



COMMONWEALTH of VIRGINIA

STATE BOARD OF EDUCATION
P.O. BOX 2120
RICHMOND, VA 23218-2120

December 3, 2024

The Honorable Glenn Youngkin, Governor
Members of the Virginia General Assembly
Commonwealth of Virginia
Richmond, VA 23219

Dear Governor Youngkin and Members of the Virginia General Assembly:

On behalf of the Board of Education, I am pleased to transmit the *2024 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 conditions and needs of public education in Virginia and an update on the Board's work. Additionally, it includes school divisions' compliance with the Standards of Quality, an analysis of school division reporting requirements, and other statutory requirements.

Sincerely,

A handwritten signature in cursive script that reads 'Grace Turner Creasey'.

Grace Turner Creasey
President
State Board of Education

Cc: The Honorable Dr. Lisa Coons, Superintendent of Public Instruction
The Honorable Aimee Guidera, Secretary of Education
Emily Anne Gullickson, Deputy Secretary of Education

2024 ANNUAL REPORT ON THE CONDITION AND NEEDS OF PUBLIC SCHOOLS IN VIRGINIA



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OPENING

The top priority of the Virginia Board of Education (the Board) this year has been continuing to combat COVID learning loss and re-establishing excellence in the Commonwealth. 2022 NAEP results showed Virginia's 4th grade students exhibited the nation's largest learning loss in reading and math. Students in grades 3-8 suffered significantly from lowered expectations and extended school closures. Since 2022, over \$5.88 billion in new monies have gone to support K-12 public schools, outside of the nearly \$4 billion one-time federal pandemic relief monies. In Fall 2023, the General Assembly and Governor Glenn Youngkin committed \$418 million to support school divisions with K-12 attendance, [2023 ALL In results](#), Virginia Literacy Act implementation, and to accelerate learning in math and reading for grades 3-8. With such significant investments, the Board has been laser-focused on student outcomes, prioritizing resources for students and communities who need it, and creating the conditions for innovative practices and models to grow across the Commonwealth.

A hallmark of the Board's activity in 2024 was maintaining high expectations and improving transparency with a revision of the existing accreditation system towards a new School Performance and Support Framework. This included changes to the Standards of Accreditation and the ESSA State Plan with a focus on student outcomes and establishing accreditation as financial and operations compliance only. This new accountability Framework will help spotlight distinguished models to learn from around the Commonwealth and identify which public schools need additional support and targeted resources to better serve their students and families. Virginia's model also delivers on the Board's commitment to Post-Secondary Readiness and redesigning high school, with an enhanced E3 Readiness Indicator, focused on college enrollment and earning credits in high school, enlistment and military preparedness, and employment with a high-demand career as defined by VOEE. The bar has been raised for students to not only explore careers and postsecondary options but also earn college credits, high-demand credentials, or valuable experiences that ensure every graduate in Virginia is ready for life.

To better empower teachers and ensure they have the best resources available, the Board approved multiple updated components of the Virginia Literacy Act and approved the revised K-12 ELA Standards of Learning to ensure alignment with the Virginia Literacy Act. The Board is also currently reviewing mathematics textbook and instructional materials that align to the more rigorous Fall 2023 adopted math standards for school divisions to adopt high-quality materials by Winter 2025. In addition, the Board approved the Computer Science Standards of Learning, which now incorporate data science, AI, and cybersecurity elements and prioritize skills and competencies that set students up for success in computer science pathways and careers.

One of the other priorities of the Board this year has been innovation and eliminating barriers for entrepreneurial-minded educators to redesign school. The Board initiated numerous regulatory actions to remove outdated language, update regulations to align with legislative requirements, and eliminate redundant chapters for school divisions to operate more easily. The Board oversaw the approval of 12 college partnership laboratory schools in 2024 which will provide more than 5,000 students from all regions of the Commonwealth with sustainable, innovative learning options that were designed in partnership with twenty higher education institutions, regional

workforce and business systems, and early seventy K-12 school divisions. Virginia's 15 college partnership laboratory schools provide authentic, real-world experiences and career pathways for students in a wide variety of fields, including aerospace, health sciences, maritime trades, coding, education, computer science, and cybersecurity. These are early phase lab schools, and the Board will look to expanding in the future.

Another innovative priority for the Board was around seat time flexibility and competency-based models, one of the final SOQ prescriptions approved in December 2023. The General Assembly passed a bipartisan bill signed into law this spring, HB1477, that achieves the Board's priority, and the Board is now updating guidance and guidelines to help interested school divisions rethink where, when and how learning occurs and to utilize competency-based approaches in their public schools. The Board unanimously updated its School Bus Regulations, which better clarify permissible modes of transportation and how to implement HB935 this year, a new law focused on innovative K-12 transit. Additionally, the Board has improved regulations to account for new alternative teacher licensure pathways. Finally, the Board reconstituted the public Charter School Standing Committee and its review processes which have not been active for three administrations. The Board will begin reviewing public charter applications at the December board meeting and through Winter 2025.

Finally, the Board has continued to focus on prioritizing resources to ensure every K-12 public school student has a high-quality education and access to a vibrant, safe learning community. The Board oversaw over \$850 million for new competitive school construction grants and Literary Fund School Construction Loans, with a focus on high-need projects in school divisions with limited capacity to fund school construction. The Board will be reviewing CTE Technical Center application evaluation metrics at the December 2024 meeting, part of a new law from the 2024 legislative session. The Board updated the Early Childhood regulations through the extensive work of the Early Childhood Advisory Committee, with a focus on keeping infants and toddlers safe. The Board receives a monthly update on the Virginia Department of Education's (the Department) Special Education Work Group and amended special education regulations to better comply with federal requirements. With new data on the impact of cell phones and social media on youth mental health, the Board updated the Model Internet Safety Policy for school divisions to use, which included a segment on screen time. Lastly, the Board continued to uphold a high bar for teacher conduct. One of the critical tasks of the State Board of Education is to review and hear cases of license holder misconduct received from school divisions, the general public, media reports, and social services. This review follows a review and subsequent recommendation from the Superintendent of Public Instruction's Investigative Review Panel.

During the 2024 calendar year, the Board met every month except February and November and held two special meetings on May 21 and August 28. Additionally, the Board incorporated student performances into its 2024 calendar year meetings to elevate the artistic achievements of the Commonwealth's K-12 students.

Throughout the year, the Board also had multiple student fine arts presentations and school success presentations. During October 2024, exemplar models on reading improvements (Bath County Superintendent Dr. Rick Boling), math improvements (Brunswick Superintendent Dr. Kristy Somerville-Midgett), attendance improvements (Norton City Schools Principal Brad

Hart), and overall school improvements (Dupont Elementary by Hopewell Superintendent Dr. Melody Hackney) were shared with the Board and livestreamed throughout the state. In addition, the Board had the opportunity to hear priorities from the Superintendent’s Teacher Advisory Council and the statewide Student Advisory Council.

Restoring Excellence: Current State and Supports for Public Schools

2023-2024 Student Achievement Results

Statewide Standards of Learning (SOL) assessment results for the 2023-2024 school year show some improvement, with a 1% increase in Grades 3-8 Reading and a 2% increase in Grades 3-8 Math, showing the start of learning recovery from the extended pandemic school closures and lowered expectations. This year’s improvements followed the extensive work done by Virginia educators on Virginia’s ALL In Virginia initiative initiated by Governor Glenn Youngkin and General Assembly’s \$418 million investment last fall to improve attendance, accelerate literacy, and prioritize math and reading learning in Virginia classrooms in grades 3-8.

Overall, Grade 3-8 reading showed marginal improvement with highly proficiency/advanced scores increasing 1 percentage point (or 2.6%) and failing scores decreasing 0.8 percentage points (or 2.7%). In math, grades 3-8 overall have shown some improvement, with highly proficiency/advanced scores increasing 1.5 percentage points (or 4.5%) and failing scores decreased 1.7 percentage points (or 4.8%). Increased reading and math interventions occurred mid-year, and educators expect to see more significant progress this school year. While overall student performance has not returned to pre-pandemic pass rates and has shown minimal improvements, more than 70% of school divisions saw growth in Grades 3-8 Reading this year and more than 75% saw growth in Grades 3-8 Math.

High School End-of-Course Data: High School Reading is only tested in one grade (usually Grade 10 or Grade 11) and for the first time in three years, high school students are demonstrating decline in reading scores with 85% passing in 2023-2024 compared to 86% in 2018-2019. High School Math has almost reached pre-pandemic levels across three exams (Algebra I, Algebra II, and Geometry) where both 2018-2019 were 86% proficiency and 2023-2024 pass rates were 84%. High School Science showed slight improvement across all three exams (Earth Science, Biology, and Chemistry) but total pass rates are still 12 percentage points below the 2018-2019 pre-pandemic pass rates.

