English 9 A]  
 English Grade 9 [English 9 B]  
 French I [French 1 A]  
 French I [French 1 B]  
 French II [French 2 A]  
 French II [French 2 B]  
 Geometry [Geometry A]  
 Geometry [Geometry B]  
 Health Grade 9 [Health]  
 Life Science [Life Science A]  
 Life Science [Life Science B]  
 Health and Physical Education Level I [Physical Education]  
 Physical Science [Physical Science A]  
 Physical Science [Physical Science B]  
 Physics [Physics A]  
 Physics [Physics B]  
 Probability & Statistics [Probability and Statistics]  
 Spanish I [Spanish 1 A]  
 Spanish I [Spanish 1 B]  
 Spanish II [Spanish 2 A]  
 Spanish II [Spanish 2 B]  
 US History to 1865 [U.S. History A]  
 US History to 1865 [U.S. History B]  
 Virginia & US Government [US Government]  
 World History and Geography I [World History A]  
 World History and Geography II [World History B]

*Virginia Non-SOL/Elective Courses*

Advanced Computer Science  
 Applied Medical Terminology A  
 Applied Medical Terminology B  
 Art History and Appreciation  
 Artificial Intelligence  
 Audio Video Production A  
 Audio Video Production B  
 Business Information Management A  
 Business Information Management B  
 Child Development and Parenting A  
 Child Development and Parenting B  
 Computer Programming A

Computer Programming B  
 Consumer Mathematics  
 Creative Writing  
 Digital and Interactive Media A  
 Digital and Interactive Media B  
 Drafting and Design A  
 Drafting and Design B  
 Earth Space Science A  
 Earth Space Science B  
 Economics  
 Education and Training A  
 Education and Training B  
 Entrepreneurship A  
 Entrepreneurship B  
 Environmental Science A  
 Environmental Science B  
 Game Development  
 Gothic Literature  
 Government, Law, and Public Safety A  
 Government, Law, and Public Safety B  
 Graphic Design and Illustration A  
 Graphic Design and Illustration B  
 Health Science 1 A  
 Health Science 1 B  
 Health Science 2 A  
 Health Science 2 B  
 Integrated Physics and Chemistry A  
 Integrated Physics and Chemistry B  
 Introduction to Android Mobile App Development  
 Introduction to Anthropology  
 Introduction to Archaeology  
 Introduction to Astronomy  
 Introduction to Criminology  
 Introduction to Culinary Art  
 Introduction to Cyber Security  
 Introduction to Fashion Design  
 Introduction to Finance  
 Introduction to Forensic Science  
 Introduction to iOS Mobile App Development  
 Introduction to Marine Biology  
 Introduction to Military Careers  
 Introduction to Philosophy  
 Introduction to Photography A  
 Introduction to Photography B  
 Introduction to Social Media  
 Introduction to Visual Arts  
 Introduction to World Religions  
 Music Appreciation  
 Mythology and Folklore  
 Nutrition and Wellness  
 Personal Finance  
 Pre-Algebra A  
 Pre-Algebra B  
 Pre-Calculus A  
 Pre-Calculus B

Principles of Agriculture, Food, and Natural Resources A  
 Principles of Agriculture, Food, and Natural Resources B  
 Principles of Arts, A/V Technology, and Communications A  
 Principles of Arts, A/V Technology, and Communications B  
 Principles of Engineering and Technology A  
 Principles of Engineering and Technology B  
 Principles of Hospitality and Tourism A  
 Principles of Hospitality and Tourism B  
 Principles of Human Services A  
 Principles of Human Services B  
 Principles of Manufacturing A  
 Principles of Manufacturing B  
 Principles of Transportation, Distribution, and Logistics A  
 Principles of Transportation, Distribution, and Logistics B  
 Professional Communications  
 Psychology  
 Revolutionary Ideas in Science  
 Robotics A  
 Robotics B  
 Sociology  
 Sports and Entertainment Marketing  
 Theatre, Cinema, and Film Production  
 Web Technologies  
 Women's Studies