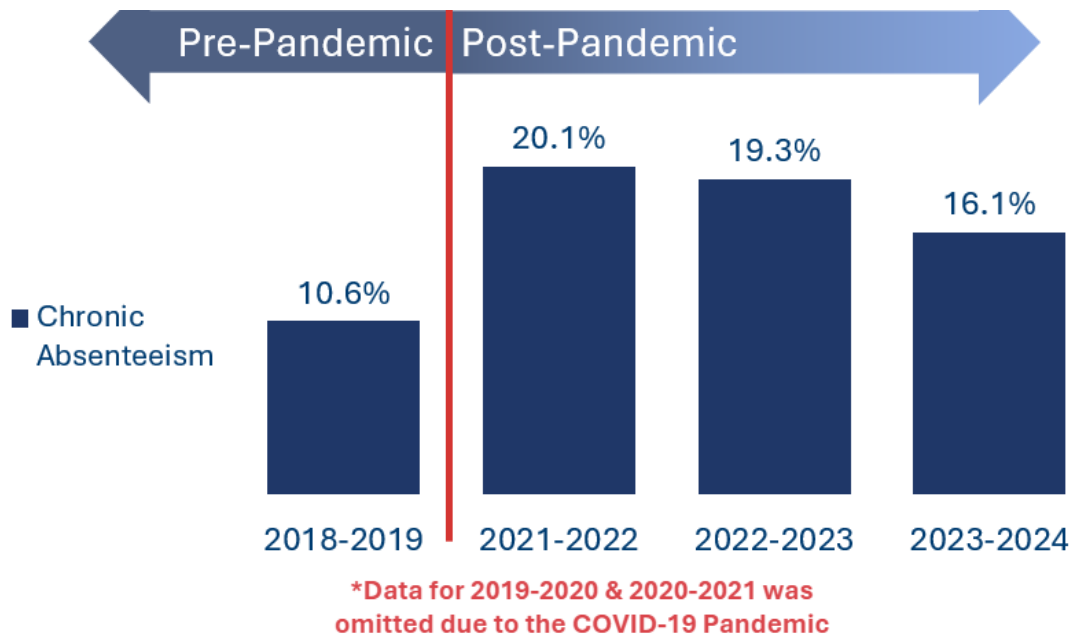
Student Group Data: All student groups are still below pre-pandemic performance levels in Math and Reading; however, English Learners, Students with Disabilities, Black Students, and Economically Disadvantaged Students are showing faster growth than their peers in Grades 3-8. In 2020-2021, one out of two Economically Disadvantaged students failed the Reading SOL, while three out of five passed in 2023-2024. Economically Disadvantaged Students are now growing at double the rate of All Students in Reading. Economically Disadvantaged students are also showing more than double the rate of growth in Math. Students with Disabilities rate of growth is now 1.7 times the rate of growth of All Students in Reading and 1.2 times in Math.

2023-2024 Chronic Absenteeism

Chronic Absenteeism has been a key indicator through the old accreditation system and under the ESSA plan but became a top priority of the Board of Education following the pandemic. A student who is absent 10% or more of their enrolled school days within one academic year for any reason, excused or unexcused, is considered chronically absent. This equates to missing at least 2 days a month on average during the school year. In 2021-2022, chronic absenteeism rates doubled that of pre-pandemic levels, increasing from 10.6% in 2018-2019 to 20.1% in 2021-2022. During the 2021-2022 school year, more than one in five students in Virginia were chronically absent. The rise in chronic absenteeism helps explain why students across the Commonwealth were not recovering from pandemic losses. Students that are chronically absent scored nearly 20 points lower in Reading and 25 points lower in Math than students that attended regularly in the 2023-2024 school year.

The Governor launched a statewide focus on attendance with the Governor’s Chronic Absenteeism Task Force (Task Force) consisting of superintendents, school staff, community partners, medical professionals and parents. During the 2023-2024 school year, the Task Force met monthly to discuss relevant issues and provide valuable resources and the creation of a [Chronic Absenteeism Action Kit](#). Virginia has seen significant improvements because of these efforts. Virginia’s K-12 chronic absenteeism rate has decreased 16% since 2022-2023. This means there were 40,974 fewer students chronically absent in the 2023-2024 school year than in 2022-2023. 81% of schools improved their chronic absenteeism rate, resulting in an additional 1.2 million more days in school than the previous year. The state’s overall chronic absenteeism rate has decreased from 19.3% in 2022-2023 to 16.1% in 2023-2024.

Figure 1. Chronic Absenteeism Rates, 2018 - 2024



In 2022-2023, Virginia’s student groups for grades 3-8 demonstrated disproportionate rates of chronic absenteeism with one in five economically disadvantaged students and students with disabilities being chronically absent compared to the state average of more than one-in-six. Virginia’s earliest learners K-2 as well as juniors and seniors in high school continue to have the highest absenteeism rates in the state. Student groups with the highest number of absences demonstrated the largest gaps in unfinished learning. See additional information on the 2024 chronic absenteeism rates [here](#).

Students are missing more school than their pre-pandemic peers. The United States Department of Education defines chronically absent as missing more than 18 school days in a year. Chronic absenteeism in grades 3 through 8 doubled between 2018-19 and 2022-23, resulting in a significant increase in students missing foundational instruction. Students who missed 18+ days of school scored 25% lower on the Math SOLs than students with regular attendance, and chronically absent students scored 18% lower in reading than their peers who attended school regularly. It is essential that the Board address the issues of chronic absenteeism and included this measure in the readiness indicator of the School Performance and Support Framework at each grade band.

2023-2024 School Accreditation Results

In 2024, there were 82 (5%) fewer schools fully accredited across Virginia compared to the year before under the old accreditation system which includes academic outcomes, financial and operations compliance. There were three more schools accredited with statutorily allowable Alternative Accreditation Plan, as well as 46 more Accredited with Conditions, and one less school Conditionally Accredited (new school) than the previous year.

Figure 2. Summary of School Accreditation

| Accreditation Rating | Number of Schools | Percentage of Schools |
|--|-------------------|-----------------------|
| Accredited | 1,558 | 85.50% |
| Accredited with an Alternative Plan | 4 | 0.20% |
| Accredited with Conditions | 254 | 13.9% |
| Conditionally Accredited (New School) | 7 | 0.4% |
| Total | 1823 | 100% |

Figure 3. Academic Achievement State Summary

| Indicator | Number of Schools at Level One Accreditation | Number of Schools at Level Two Accreditation | Number of Schools at Level Three Accreditation |
|-------------|--|--|--|
| English | 1722 | 56 | 36 |
| Mathematics | 1718 | 51 | 47 |
| Science | 1215 | 216 | 339 |

Overall, 85.5% of schools were fully accredited, while the remaining 14.5% were accredited with conditions. Ninety-five percent of schools achieved a level one for performance for all students in English and Math. That number decreased in Science, where 69% of schools received a level 1; 12% a level 2; and 19% a level 3. Seventy-five percent of schools received a level 1 in Achievement Gaps, with all student groups meeting target scores in English. Twenty-two percent of schools received a level 2, with 4% receiving level 3 in Achievement Gaps in English. Seventy-four percent of schools received a level 1 in Achievement Gaps for Math, while 19% received a level 2, and 7% a level 3.

Student Engagement Outcomes show that 83% of schools met their chronic absenteeism benchmark earning a level one. Thirteen percent earned a level 2 and 4% received a level 3. Eighty-three percent of high schools received a level one for meeting Dropout benchmarks, while 11% received a level 2, and 6% a level 3. Ninety-four percent of schools received a level 1 in Graduation and Completion Index, with 5% earning a level 2 and 1% receiving a level 3. Seventy-one percent met the benchmark, receiving a level 1 for the College, Career, and Civic Readiness indicator, while 25% received a level 2, and 4% earning a level 3.

By adopting a bifurcated system that better aligns to the federal standards, Virginia’s accreditation system beginning in the 2025-2026 school year will solely focus on financial and operations compliance. Any schools found out of compliance will receive immediate technical assistance and support from the Department. School divisions will receive a preview of their accreditation data under the new 2025-2026 system in Winter 2025 and be able to access technical support and training ahead of the new school year.

Adoption of School Performance and Support Framework

Over the past year, the Board focused heavily on updating Virginia’s accreditation system. Many stakeholders indicated challenges in the accreditation system’s inability to differentiate school performance and student outcomes and the discrepancy between decreases in student achievement post-pandemic and yet a continuation of high accreditation ratings for public schools. Most educators, parents and stakeholders feel that the current system does not provide

transparent or clear reporting information that can inform which schools need additional resources and support. Stakeholders want a revised system that clearly and transparently shows how their children are growing, meeting or exceeding grade level expectations, and how their child’s school is helping them learn and be ready for what’s next. There was deep frustration that the existing system told students and families their child was “college and career ready” when students only had to participate, rather than earn and demonstrate true preparedness, for pathways after high school.

In August 2023, the Board initiated a regulatory change to split the accreditation system into an accreditation and accountability model, designing an outcome-based School Performance and Support Framework grounded in student growth, student achievement, and student readiness with a focus on support for those who need it most. As noted by Dr. Thomas Kane at the [October 2024 Board meeting](#), Faculty Director and Walter H. Gale Professor of Education and Economics at Harvard University Graduate School of Education, a transparent and clear accountability system that allows for data-based decisions that improves instruction for students is critical. The Board’s thoughtful establishment of unique accreditation and accountability systems places focus and enforces transparency on student and school performance and effective supports in the accountability model, while ensuring operational quality and compliance through the accreditation model.

Throughout the regulatory process, the Board received extensive public comment on the School Performance and Support Framework. The Board and the Department hosted two rounds of listening sessions (November – December 2023 and April 2024) across the Commonwealth, traveling to each of the eight Superintendent’s Regions to hear directly from stakeholders. The Board and Department held 20 in person and virtual listening sessions with associations and stakeholder groups over the past year with over 1,000 participants, which included parents, business leaders, higher education leaders, community members, and educators, to give their thoughts and opinions on this new Framework. The Board also received over 40 comments during the 60-day regulatory public comment period from May 6, 2024 to July 5, 2024 and a public hearing in the summer of 2024. Last, the Board received nearly 70 comments through the 30-day public comment window for Virginia’s Every Student Succeeds Act (ESSA) state plan, which provided additional information on the new School Performance and Support Framework.

Grounded in these listening sessions as well as numerous Board discussions, the regulations now:

- Bifurcate accountability (School Performance and Support Framework) and accreditation, with accreditation focused on operational quality and compliance while accountability focuses on student outcomes and identifying schools in need of support.
- Braid the state and federal systems to create one system of school planning, fiscal support and state support teams for each school.
- Create transparent school performance results based on mastery and growth as well as four school summative rating categories that allow for a clear focus on individualized student performance, school identification, and areas for support.
- Separate mastery and growth to show how every student is meeting grade level expectations and growing as expected to personal growth expectations.

- Provide clear criteria for divisions to enter into a memorandum of understanding where a single school division has least 40% of their schools identified for comprehensive or additional targeted support or 10 or more schools identified for comprehensive support will be required to undergo a division-level academic and resource allocation review conducted by the department.

Additionally, through Virginia’s ESSA state plan, the Board has developed a new School Performance and Support Framework for school accountability which includes the following:

- A mastery index that includes the test results of all students, awarding schools that move students to a higher performance level an additional point.
- A readiness measure in elementary and middle schools focused on 5 C’s (Critical Thinking, Collaboration, Communication, Creative Thinking, and Citizenship).
- A growth index that measures if a school is helping students meet their expected growth targets in elementary and middle school.
- A continued focus on chronic absenteeism and ensuring all K-12 students are engaged in learning.
- A middle school advanced coursework measure that encourages schools to push students to their highest potential to be ready for high school.
- A 3E Readiness Framework measure focused on rigorous college enrollment, employment, and enlistment outcomes for high school students.
- A heavier focus on ensuring schools graduate students within 4 years and helping those that need additional time graduate in 6 years.
- A change in “N count” from 30 to 15 to ensure every student is seen and prioritized for support and resources.
- Alignment to the federal law requiring academic progress to be monitored for English Learners beginning after 3 semesters in public school.

This new School Performance and Support Framework brings more transparency and clarity to the public with language that better communicates school performance and impact on students, and indicators that are easier to understand. This Framework also sets high expectations for schools and students, which Virginia’s schools and students will be able to meet because this new system will ensure students and schools receive targeted support early. In November 2024, to support the Board’s efforts, the Department launched the new Resource Hub... 100+ supports, new peer-to-peer learning networks for special education/Els, office hours...etc. with link to site. At the time of this report, the Board is awaiting final approval of the ESSA plan from the USDOE.

The primary focus of the Board for the remainder of the fall and into Winter 2025 is the roll-out of supports and technical assistance the Department is providing for schools identified as needing support. The Board adopted a new tiered approach to school support to ensure that schools receive the resources and technical support needed to meaningfully improve and meet state expectations. Part of the biennium budget was an additional five team members for the Office of School Quality to support this implementation and technical support. To support the School Performance and Support Framework adopted by the Board, the Department developed the Virginia Support Framework which is deeply grounded in evidence and research that demonstrates a “best in class” model for supporting school divisions.

As the Board raises expectations for student learning through state-level initiatives, divisions are on the front lines diligently working to ensure that every student receives an exceptional education. The Department will continue to support divisions across the Commonwealth that require additional resources, instructional guidance, and assistance in building teacher and leadership capacity.

The Office of School Quality (OSQ) at the Department is charged with providing direct support to divisions identified through the federal accountability and state accreditation systems. OSQ has historically been an office focused on monitoring division compliance to regulations, however, today OSQ is moving more toward serving divisions by providing additional resources and guidance as they work through their school improvement efforts. In OSQ's legislative report on July 1, the department indicated three main priorities: restructure and expand OSQ office, develop support toolkit for the Framework, develop a list of evidence-based interventions based on framework, tier support based on need, develop regional professional learning communities and redefine the MOU process.

The work of the OSQ is guided by the Virginia Support Framework which contains four research-driven, critical domains:

- **Academic Supports.** Schools and divisions receive support to ensure high-quality instruction for every student, every day.
- **Staffing Supports.** Schools and divisions receive support in increasing innovative recruitment practices leading to hiring, placing, and retaining high-quality teachers and principals.
- **Organizational Learning Supports.** Schools and divisions identify needed support for logistical and organizational practices with their OSQ consultant
- **School Non-Academic Barrier Supports.** Schools and divisions receive support in removing barriers to learning, assuring greater school attendance and engagement.

Last week, the Governor held a media briefing to unveil the [School Performance and Support Hub](#) and to announce his upcoming budget commitments aimed at supporting our most struggling schools. The Hub provides a wealth of information on [the Framework](#), [data toolkit](#), and expansive [educator](#) and [family supports](#). The Department has created four different roadmaps: [Superintendent's Roadmap to Readiness](#), [Principal's Roadmap to Readiness](#), [Teacher's Roadmap to Readiness](#), and [Parent's Roadmap to Readiness](#). Each of the Roadmaps help different stakeholders connect the data and the review of the data to determine which resources would be most effective in planning.

The Framework and now the Hub are designed for schools to use actionable data, know where they need the most improvement, and allowing parents, teachers, schools, and state leaders to work side by side on prioritized needs. The Framework encourages and enables school communities to work together to implement changes that improve student and school performance - for every student in every school throughout the Commonwealth.

| | |
|--|--|
| <p>Academic Supports</p> <ol style="list-style-type: none"> 1. Purchase and implement ELA and Math HQIM and professional learning 2. Provide inclusionary practices training and support 3. Create walkthrough training and support for school leaders 4. Implement specific student group support: <ol style="list-style-type: none"> a. English Learner Literacy Network: Schools identified for intervention of English Learners will participate in a multi-year cohort to support high-quality instruction. b. Students with Disabilities Literacy Network: Schools identified for intervention of SWD will participate in a multi-year cohort to support inclusionary instruction. 5. Support Economically Disadvantaged/Title I yearlong literacy cohort 6. Allocate literacy grants to support Prek-12 ELA HQIM implementation for teachers, school leaders, and division leaders <p>Note: All networks will support HQIM implementation, instructional rounds and teacher feedback, technical assistance and coaching calls, and creating and executing a data-driven improvement plan.</p> | <p>Organizational Learning Supports</p> <ol style="list-style-type: none"> 1. Launch targeted principal mentorship 2. Implement school- and division-level Instructional Leadership Team training: leadership teams will be trained on how to run effective meetings that 1) support building capacity of staff aligned to student and teacher needs and 2) use student and teacher data to drive decision making in instruction. 3. Provide staffing and scheduling supports: guidance on staffing and scheduling best practices, trainings, role-like webinars 4. Deliver principal training on instructional feedback and data-driven improvements 5. Provide principal training and implementation support on high-quality instruction and inclusion supports for student groups 6. Hold Special Education Administrators Academy 7. Institute a Teacher Collaboration Microcredential and Stipend: supporting current/former school-level ELA and Math curriculum leaders in becoming experts at planning and facilitating teacher collaboration grounded in HQIM and the lesson preparation cycle. |
| <p>Staffing Supports</p> <ol style="list-style-type: none"> 1. Allocate Grow Your Own Apprenticeship Grants (prioritized access) 2. Allocate Pre-Apprenticeship/Teach for Tomorrow Associate’s Degree Expansion Grants 3. Support enrollment in iteach and one-year local licensure flexibilities 4. Conduct division-level staffing audit and technical assistance 5. Prioritize Licensure Technical Assistance 6. Launch Aspiring Principals Cohort: preparing aspiring leaders for the principalship through a yearlong cohort. 7. Provide training for HR leaders: yearlong fellowship providing professional learning on implementing a division-specific recruitment and retention strategy. | <p>Non Academic Barrier Supports</p> <ol style="list-style-type: none"> 1. Continue school-based attendance team networks that focus on removing attendance barriers 2. Prioritize Youth Mental Health First Aid Grants to high-needs schools 3. Support divisions in removing opioid- and drug-addiction barriers 4. Train divisions in strategies to remove food and housing insecurity barriers 5. Implement school climate survey and technical assistance planning 6. Release parent engagement toolkits and technical assistance 7. Provide family multi-lingual literacy supports: take-home books with parent supports 8. Purchase and roll out Parent Literacy App |

Elementary schools received their data and technical support in September 2024 to calculate where their school may be under the new Framework and where they might need further support ahead of the first official year under the new Framework in 2025-2026 school year. In mid-October, both middle schools and high schools began to receive their data and technical support to internally model where their school may fall under the new Framework and identify areas of support needed to improve for every student.