**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*  
*Virginia SOL Course [Provider Course Title]*  
Algebra I  
Algebra II  
Chemistry  
Chemistry I [Chemistry I (4410) VA]  
Earth Science  
English Grade 10  
English Grade 10 [English II (1140) VA]  
English Grade 11  
English Grade 11 [English III (1150) VA]  
English Grade 12  
English Grade 6 [English Grade 6 (1109) VA]  
English Grade 7  
English Grade 8  
English Grade 9  
English Grade 9 [English I (1130) VA]  
French I  
French II  
Geometry  
Math Grade 6 [Mathematics 600 (3110) VA]  
Math Grade 7 [Mathematics 700 (3111) VA]  
Math Grade 8 [Mathematics 800 (3112) VA]  
Mathematics Grade 7  
Mathematics Grade 8

Spanish I  
Spanish II  
Spanish III  
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  
 Algebra I [Algebra I Foundations]  
 Algebra I [Algebra I Honors]  
 Algebra II  
 Algebra II [Algebra II Foundations]  
 Algebra II [Algebra II Honors]  
 Biology  
 Chemistry  
 Chinese I A  
 Chinese I B  
 Chinese II A  
 Chinese II B  
 Driver's Education  
 Earth Science  
 Economics and Personal Finance  
 English Kindergarten [Language Arts K]  
 English Grade 1 [Language Arts 1]  
 English Grade 2 [Language Arts 2]  
 English Grade 3 [Language Arts 3]  
 English Grade 4 [Language Arts 4]  
 English Grade 5 [Language Arts 5]  
 English Grade 6 [Language Arts 6]  
 English Grade 7 [Language Arts 7]  
 English Grade 8 [Language Arts 8]  
 English Grade 9  
 English Grade 10  
 English Grade 11  
 English Grade 12  
 French I  
 French II  
 Geometry  
 Geometry [Geometry Foundations]  
 Geometry [Geometry Honors]

Health Grade 6  
 Health Grade 7  
 Health Grade 8  
 Health Grade 9 [Health, Fitness & Nutrition]  
 Health Grade 10 [Personal Fitness]  
 History Grade K [Social Studies K]  
 History Grade 1 [Social Studies 1]  
 History Grade 2 [Social Studies 2]  
 Japanese I A  
 Japanese I B  
 Japanese II A  
 Japanese II B  
 Life Science [Science 7]  
 Mathematics Grade 1 [Math 1]  
 Mathematics Grade 2 [Math 2]  
 Mathematics Grade 3 [Math 3]  
 Mathematics Grade 4 [Math 4]  
 Mathematics Grade 5 [Math 5]  
 Mathematics Grade 6 [Math 6]  
 Mathematics Grade 6 [Math 6 GT]  
 Mathematics Grade 7 [Math 7]  
 Mathematics Grade 7 [Math 7 GT]  
 Mathematics Grade 8 [Algebra Readiness]  
 Mathematics Kindergarten [Math K]  
 Music Grade 4 [Music II]  
 Music Grade 5 [Music III]  
 Music Grades 6-8 [Music IV]  
 Music Grades 9-12 [Music Appreciation]  
 Music Kindergarten [Music I]  
 Physical Education Grade 1 [Physical Education 1]  
 Physical Education Grade 2 [Physical Education 2]  
 Physical Education Grade 6 [Health and Physical Education 6]  
 Physical Education Grade 7 [Health and Physical Education 7]  
 Physical Education Grade 8 [Health and Physical Education 8]  
 Physical Education Grade 9 [Health, Fitness and Nutrition]  
 Physical Education Grade 11 [Personal Fitness]  
 Physical Science [Science 8]  
 Physical Science [Physical Science Foundations]  
 Physical Science [Physical Science Honors]  
 Physics [Physics A/B]  
 Probability and Statistics [Math-Statistics]  
 Science Grade 1 [Science 1]  
 Science Grade 2 [Science 2]  
 Science Grade 3 [Science 3]  
 Science Grade 4 [Science 4]  
 Science Grade 5 [Science 5]  
 Science Grade 6 [Science 6]  
 Science Kindergarten [Kindergarten Science]  
 American Sign Language [Sign Language]  
 Social Studies 2  
 Spanish I  
 Spanish II

Spanish III  
 Spanish IV  
 US History 1865 to Present [Social Studies 5 US History II]  
 US History to 1865 [Social Studies 5]  
 US History to 1865 [Social Studies 4 US History I]  
 Virginia & US Government [American Government]  
 Virginia & US Government [American Government Foundations]  
 Virginia & US Government [US Government and Politics]  
 Virginia and US Government [Virginia and US Government]  
 Virginia & US History [United States History]  
 Virginia & US History [United States History Honors]  
 Virginia & US History [United States History Foundations]  
 Virginia and US History [Virginia and 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 [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*