The Board voted in July 2024 to finalize the revised regulations that codify the School Performance and Support Framework, with the regulations finalized on September 25, 2024. The Board voted in August 2024 to approve Virginia’s ESSA State Plan, which was submitted to the U.S. Department of Education on September 3, 2024, for approval.

Adoption and Implementation of Rigorous *Standards of Learning*

Implementation of 2023 Math Standards

The 2023 “best in class” Mathematics *Standards of Learning* were approved by the VBOE on August 31, 2023, and are currently being implemented in the 2024-2025 school year.

To support the Board-approved standards, the Department, in conjunction with mathematics leaders and teachers across the Commonwealth, developed the resources below for educators to use in implementation of the 2023 Mathematics *Standards of Learning*.

- The [Mathematics Instructional Guides](#), companion documents to the 2023 Mathematics *Standards of Learning*, amplify the standards by defining the core knowledge and skills in practice, supporting teachers and their instruction, and serving to transition instruction from the 2016 Mathematics *Standards of Learning* to the newly adopted 2023 Mathematics *Standards of Learning*.
- As a supplement to the Mathematics Instructional Guides, the [Mathematics Concepts and Connections Articulation Guide](#) connects prerequisite learning within the context of new learning allowing teachers to build and support connections between the relevant prerequisite skills and grade level/content area work in support of students’ access to content.
- [Exemplar Mathematics Instructional Plans](#) provide educators with examples of instruction aligned with the 2023 *Mathematics Standards of Learning*.
- The [Summary of Analysis between Virginia Standards of Learning and 2026 NAEP Framework](#) provides educators with clarity on how Virginia’s SOLs are aligned to the 2026 NAEP framework.
- [Mathematics Item Maps](#) provide descriptions and examples of test items students were likely to answer correctly based on the vertical scaled score they achieved on their state

assessment. A vertical scaled score is a score that allows comparisons between Virginia Growth Assessments and *Standards of Learning* tests. Each item map provides examples of test question descriptions of test questions at difference score points within the vertical scaled score range for a specific grade and subject.

- Exemplar [Mathematics Practice Items](#) and the Mathematics Tools Practice along with the Guided Practice Suggestions will be updated Winter 2024 to include new item types aligned to the 2023 Mathematics *Standards of Learning* (field tested in Spring 2024). Mathematics Test Blueprints aligned to the 2023 Mathematics *Standards of Learning* have been recently released to the field through the Office of Student Assessment.
- New to the Virginia Department of Education, are Mathematics Division Support Specialists who support educators through a regional hubs model across the Commonwealth to network and collaboratively support teachers with the implementation of the standards.

To support the implementation of the standards approved by the Board, teachers, principals, school leaders and division leaders engaged in Regional Literacy and Mathematics Symposiums throughout June and early August of 2024 in each of the eight Superintendent’s Regions. This train-the-trainer professional development model allowed participants to gain a deeper understanding of standards implementation and high-quality instructional materials; research-based best practices and pedagogy in mathematics; and an understanding of a “mathematizing” culture of learning through the key pillars of strong instruction, deep engagement, grade-appropriate assignments, and high expectations as evidenced through mathematical complexity and building a mathematical community. Sustained professional development will be provided by the Department’s Mathematics Team as a continuation of this work during the 2024-2025 academic year.

On April 25, 2024, the Board authorized the Department to proceed with a revised Mathematics Textbook and Instructional Materials Approval Process (see [Written Report of Mathematics Textbook and Instructional Materials Approval Process](#)). The timeline was revised and extended to allow for the submission of high-quality instructional materials in addition to the K-12 curriculum materials (textbooks). The addition of high-quality materials is intended to further support teachers in the classroom.

The Department will work to ensure that publishers have accomplished this by establishing the following evaluations for all materials submitted (as requested by the field): 1) an accuracy review based on the Textbook Publisher’s Certification and Agreement; 2) a review for correlation to the Virginia 2023 Mathematics *Standards of Learning*, content, bias, and suitable instructional planning and support based on the evaluation criteria used by review committees; and, 3) a public examination of materials during a public review and comment period.

Implementation of 2023 English Language Arts Standards and the Virginia Literacy Act (VLA)

Like the Math Standards Review and Approval process, the Board reviewed the English *Standards of Learning* document for First Review on January 25, 2024. The Board hosted virtual and public hearings and gathered feedback through digital submissions. This process was advertised in multiple ways including social media, partnerships, and outreach to school divisions to encourage hearing perspectives from all stakeholders. Incorporating the feedback from stakeholders, the revised SOL were then presented to the Board for Final Review. The 2024 English *Standards of Learning* were approved by the Virginia Board of Education on March 28, 2024. The 2024 English *Standards of Learning* represent "best in class" standards and are currently being implemented in the 2024-2025 school year, which will align to the timeline set forth in the Virginia Literacy Act for grades K-8.

After the Board approved the standards, the Department, along with English and literacy leaders and teachers, developed the resources below to support educators with the implementation of the 2024 English *Standards of Learning*.

- The [Crosswalk](#) supports educators with understanding the new structure and rigor of the 2024 English *Standards of Learning* and provides an overview of the revisions to the 2017 English *Standards of Learning*. Components of the resource include a summary of the content in each content strand, a comparison chart between the 2017 English SOL and the 2024 English SOL, and summary charts documenting the changes in each grade level.
- The [Overviews of Revisions](#) provide grade-level specific overviews of the changes in both the structure and content of the 2024 English *Standards of Learning* and explain the increase in rigor and academic expectations from the 2017 English *Standards of Learning*.
- The [Understanding the Standards](#) document offers targeted instructional guidance on grade level content and instructional practices. Details within each grade level document provide in-depth explanations regarding the expectations for what should be included during instruction.
- The [Grade Level Side-By-Side](#) charts show the vertical progression of the standards across grade levels and can be utilized to support planning for appropriate scaffolds to meet grade level expectations and extension opportunities for students. The [Bridging Grade Level Side-By-Side](#) charts show vertical progression of the standards at the transition grade levels and can be utilized to support instructional planning for the bridging grades that transition to the next grade band level.
- The [Progression Charts](#) illustrate how skills and content increase in complexity from kindergarten to grade twelve. Each strand chart clarifies where skills and content first appear in a grade level, how skills grow in complexity throughout grade levels, and when skills are subsumed into other skills and no longer explicitly taught in a grade level.

- The Department [conducted an external review of the new English Standards of Learning \(SOL\)](#) in comparison to the Reading Framework for the 2026 National Assessment of Educational Progress (nagb.gov). The crosswalk and analysis found overall strong alignment between Virginia’s new English SOL and the NAEP Reading Framework.
- To support the implementation of the Standards, teachers, principals, school leaders and division leaders engaged in Regional Literacy and Mathematics Symposiums (June and August 2024) in each of the eight superintendent’s regions. This train-the-trainer professional development model allowed participants to gain a deeper understanding of standards implementation using high-quality instructional materials and research-based best practices and pedagogy in literacy.
- Ongoing professional development will be provided by the Department English Program as a continuation of this work during the 2024-2025 academic year.
- The Board will work with the department to create a list of exemplars to support educators with full text options for instruction.

Secondary Textbooks

On April 25, 2024, the Board authorized the Department to proceed with a revised secondary English Textbook and Instructional Materials Approval Process (see [Written Report of English Textbook and Instructional Materials Approval Process for Grades 6-12](#)). The timeline was revised and extended to allow for the addition of high-quality materials to further support teachers in the classroom. The Department will work to ensure that publishers have accomplished this by establishing the following evaluations for all materials submitted (as requested by the field): 1) an accuracy review based on the Textbook Publisher’s Certification and Agreement; 2) a review for correlation to the Virginia 2024 *English Standards of Learning*, content, bias, and suitable instructional planning and support based on the evaluation criteria used by review committees; and, 3) a public examination of materials during a public review and comment period.

Virginia Literacy Act (VLA) Implementation

As school divisions prepare for full implementation of The Virginia Literacy Act (VLA) in the 2024-2025 academic school year for grades K-8, each of the 131 school divisions in the Commonwealth developed and submitted a Division Literacy Plan. Divisions indicated their approach to meeting the requirements set forth in the VLA, identifying their selected Virginia Literacy Partnership (VLP)-approved core curriculum, program and plan for providing professional learning for educators, and process for monitoring student progress. To support divisions in this effort:

- The Board approved the K-5 core curriculum list, vetted by VLP to ensure each available curriculum aligns with science-based reading research.
- The Board approved an assessment schedule for the Virginia Language and Literacy Screening System (VALLSS). This new set of comprehensive screeners will serve as an

early warning system for educators to better understand early literacy teaching targets. Students who are found to be at a high risk of reading failure will have a Student Reading Plan for the year. The Department and VLP will provide exemplar samples of Student Reading Plans to support the field.

- The Board approved an initial list of [supplemental](#) and [intervention](#) curriculums for grades K-5, recommended by VLP. The next set of recommended K-5 programs for supplemental and intervention will be brought forward to the Board during the 2024-2025 academic year, and 6-8 supplemental and intervention programs are anticipated in early 2025. Students who are found to be at high risk based on the VALLSS screener will receive intervention.
- In 2022, the General Assembly passed the VLA to improve literacy outcomes for students in the Commonwealth. As part of the VLA, K-8 educators are required to receive training in evidence-based literacy instruction aligned to science-based reading research. The VLP designed professional learning Canvas courses that support educators understanding of evidence-based literacy practices. In addition to the Canvas courses, the Board approved alternative professional learning for educators. As announced in the [June 2024 Literacy Update](#), the Board updated the options that K-8 educators have for completing the required VLA training by the end of the 2024-2025 school year:
 - UVA-developed Canvas Course
 - LETRS Volume 1 and UVA Canvas Course
 - LETRS Volumes 1 and 2 (2019 version) and UVA Capstone Course
 - Orton-Gillingham courses that meet the below criteria and UVA Capstone Course:
 - 25 hours of training
 - Includes content on encoding/decoding, phonemic awareness for K-3, fluency, dyslexia, comprehension, complex text, and data literacy.
- The Department communicates to division leaders about Board updates related to the components of the VLA and literacy in Virginia by publishing monthly [Virginia Literacy Updates](#) and hosting regular office hours to provide clarifications and address specific questions from division literacy leaders regarding implementation of the VLA and the English SOL.
- The Department has developed a Reading Specialist Microcredential to allow educators to add provisional Reading Specialist endorsement to their Virginia teaching license. This provisional license will be valid for five years. In Summer of 2024, approximately 800 teachers have enrolled in the course, and approximately 90 teachers have completed all microcredential requirements by September 1, 2024.
- The Department provides regional hubs for virtual online providers, so virtual students can also have in-person evidence based screening.

New to the Department are English Division Support Specialists who support educators through a regional hubs model across the Commonwealth to network and collaboratively support teachers with the implementation of the Board-approved standards, VLA, and Board-approved curriculum.

Virginia Literacy Act Training

To support implementation of the Virginia Literacy Act, the Board-approved English Standards, and Board-approved English high quality instructional materials, the Department supported educators at the school and division level with numerous professional learning and development opportunities that began Spring 2024 to ensure educators were prepared for the 2024-2025 school year.

Literacy Implementation Network Series

All 131 Virginia school divisions participated in four sessions hosted in the spring of 2024 that supported division and school leaders in creating a Division Literacy Plan, understanding how to implement high quality instruction materials aligned to Board-approved standards and evidence-based reading research and instruction, and use the Virginia Literacy Playbook for comprehensive division implementation. This series supported leaders in creating a plan to ensure supports are in place for teachers and students as they learn new standards with Board-approved high quality instructional materials, administer and use literacy screener data from the Board-approved assessment calendar, and receive Board-approved literacy training.

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| Session 1, February 8, 13, 20, 21, 23, 29 (x2), 2024 and March 7, 2024: | Launching Our Work and Building Investment in a Literacy Vision | This session reviewed the process for leading impactful systems-level change to improve literacy outcomes for all of Virginia’s students. Participants explored the Division Literacy Plan, deepened their understanding of the components of a coherent literacy strategy, and developed and/or refined their school division literacy vision while planning to share and invest all stakeholders in this vision. |
| Session 2, March 12, 13, 19, 21 (x2), 22, 28, 2024 | Effective Leadership during Adoption and Early Implementation of HQIM | This session focused on leadership of the VLA: Roles & Responsibilities, HQIM Selection and adoption and buy-in. Time was allotted for school divisions to work as division teams, network with other divisions in their session and work on setting meaningful goals and monitoring progress. |
| Session 3, April 9, 10, 16, 18, 19, 25 (x2), 29, 2024 | Establishing the Conditions for Successful HQIM Implementation | This session unpacked the VLA Implementation Playbook so that participants could understand how it can be used to support efforts. Additionally, teams explored the enabling conditions for successful VLA and HQIM implementation (including structures, expectations, teacher and leader development, investment, and more) and analyzed which conditions for success are already in place within their division, and |

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|---|--|--|
| | | which to prioritize planning for this spring. Lastly, school divisions continued developing their Division Literacy Plan with their teams, using guidance from the Playbook. |
| Session 4, April 24, and May 6, 10, 13, 14, 16 (x2), 21, 2024 | Deepening Support for Teachers- Professional Learning and Collaborative Planning | This session focused on deepening supports for teachers, professional learning, and collaborative planning. Participants engaged in conversations around effective Year 1 high quality instructional material implementation, developed an understanding of the difference between preparing to teach with HQIM and traditional planning, and identified and reflected on structures and systems necessary in supporting effective intellectual preparation for HQIM. Lastly, school divisions continued developing their Division Literacy Plan with their teams, using guidance from the Playbook. |

Principal and Assistant Principal Training

For school leaders to support teachers in VLA and Board-approved English standards and curriculum implementation, training was provided to principals and assistant principals. As of July 2024, 1,493 elementary and middle school administrators have been trained through the VLP. Training for school level leaders was provided through a one day, in-person session created by VLP. Leaders learned why early literacy instruction matters for long term success of students, information about VLA requirements, understanding the role of reading specialists, a review of tools and action steps for school leaders, and information on evidence-based literacy instruction resources such as Board-approved core, supplemental, and intervention curriculum.

Reading Specialist Training

Reading specialists are required per the VLAA's of July 2024, 1,806 elementary reading specialists have been trained through VLP. The Reading Specialist training consists of a two-day, in-person Reading Institute and nine Canvas modules developed by VLP. Participants learned the major changes in the shift to science-based reading research for all students, information about the VLA requirements, information on the updated screener based on the science of reading research, Board-approved curriculum and instruction requirements, and evidence-based literacy instruction resources and additional training available.

Division Leadership Training

As of July 2024, 268 ELA, Title I, & Special Education Directors and 18 TTAC representatives have been trained through partners at Virginia Literacy Partnerships. Training for division-level leaders was provided through a one day, in-person session created by VLP. Leaders learned why early literacy instruction matters for long term success of students, information about VLA requirements, understanding the role of reading specialists, a review of tools and action steps for division leaders, and information on evidence-based literacy instruction resources such as Board-approved curriculum and additional training available.

Teacher Training

The following chart outlines the Board-approved professional learning requirements for Virginia educators according to the Virginia Literacy Act. Details in the chart include information around the release date for each course, the number of modules in each course, and the anticipated length of time it will take to complete each course. At this time, divisions are asked to prioritize educators enrolled in the courses according to the chart. Administrators attend the in-person trainings offered through VLP. As of August 12, 2024, 792 teachers have completed the required. Teachers have until the beginning of the 2025-2026 school year to complete the required training.

| Educator Group | VLA Requirements | Anticipated Canvas Modules Release | Number of Canvas Modules | Approximate Completion Time |
|---|---|------------------------------------|---|-----------------------------|
| K-5 Reading Specialists | Required to attend Reading Institutes (Summer/Fall 2023 or Fall 2024) and complete Canvas modules* | September 2024 | 9 | 3-4 hours per module |
| K-5 Teachers with no LETRS or Orton-Gillingham courses that meet the specified criteria (Classroom, Special Educators, EL Teachers) | Required to complete K-5 Teachers Canvas Course | July 2024 | 9 | 2-3 hours per module |
| K-5 Teachers who have completed LETRS Volumes 1 & 2 OR Orton-Gillingham courses that meet the specified criteria (Classroom, Special Educators, EL Teachers) | Required to complete K-5 Teachers Capstone Canvas Course | July 2024 | 3 | 1-1.5 hours per module |
| K-5 Teachers who have completed ONLY LETRS Volume 1 (Classroom, Special Educators, EL Teachers) | Required to complete K-5 Teachers Language & Comprehension Canvas Course | July 2024 | 7 | 2-3 hours per module |
| K-8 Principals | Required to attend Reading Institutes (Summer/Fall 2024) | N/A | <i>No Canvas modules are planned for K-8 principals at this time.</i> | N/A |
| 6-8 Reading Specialists | Required to attend Reading Institutes (Fall 2024) and complete 6-8 Reading Specialists Canvas Course | September 2024 | 9 | 3-4 hours per module |
| 6-8 ELA Teachers with no LETRS or Orton-Gillingham courses that meet the specified criteria | Required to complete 6-8 ELA Teachers Canvas Course | September 2024 | 9 | 2-3 hours per module |

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|---|---|----------------|-----|------------------------|
| 6-8 ELA Teachers who have completed LETRS Volumes 1 & 2 OR Orton-Gillingham courses that meet the specified criteria (ELA Classroom, Special Educators, EL Teachers) | Required to complete 6-8 Teachers Capstone Canvas Course | September 2024 | 3 | 1-1.5 hours per module |
| 6-8 ELA Teachers who have completed ONLY LETRS Volume 1 (ELA Classroom, Special Educators, EL Teachers) | Required to complete 6-8 Teachers Language & Comprehension Canvas Course | September 2024 | 6 | 2-3 hours per module |
| 6-8 Content Area Teachers (Content Classroom, Special Educators) | Required to complete 6-8 Content Teachers Canvas Course | September 2024 | 3 | 1-2 hours per module |
| K-8 Specialty and Resource Teachers (<i>e.g., art, music, PE, CTE, resource</i>) | Optional non-Canvas module and will be available on the public UVA website | September 2024 | N/A | 1-2 hours |

Reading Specialist Microcredential for Provisional License

In Summer 2024, approximately 800 teachers enrolled in the microcredential course, and 80 teachers have completed all microcredential requirements. In this microcredential, participants explore evidence-based literacy instruction and science-based reading research as well as the identification of the appropriate interventions, accommodations, and teaching techniques. Participants complete seven modules that are self-paced components and offer checks for understanding. Two modules offer a Summative Performance Task that participants must pass in order to receive a certificate of completion. It is estimated to take 45 hours to complete the course. The Reading Specialist Microcredential certificate can be submitted with an application for an Add-On Provisional Reading Specialist endorsement to the licensure department.