*Virginia SOL Course [Provider Course Title]*

Algebra I  
Algebra II  
English Grade 10 [Language Arts 10]  
English Grade 11 [Language Arts 11]  
English Grade 12 [Language Arts 12]  
English Grade 3 [Language Arts 3]  
English Grade 4 [Language Arts 4]  
English Grade 5 [Language Arts 5]  
English Grade 6 [Language Arts 6]  
English Grade 7 [Language Arts 7]  
English Grade 8 [Language Arts 8]  
English Grade 9 [Language Arts 9]  
Geometry  
Language Arts First Grade  
Language Arts Kindergarten  
Language Arts Second Grade

Math First Grade  
Math Grade 3 [Mathematics 3]  
Math Grade 4 [Mathematics 4]  
Math Grade 5 [Mathematics 5]  
Math Grade 6 [Mathematics 6]  
Math Grade 7 [Mathematics 7]  
Math Grade 8 [Mathematics 8]  
Math Kindergarten  
Math Second Grade  
Social Studies 2  
Social Studies 3  
US I: US History to 1865 [Social Studies 5]  
US II: US History 1865 to the Present [SSudies 6]  
Virginia Studies [Social Studies 4]

**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

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

*Approved SOL Courses*  
*Virginia SOL Course [Provider Course Title]*  
 Algebra I [Algebra I]  
 Algebra II [Algebra II]  
 Biology [Biology]  
 Chemistry [Chemistry]  
 Earth Science [Earth Science]  
 English Grade 9 [English Grade 9]  
 English Grade 10 [English Grade 10]

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

*Non-SOL, 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 Language

## **APPENDIX M – VIRTUAL VIRGINIA BRIEF**

### **Background**

The Virginia Department of Education’s Virtual Virginia (VVA) program offers online courses, digital content, and professional learning opportunities to schools, students, and educators across the Commonwealth. VVA promotes equity and access to rigorous courses, high-quality instruction, and blended learning resources for students, teachers, and schools throughout the state and nation. VVA provides educational options to all learners—including underserved populations—as a complement to local public school offerings.

VVA works in partnership with Virginia public school divisions to provide access to high quality courses, blended learning and digital content and professional learning opportunities that may otherwise be unavailable to them due to a variety of circumstances, including but not limited to low enrollment, scheduling conflicts, or a lack of highly qualified instructors in specific subject areas. One of VVA's 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 learners. All learners enrolled in VVA courses remain affiliated with their local schools and remain part of their schools' membership.

### **Virtual Virginia Program Participation**

Learners can participate in the VVA program in a number of ways. The VVA complementary program offers online courses taught by highly qualified Virginia public educators. These courses are available to all schools in the Commonwealth. The VVA Outreach Program provides blended learning resources and digital content to public school teachers and their students at no cost. The VVA professional learning program offers professional development offerings to Virginia public school educators. In the 2018–2019 academic year, VVA programs served 41,473 semester-equivalent course enrollments among 78 online Advanced Placement (AP®), world language, core academic, elective, blended, and professional development course options. In 2018–2019, VVA was represented in all eight Superintendents’ Regions and had enrollments in 95 percent of Virginia school divisions. The overall VVA course completion rate for the 2018–2019 academic year was 88 percent excluding VVA Outreach Program enrollments (95 percent including Outreach Program enrollments).

### **Virtual Virginia Complementary Program**

VVA partners with Virginia public school divisions to ensure Virginia learners have curricular access and opportunities that complement those available in the physical school. Virginia public school students may enroll in VVA's complementary 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. A public school student may be enrolled in VVA courses by the 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. Virginia public school students compose 99 percent of the students served by the VVA program. Homeschooled, private school, and out-of-state students may also enroll in VVA courses. Schools agree to provide an adult mentor, school

counselor of record, and the required resources necessary for each student to be a successful online learner. Students enrolled in VVA courses with a corresponding SOL, AP, or other standardized assessment are tested at the local school. These assessments are 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. AP courses, core academic, and elective courses are free to Virginia public school students. An enrollment fee is charged for nonpublic and out-of-state students.

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 at school, at home, and on mobile devices. 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. Where applicable, VVA courses meet and exceed Virginia state Standards of Learning, are audited and approved by the College Board (for AP courses), and/or meet eligibility requirements of the National Collegiate Athletic Association (NCAA).

VVA provides a full-time option 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. Students in the full-time program enroll through their local public school and receive instruction by VVA's highly qualified, Virginia-certified teachers. As with the VVA complementary program, the full-time program may serve public, private, and homeschooled students who enroll in at least five VVA courses during the school year through the local public school. At any time during the school year, eligible 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 VVA courses. Local schools will ensure that students in the program have access to student services, technology, textbooks, and required course materials at no cost.

### **Virtual Virginia Complementary 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
2800 Economics	4340 Biology II: Ecology		

### **Virtual Virginia Outreach Program**

Starting in the 2015–2016 school year, VVA developed a program, with legislative funding, 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 of public school classrooms have changed over the last three years, the

program has evolved in concert.

In 2018–2019, the program was renamed the VVA Outreach Program and expanded 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. In addition to the fully-developed online lessons and assessments, participating teachers had access to ongoing training in LMS utilization, best practices for blended learning, and support within a professional learning network of content-area Virginia public educators.

During the 2018–2019 academic year, the VVA Outreach Program offered 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*

Teachers enrolled in the program have the autonomy and flexibility to implement the resources to best fit the needs of their students. The Outreach Program 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.

### **Virtual Virginia Professional Learning Offerings**

The VVA professional learning program provides opportunities to public school professional learners through VVA's online learning management system. Professional development offerings have timelines and benchmarks; however, professional learners have the flexibility to participate and work at their own pace between the benchmarks. Virginia public school professionals 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 fee charged for public school professional development. In the 2018–2019 academic year, 1,419 Virginia school teachers enrolled in VVA professional development offerings, including 92 teachers in the VVA Outreach Program facilitation course and 214 teachers in the Teaching with Virtual Virginia course.

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

VVA is a member of the Virtual Learning Leadership Alliance (VLLA), a national association of online education programs that provides collegial support and collaborative opportunities to the

individual members and member organizations. Members benefit through the sharing of resources, services, and expertise among some of the most innovative virtual programs in the United States. The VLLA aims to be a national leader and voice for quality K–12 online and blended learning.

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, Marketing, Finance and Operations, and Technology. Workgroup members exchange information, strategies, experience, and resources through monthly web conferences, an online project management tool, and an annual face-to-face meeting.

Quality is one of the critical areas for which the VLLA membership advocates. The VLLA took a leadership role in partnership with Quality Matters to revise and promote the National Standards for Quality (NSQ) Online Learning. The goal of the NSQ revision initiative is to provide the K–12 online and blended learning community with an updated set of openly licensed standards and indicators to help evaluate and improve online courses, teaching, and programs. In 2019, experts from the field of online and blended learning, including VVA staff, utilized an extensive, collaborative revision process to update and publish the latest edition of the NSQ for Online Programs, Online Teaching, and Online Courses. The sets of standards, along with research and other supporting documents, can be downloaded at [nsqol.org](http://nsqol.org).

Promoting equitable access to educational opportunities in rural schools and communities is another critical area for which the VLLA advocates. While there are significant geographical and population differences across states, VVA and other virtual schools play a critical role in providing rural students with access to quality courses and instruction. Rural schools face unique obstacles in their effort to provide comprehensive educational programs of quality to their students, including scarcity of highly qualified teachers, limited course offerings, and geographic isolation.

Online and blended learning programs provide rural students access to diverse, engaging, and rigorous curricula their schools may be unable to provide. The VLLA, a recent National Affiliate of the National Rural Education Association, is working to increase the awareness and support of online and blended learning opportunities in our rural communities. Through data collection efforts sharing the impact of online learning opportunities to conveying state and national leaders to discuss barriers to accessing online courses, VVA and its fellow VLLA members are leading efforts to promote equitable access to promote success for all students.



## **Virtual Virginia Faculty**

VVA faculty are highly qualified teachers and hold Virginia licenses in their subject areas. All VVA faculty are available during daily office hours (Monday through Friday) to communicate with students and provide (at minimum) two weekly synchronous instruction opportunities to interact with students. In 2018–2019 VVA employed 50 highly qualified full-time and adjunct and licensed Virginia teachers. Full-time VVA faculty are assigned at least 150 full-time-equivalent (FTE) enrollments (or a combination of projects/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 their subject areas or teaching assignments. Additionally, in 2018–2019 all VVA faculty received professional training in utilizing the Canvas learning management system, the Genius student information system, and Zoom web-conferencing software.