Literacy and Math Symposiums

The Board approved K-12 English and Math Standards of Learning, and to support implementation, the Department's English and Mathematics instructional teams conducted the Summer 2024 Literacy and Mathematics Symposiums in each Superintendent's Region in Virginia. The Literacy and Mathematics Symposiums utilized a train-the-trainer model of professional learning which trained attendees on evidence-based best practices including the use of Board-approved High Quality Instructional Materials (HQIM). The adoption of HQIM allows divisions to provide materials and professional learning aligned to state standards and include evidence-based strategies, inclusive practices, and teacher supports that are the basis for strong instruction needed to support students as they gain mastery of discipline concepts and practices.

Eight regional symposiums were held with 738 teachers and instructional leaders attending the June symposiums and 264 attending in August. Materials for these sessions are available to teachers and leaders through the state's professional learning platform, Canvas. The symposiums serve as a springboard for additional ongoing regional support for divisions.

Implementation of 2023 History/Social Studies Standards

History and Social Science SOL were approved in April 2023. The SOL outline an appreciation of the attributes and actions that have made America the world's exemplar of freedom, opportunity, and democratic ideals. The standards discuss the importance of providing students an in-depth and honest understanding of the complexities of United States, Virginia and world history. The History and Social Science Principles focus on not only the students' exploration and understanding of history, social science, political, and economic systems and how those intersect, but the important role that they as individuals and collectively play in engaging in the political process to fulfill their civic obligations to maintain our democracy.

VDOE is supporting implementation of the Board-approved History and Social Science Standards through the release of Instructional Guides and trainings for educators. VDOE collected feedback from stakeholders on the types of resources and supports needed on implementation, considerations for the instructional resources, and opportunities for cross-connections into other content areas. Ongoing feedback will be collected and technical support will be provided to divisions during implementation of the standards.

Adoption of 2024 Computer Science Standards and Implementation to Date

Just like the English and Math Standards Review and Approval process, the Board reviewed the Computer Science *Standards of Learning* document for First Review. The Board held virtual and public hearings and received online feedback. This process was announced through social media, organizations, and outreach to school divisions to encourage all voices to be heard during the process. After including the feedback from stakeholders, the revised SOL were presented to the Board for Final Review. The 2024 Computer Science *Standards of Learning* were approved by the Virginia Board of Education on June 21, 2024. The 2024 Computer Science *Standards of Learning* will be fully implemented during the 2025-2026 school year.

Following the adoption of the [“best in class” 2024 Computer Science Standards of Learning](#), the Department launched professional learning opportunities and resources to support educators in understanding the new Board-approved standards.

- The Department held the annual regional meeting for Computer Science division leaders, in which 85 division leaders attended. The meetings took place across all eight superintendent regions from July 22-August 13, 2024. The Department’s Educational Technology and Classroom Innovation Department will continue to support school division leaders through quarterly meetings throughout the school year: three virtual meetings: October 2024, January 2025, April 2025 and one in-person Summer 2025 quarterly meeting.
- During the 2024-2025 school year, the Department, in conjunction with various educational partners and school divisions will develop the following instructional resources:
 - The 2024 Virginia General Assembly, in its effort to promote the advancement of computer science education for all students and support the high demands of the Commonwealth’s workforce, has provided funding for computer science grants up to \$1.35 million dollars. The Department manages this grant which provides school divisions with additional resources to implement the Board-approved computer science standards and strengthen knowledge and interest in computer science among PK-12 students and educators with a goal of broadening participation in computer science. The Department anticipates awarding 19-21 awards directly to school divisions.
 - The Computer Science Instructional Guides, companion documents to the 2024 Computer Science *Standards of Learning*, amplify the standards by defining the core knowledge and skills in practice, supporting teachers and their instruction, and serving to transition instruction from the 2017 Computer Sciences *Standards of Learning* to the newly adopted 2024 Computer Science *Standards of Learning*.
 - The Department, in collaboration Old Dominion University, will update 2017 Computer Science Standards of Learning resources and the K-5 microcredential course. [Advancing Rural Computer Science](#) is a professional development program for Virginia K-5 educators seeking to integrate computer science into elementary subject areas such as English, mathematics, science, and social studies. Advancing Rural Computer Science (ARCS) is administered by [The Center for Educational Partnerships](#) at Old Dominion University in collaboration with Virginia Department

of Education and CodeVA. ARCS is made possible by a grant from the United States Education Department.

- As a supplement to the Computer Science *Standards of Learning* Instructional Guides, in partnership with CodeVA, the Department will develop a professional development course to support divisions in new standards implementation and a Computer Science Integration Guide and Toolkit to provide support and guidance for teachers for seamless transition from the 2017 Computer Science *Standards of Learning* to the 2024 Computer Science *Standards of Learning*. The Integration Guide and Toolkit will define opportunities and examples of K-8 computer science integration aligned to the English, science, mathematics, and history and social science *Standards of Learning*.
- Sustained professional development will be provided by the Department in partnership with Germanna, VASS, and CodeVA during the 2024-2025 school year. This is in accordance with the General Assembly appropriated funding to CodeVA for the development, marketing, and implementation of high-quality and effective computer science training and professional development activities for public school teachers throughout the Commonwealth for the purpose of improving the computer science literacy of all public-school students in the Commonwealth using the Computer Science *Standards of Learning*.

During the standard development process, the Department has maintained its role in the Virginia Commonwealth University “Computing in the Commonwealth” research project partnership and data research with the Expanding Computing Education Pathways (ECEP) Common Metrics Project. Both projects focus on research and data development to assess capacity, access, participation, and student experience in secondary computer science programs across the Commonwealth. The outcomes of both projects will consist of publicly facing dashboards and ancillary reports and presentations. These projects are active and ongoing.

ETCI has been instrumental in supporting the implementation of the Board-approved *Standards of Learning* (SOLs) by delivering SOL-aligned courses, materials, and resources through partnerships with Multidivision Online Providers (MOP), Virtual Virginia, GoOpenVA, and public media stations. The focus on high quality SOL connections enables educators to shape teaching and learning from curriculum content to assessment design.

Eliminating Barriers and Prioritizing Innovative Learning Models

Reduction of Regulatory Barriers (Executive Order 19)

Executive Order 19 (“EO 19”), promulgated by Governor Glenn Youngkin on June 30, 2022, directs executive branch agencies to reduce the number of discretionary requirements in their regulations by 25% by December 2025. This goal is driven by a desire to see the Commonwealth have a modern, streamlined, and transparent regulatory process which best serves the needs of the people.

To meet these requirements, the Board has begun initiating periodic reviews of all 59 of its regulatory chapters requiring periodic review. The Virginia Administrative Process Act (§ 2.2-4000 et seq. of the Code of Virginia) requires that all regulatory chapters be subject to a periodic review every four years to determine whether they should be retained, amended, or repealed. During such review, the agency is required to evaluate a chapter according to a set of [factors defined by statute](#), which consider whether and how the chapter is achieving intended results.

The Board has completed periodic reviews on 19 regulatory chapters and expects that an additional 6 chapters will be completed by the end of the year—or 42% of the Board’s total number of chapters. This process has allowed the public an opportunity to comment on regulations as well as provide subject-matter experts at the Department an opportunity to review regulations and offer suggestions to the Board.

Through the periodic review process and other regulatory actions that have been initiated, the Board expects to have eliminated 20.75% of discretionary requirements by the end of 2024. This places the agency on track to meet the 25% reduction goal required by EO 19. Additionally, the Board has been able to initiate actions to eliminate about 15% of the total number of chapters in the agency’s regulatory catalogue. While some of chapters were out-of-date or unnecessary, others were consolidated according to subject matter or requirements to increase usability.