In 2018–2019, six faculty members and four administrators completed the *Ready to Blend* Facilitator training on blended learning best practices and implementation methods. Additionally, 15 faculty members and three administrators completed the Quality Matters (QM) workshop on Understanding the Secondary Rubric. Activities in the three-week workshop focus on using research-supported standards to guide continuous online course improvement. Two faculty members and two administrators also completed the QM K–12 Reviewer workshop, thus becoming eligible for QM K–12 Reviewer certification in 2018–2019.

## **Summer Session Program**

In addition to its academic-year complementary program offerings, VVA provides Summer Session courses to students and schools in the Commonwealth. A 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. During Summer Session 2019, there were 4,202 semester-equivalent enrollments in 51 Summer Session courses.

## **Department of Education 2018–2019 Survey Data**

The Virginia Department of Education surveys students, parents, and school staff about their experiences with VVA. Students participating in VVA during the 2018–2019 school year were surveyed at the end of the fall, spring, and summer terms. Parents and school staff were surveyed at the end of the spring and summer terms. In the 2018–2019 academic year, 1,990 students, 857 parents, and 292 school staff complete the surveys.

Table 1 shows VVA students' responses when asked why they participated in VVA complementary courses. The top 2 responses were "The course was not offered at my school" and "To get ahead" in coursework.

**Table 1. Why Did You Take VVA Courses, 2018–2019 School Year (*n* = 1990)**

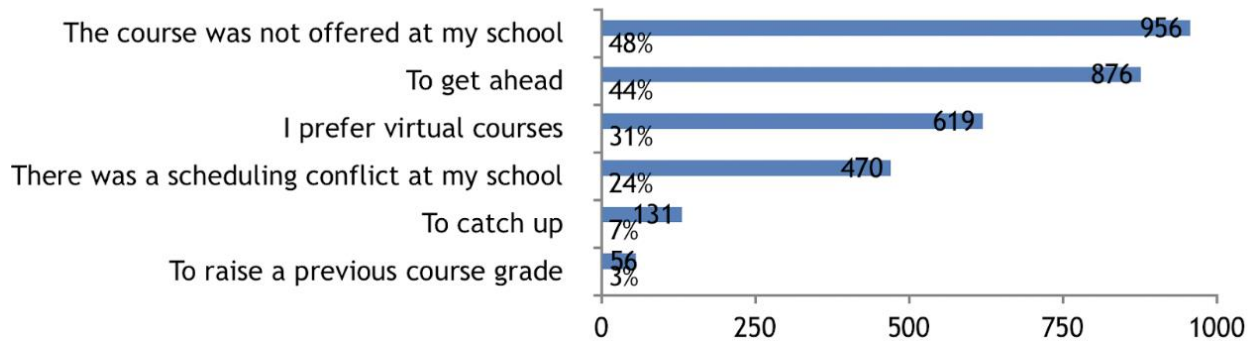
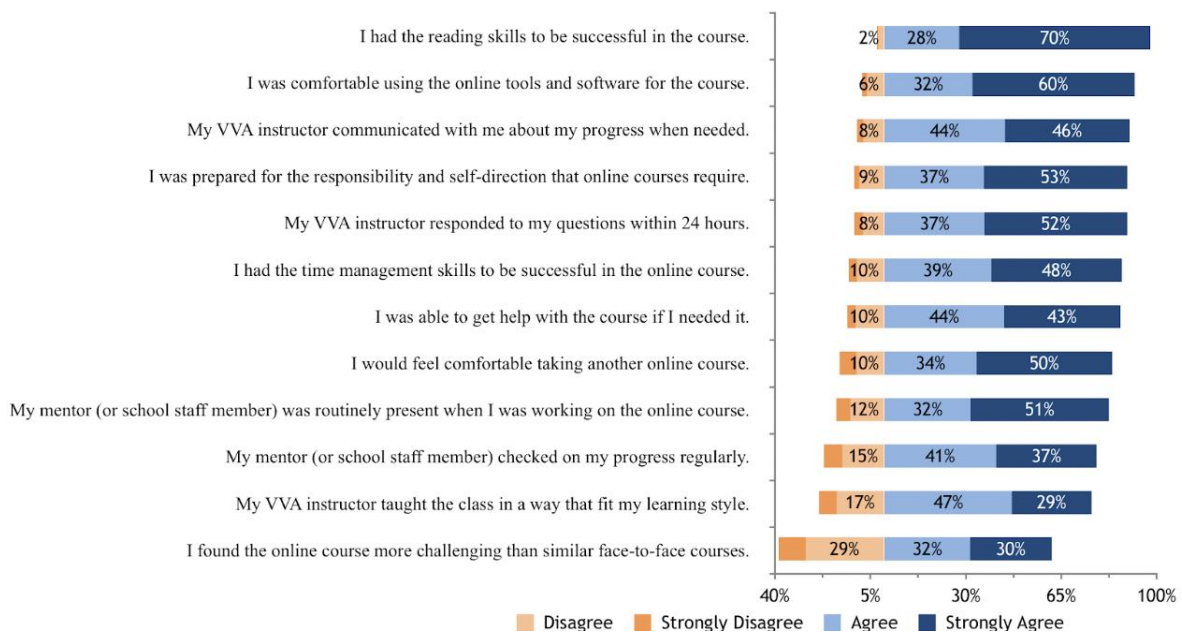