The Board has also removed 38 documents from its list of guidance documents that it certifies as active and publishes on the Virginia Regulatory Town Hall. These documents accounted for 351,676 words, or 21.84% of the total guidance document word count. By the end of the year, the Board expects to remove 4 additional documents, which will bring the word count reduction total to 32.28%.

Implementation of 2023 Board SOQ Prescription: Seat Time Flexibility (H.B. 1477)

The Governor signed into law bipartisan [House Bill 1477](#) (Chapter 421, 2024 Acts of Assembly) requiring the Board to provide local school boards with maximum flexibility to waive existing instruction hour requirements, such as the century-old Carnegie Unit, by developing alternative instructional time models and updating the Standard of Accreditation (SOA) and the *Guidance Document Governing Certain Provisions of the Regulations Establishing Standards for Accrediting Public Schools in Virginia* as required in the legislation. These alternative time models would for example:

1. allow students to enroll in a supervised core content course (e.g., English) and prove mastery of the course in their own time;
2. allow students to supplement the completion of the required course with more than 140 hours of instruction through online, weekend, evening, or summer instruction and;
3. allow students to complete required courses through flexible models (e.g., virtual courses) that provide additional time for career and technical coursework and work-based learning experience requirements.

The Department and Secretary of Education team have held a series of listening sessions beginning in July 2024 to gather input from stakeholders. These listening sessions shifted from listening to

input in the Fall and have enabled staff to gather input and understand the preferences, priorities, and level of interest in different flexibility options as well as hurdles towards implementation and ways toward standardizing this process across the Commonwealth. A survey was also sent out following listening sessions seeking more in-depth input on questions asked at the sessions. These listening sessions will continue to be held throughout Fall 2024 and feedback will be captured in the final report draft.

The Department will present a model seat time notice form for school divisions, guidelines for use, and present draft guidelines and updates to the SOA to the Board during its December meeting. Full implementation of this act is expected for the 2025-2026 school year.

The Department is also gathering feedback from school divisions concerned about testing windows and barriers interfering with competency-based models. Ahead of the Spring 2025 assessments, the Department will share guidance for the 2025-2026 school year on competency-based testing approaches and how the agency will support the field, should they choose to utilize this new flexibility for students ready to demonstrate mastery.

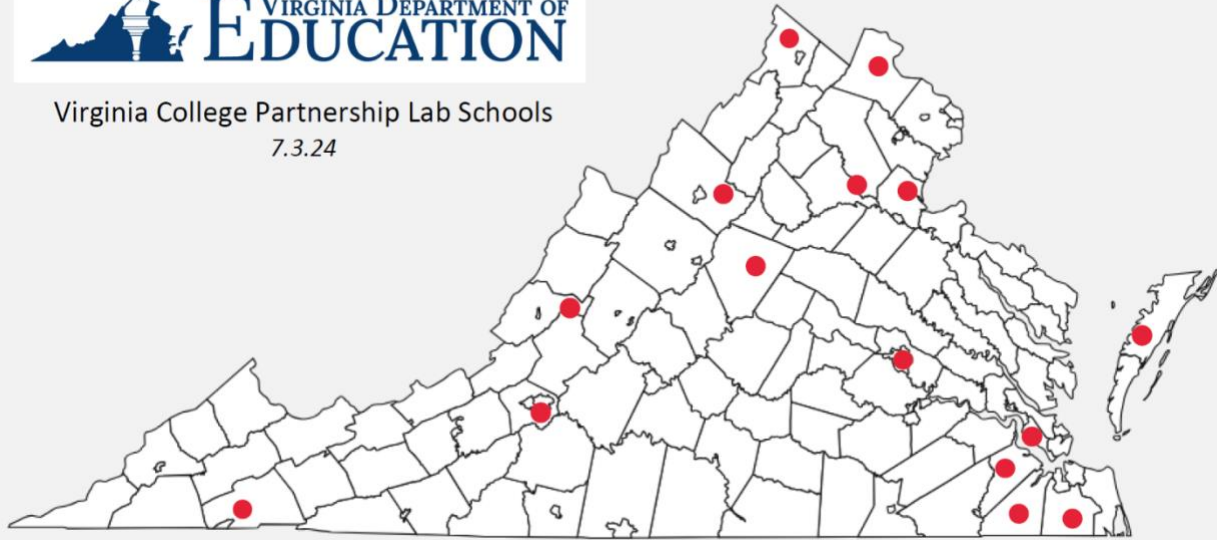
Approval of 12 New College Partnership Laboratory Schools

The Board oversaw the approval of 12 college partnership laboratory schools (lab schools) in 2024 which will provide more than 5,000 students from all regions of the Commonwealth with sustainable, innovative learning options that were designed in partnership with twenty higher education institutions, regional workforce and business systems, and early seventy K-12 school divisions. Virginia's 15 college partnership laboratory schools provide authentic, real-world experiences and career pathways for students in a wide variety of fields, including aerospace, health sciences, maritime trades, coding, education, computer science, and cybersecurity.

The existing lab schools were awarded and have obligated \$75 million funds from the College Partnership Laboratory Fund established by [Section 22.1-349.2](#) of the Code of Virginia for the purposes of establishing and supporting lab schools. The Board distributed the remaining balance after the General Assembly changed the eligibility requirements and recaptured \$25 million of the Innovation Fund. Now, lab schools are working toward sustainability and meet monthly to build sustainable innovation for the Commonwealth.



Virginia College Partnership Lab Schools
7.3.24



Lab schools leverage the resources, expertise, and capacity based at IHEs and employer partnerships to provide innovative educational service delivery models to public school students. While there have been several lab school models implemented in Virginia since the 1950s, the formal statutory framework for lab schools was established through legislation in 2010 and amended in 2022. This framework sets expectations for governance and accountability, among other requirements, and requires that eligible IHEs seek approval with the Board to open a lab school.

Out of the 15 Board-approved lab schools, six are currently in operation. These six include:

1. **The Academy for Innovation and Technology** at the University of Mary Washington (ATI-UMW): ATI-UMW provides an innovative experience merging the high-tech skill needs of today’s economy with the robust, critical thinking of a liberal arts and science foundation. <https://atiumw.org/>
2. **Future Educators Academy (FEA)** at Germanna Community College: FEA is a college partnership lab school that prepares future elementary and special education teachers through dual enrollment using accelerated, hands-on learning. FEA includes specialized transfer agreements, so students can graduate with a bachelor's degree and earn their teacher licensure two years after high school graduation. <https://germanna.edu/degrees-programs/start-college-high-school/early-college/future-educators-academy>
3. **CodeRVA at Virginia Commonwealth University: VCU x CodeRVA** is a joint project with VCU’s RTR Teacher Residency program and CodeRVA Regional High School to provide innovative computer science-focused education to students and a mentoring program for future teachers. <https://coderva.org/>
4. **Southwest Virginia Healthcare Excellence Academy Lab School (SWVA-HEALS)** at Emory & Henry College: SWVA-HEALS is a high school career academy for 10th-12th graders interested in pursuing careers in healthcare. The academy serves as a pipeline preparing future healthcare professionals to meet the workforce shortages in Southwest

Virginia. Emory & Henry’s School of Health Sciences, Virginia Highlands Community College, Wytheville Community College, the Southwest Virginia Higher Education Center and the A. Linwood Holton Governor’s School have partnered with local public schools to provide the opportunity for high schoolers to prepare for future opportunities in healthcare career pathways and education. <https://www.emoryhenry.edu/swva-heals/>

5. **UVA Innovation Hub at Charlottesville Middle School** at the University of Virginia: The UVA Innovation Hub is a middle school designed to teach computing skills through student-led, project-based learning. The UVA Innovation Hub helps students develop technical skills by solving real problems with computational tools and gives educators the opportunity to develop their expertise in planning and leading a learning environment that breaks out of the traditional classroom mold.
6. **JMU Lab School for Innovation and Career Exploration** at James Madison University: JMU’s Lab School for Innovation and Career Exploration is a partnership between James Madison University (JMU), Rockingham County Public Schools (RCPS), and Blue Ridge Community College (BRCC). The lab school provides high school students with interdisciplinary, hands-on, project-based learning opportunities that allow students to engage in real-world application of problem-solving. Students use these learning experiences to explore a wide variety of careers, in order to inspire and empower their own individual career readiness pathway. <https://www.jmu.edu/coe/initiatives/lab-school/index.shtml><https://www.jmu.edu/coe/initiatives/lab-school/index.shtml>

Looking ahead, Virginia College Partnership Laboratory Schools will continue to be featured as a key component of Virginia's work to integrate innovative practice across all divisions on behalf of students and teachers, with clear regional career pathway outcomes. Under direction of the Board President, the College Partnership Laboratory School Standing Committee will collaborate with the VDOE to strategically continue engagement of qualifying Virginia postsecondary institutions for future lab school establishment.

Transportation Modernization

School Bus Driver Critical Shortages

The *Code of Virginia* § [22.1-23](#) requires the Superintendent of Public Instruction to annually survey local school divisions to identify critical shortages of school bus drivers by geographic area and local school divisions. The criteria to determine if a school division has a critical school bus driver shortage is defined as receiving three or less qualified applicants when recruiting for a school bus driver position. The results of the [2023-2024 Annual Critical School Bus Driver Shortage Survey](#) revealed that eighty school divisions were experiencing a critical shortage of school bus drivers.