Table 2 shows students' perceptions of their experiences with the VVA program based on responses from the 2018–2019 academic year. Overall, students felt prepared and were able to use resources available through the VVA program to be successful in the course. Of note, more than 90 percent of students agreed that they were comfortable using the online tools and software, and 90 percent of students felt VVA instructors communicated progress in a timely manner.

**Table 2. Student Experience and Preparedness for Virtual Virginia Courses, 2018–2019 School Year (*n* = 1990)**

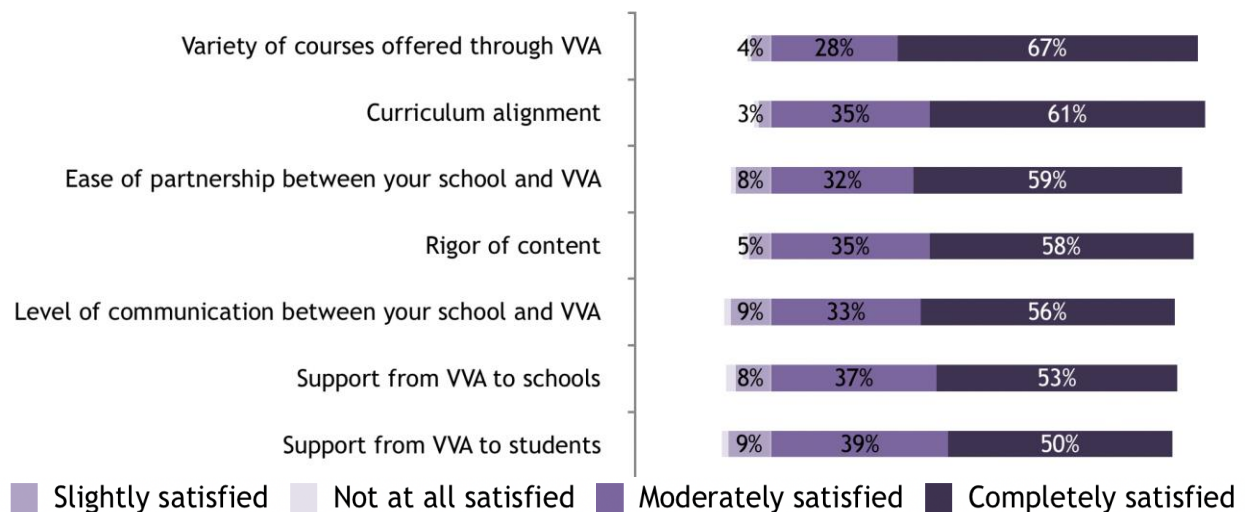


School staff were asked to indicate their level of satisfaction with VVA program components and to identify program benefits, challenges, and needs. Respondents to the staff survey were mostly

school counselors (37 percent), followed by VVA program mentors (28 percent), principals or assistant principals (11 percent), and central office administrators (8 percent). Fifteen percent of respondents identified as other positions.

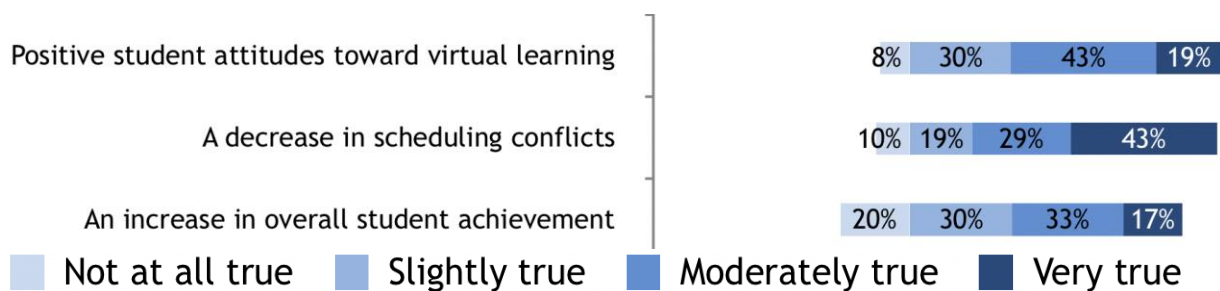
Table 3 shows the top three components of the VVA program with which staff were most satisfied based on 2018–2019 responses. School staff reported 90 percent or more satisfaction with the variety of courses offered through VVA, the alignment of the curriculum with instructional standards, ease of partnership with VVA the rigor of the course content, ease of partnership with VVA, and Support from VVA to schools.

**Table 3. Staff Satisfaction with Virtual Virginia Program, 2018-2019 School Year (n = 292)**



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 4).

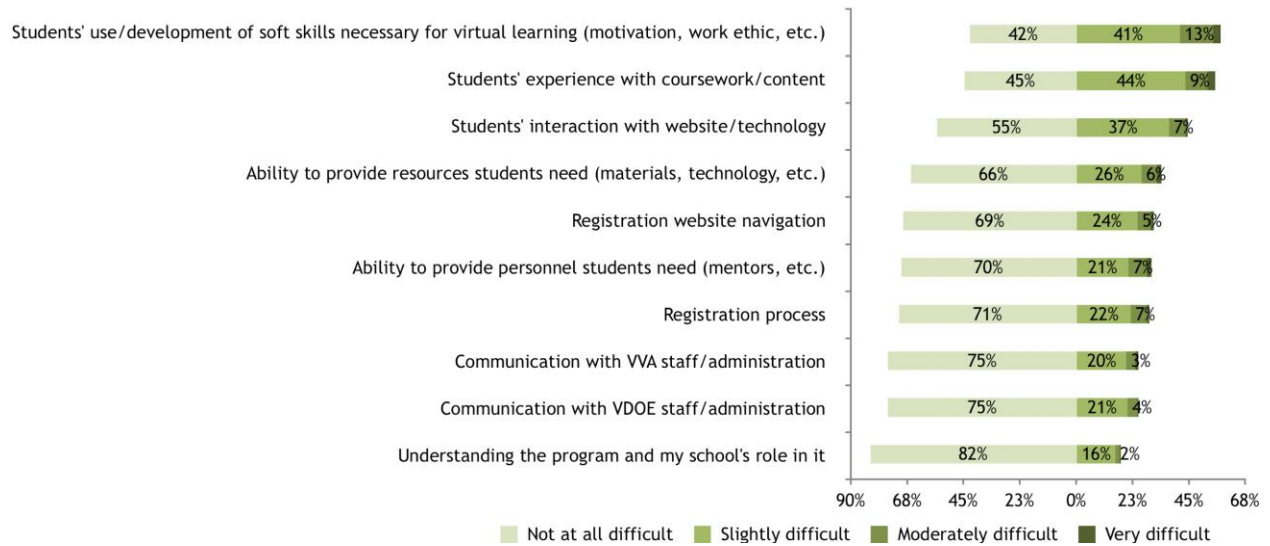
**Table 4. Staff Perceptions of Virtual Virginia Program Benefits, 2018-2019 School Year (n = 292)**



In contrast to student results, staff were most likely to report students’ mastery of soft skills necessary for virtual learning (58 percent) and experience with coursework/content (55 percent) as the top two program difficulties (Table 5). Staff reported students’ interaction with the

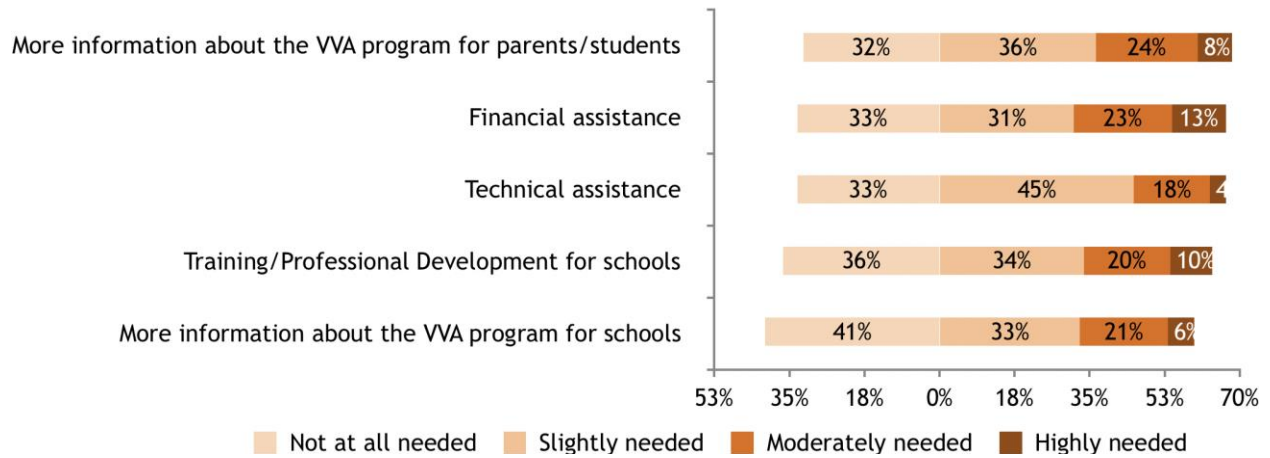
technology as slightly less difficult (45 percent) and their staff interactions with VVA systems and staff as less difficult.

**Table 5. Staff Perceptions of Virtual Virginia Program Difficulties, 2018-2019 School Year (n = 292)**



VDOE will continue to promote virtual instruction and support staff implementing the VVA program in their schools. Based on responses from staff, Table 6 identifies the most common areas of support for continued, successful program implementation. Staff were most likely to report needing more information for parents and students (68 percent), financial assistance (67 percent), and technical assistance (67 percent). The two areas of reported highest need are financial assistance and training/professional development for schools.

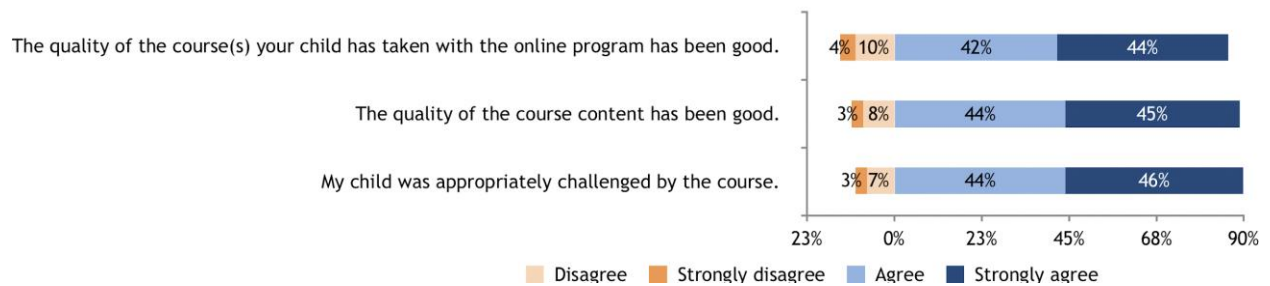
**Table 6. Staff Perceptions of Most Critical Needs for Virtual Virginia Implementation, 2018-2019 School Year (n = 292)**



**Parent Survey**

A total of 857 parents responded to the 2018-2019 survey. Of those who responded when asked 84 percent of 2018-2019 parents reported they would enroll their child with VVA again, and more than 2/3 of reporting parents indicated VVA courses were appropriately personalized to meet the unique needs of their child. The table and charts below provide a high level summary of data collected.

**Table 7. Parent Perception of Course Quality, 2018-2019 school year (n = 857)**



**Table 8. Parent Perception of Communication,  
2018-2019 school year (n = 857)**