Pupil Transportation Initiatives

With bipartisan HB 937 signed into law by Governor Youngkin following the 2024 General Assembly session, Virginia school divisions are encouraged to explore low and no cost alternatives to the traditional model of using large-capacity yellow public school buses for most of their pupil transportation needs. Establishing walk and bicycle riding zones, use of city mass transit systems, and smaller capacity fleet vehicles are some options that can be used in conjunction with customary

methods to provide a flexible, efficient, and comprehensive public school pupil transportation solution. Currently, 10 percent of Virginia’s K-12 students walk to school. The Virginia Department of Transportation’s (VDOT) [Safe Routes to School](#) and [Walk to School Day](#) programs provide school divisions with additional resources, including grants, to create a safe alternative solution for the student’s daily transport to school that does not require a Commercial Drivers License driver given the local, statewide, and national bus driver shortage.

Type A School Buses

Type A buses with a capacity of 11-15 passengers can offer flexible and cost-effective solutions without requiring additional driver licensing requirements. The role of small-capacity vehicles in a school division’s transportation program supplements a division’s existing program by taking on smaller routes and serving students with specific transportation needs, thus providing flexible alternatives to combat the aforementioned bus driver shortage. On August 28, 2024, the Board unanimously approved the revised *Virginia Public School Bus Specifications* that addressed the need for the expanded use of Type A buses by increasing the maximum approved passenger capacity and clarifying licensing requirements on Type A buses with capacities of less than 16 passengers. These actions related to Type A buses provide school divisions more options for efficient transport of their students to school.

The Board may consider providing further clarity to the field on updating the regulations on modes of transportation ahead of the 2025-2026 school year for school divisions interested in pursuing additional modes of personalized or smaller fleet transportation.

Expanding and Strengthening Opportunities for Gifted and Advanced Students

In 2024, the Virginia Advisory Committee for Advanced Learning (VACAL) was established by the Board to address the current needs of learners across the Commonwealth and serve as the Board’s advisory body to provide input and guidance on the needs in advanced learning, Governor’s Schools, and in gifted education and more broadly inform the work of the Board on these matters. In 1982, the Virginia Advisory Committee for Education of the Gifted (VACEG) was created by the Board to provide guidance to the Board and Superintendent of Public Instruction about educational needs of students identified as gifted in school divisions. Four decades later, the concept of advanced learners in the Commonwealth has evolved beyond solely students identified as gifted to also include students enrolled in advanced coursework such as college credit-bearing courses like Advanced Placement and college and university classes. To address the current needs of advanced learners in Virginia, the VACEG was reconstituted as VACAL.

VACAL is charged to support and advise the Board on expanding and strengthening opportunities and programming for all academically and/or intellectually gifted and advanced students to maximize their potential for success. Programming includes gifted education, Academic-Year Governor's Schools, Summer Regional Governor's Schools, Summer Residential Governor's Schools, dual enrollment, Advanced Placement, International Baccalaureate, and Presidential Scholars.

The redesign of VACAL includes membership changes to ensure broader representation from educators and parents. VACAL’s 23 representatives include sixteen members from Superintendent

Regions 1 through 8, consisting of one division employee or administrator affiliated with gifted education and/or advanced academic programming and one parent from each region; one Academic Year Governor’s School (AYGS) Director; one higher education representative; one private school employee affiliated with gifted education and/or advanced academic programming; one division superintendent; two nationally-recognized experts in gifted education and/or advanced academic programming; and one Department representative (ex-officio, non-voting).

Enhanced Public Charter School Review Process

The Board received three new public charter school applications in 2024, prompting the Board to re-establish the public Charter School Standing Committee—which has not been active for three administrations—in March 2024 and enhance its application, evaluation rubric, and process for greater transparency in July 2024. The public Charter School Standing Committee serves as a technical review panel, consisting of five members with comprehensive charter school experience and expertise. The public Charter School Standing Committee held its first meeting in July of 2024 and anticipates review of submitted applications and future submissions to continue regularly in 2025.

[Section 22.1-212.15](#) of the *Code of Virginia* requires the Board to 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. No public charter school applications were reviewed by the Board in the 2023-2024 school year.

Seven public charter schools in five localities operated for students in the 2023-2024 school year:

1. Community Lab School, Albemarle County
2. Middleburg Community Charter School, Loudoun County
3. Hillsboro Charter Academy, Loudoun County
4. Patrick Henry School of Science and Arts, Richmond
5. Richmond Career Education and Employment Academy, Richmond
6. Green Run Collegiate, Virginia Beach
7. York River Academy, York County

Green Run Collegiate was one of eight Virginia schools recognized by the U.S. Department of Education this year as a [National Blue Ribbon School](#) and model of excellence.

The 2024-2025 accreditation data results, based on 2023-2024 assessments, are below. No Virginia public charter schools are identified for federal support and improvement.

| School/Division | Accreditation Status |
|--|----------------------|
| Community Lab School, Albemarle County | Accredited |
| Middleburg Community Charter School, Loudoun County | Accredited |
| Hillsboro Charter Academy, Loudoun County | Accredited |
| Patrick Henry School of Science and Arts, Richmond | Accredited |
| Richmond Career Education and Employment Academy, Richmond | Accredited |

| | |
|--------------------------------------|------------|
| Green Run Collegiate, Virginia Beach | Accredited |
| York River Academy, York County | Accredited |

No operating public charter schools were closed during the 2023-2024 school year.

Teacher Recruitment Strategies & New Pathways to Classroom

Based on various [VDOE reports](#), including the data collection of the [Position and Exit \(PEC\)](#), the [Staffing and Vacancy Report](#), the Instructional Personnel Data Collection System, Board of Education Annual Reports, Educator Preparation Program (EPP) enrollment figures, the [National Center for Education Statistics](#) (NCES), and anecdotal evidence from educators and school leaders across the state, Virginia school divisions are successfully navigating a regional educator shortages that predate the COVID-19 pandemic. For the 2022-2023 school year, NCES reported Virginia’s student-to-teacher ratio reached its lowest level in seventeen years, meaning class sizes are decreasing, and students are receiving greater attention in classrooms. More recent VDOE reporting confirms that from the school-year ended (SYE) 2022 – SYE 2024, 2,550 (+2.8%) more fully-licensed teachers were in Virginia’s public school classrooms.

In addition, the General Assembly and Governor Youngkin invested over \$5.88 billion in new K-12 money since 2022, including a 12% teacher pay raise followed by a 3% teacher pay raise for FY25 and another 3% teacher pay raise for FY26. This has been a critical investment for both teacher recruitment and retention.

School divisions continue to make positive strides in their efforts to address the localized educator shortages that remain after COVID. For both the 2022-2023 and 2023-2024 school years, Virginia’s teacher vacancy rate (3.9%) was slightly below the national average (4%). This achievement comes after the [National Center for Education Statistics](#) reported Virginia’s student-to-teacher ratio reached the lowest level in the last 17 years, reflecting unprecedented improvements in teachers’ workload and availability to serve students.

Divisions responding to the August 2024 staffing survey reported 3,156 vacancies for the 2024-2025 school year, 822 less than the 3,978 teacher vacancies reported on the first day of the 2023–2024 school year. This marks a 20.6% improvement over 2023-2024 levels, effectively reducing the statewide teacher vacancy rate to 3.4% for the 2024-2025 school year.

The landscape of critical shortages continues to vary across the Commonwealth, with 27% of school divisions reporting zero or one vacancy, an increase from last year's 20%, and 64 out of 131 school divisions (or 49%), reporting a vacancy rate under 2%. Twelve divisions reported a vacancy rate at 10% or higher. Of the 48-school divisions who reported rates above the state-wide average of 3.4%, only six of them come from Superintendent Regions 5, 6, or 7. The numbers of vacancies vary across divisions as well, with Fairfax, Chesterfield, Henrico, Hampton City, and Prince William accounting for 1,113 of the vacancies statewide, almost 35% of the August 2024 total.

The 2024-2025 Staffing and Vacancy Report, which consists of statewide data collected via the annual Positions and Exits Collection (PEC), has identified the top critical shortage teaching endorsement areas in Virginia:

- 1.) Elementary Education PreK-6
- 2.) Special Education PreK-12
- 3.) Middle Education Grades 6-8
- 4.) English (Secondary)
- 5.) Science (Secondary)

Analyzing trends in unfilled positions can clarify shortages, but it can distort the full picture of the educator landscape if not contextualized with recent legislative, policy, and operational changes. For example, the number of funded SOQ teachers and overall teachers have increased in Virginia. Localities are hiring (on average) 18% more teachers than required for SOQ positions. The number of teachers hired beyond SOQ required positions varies greatly by district with some school divisions hiring up to 3,051 positions above SOQ funding and others not fully filling the number of required SOQ funded positions. The SOQ formula in FY 2021 calculated that school divisions needed 113,500 FTE staff to perform the various functions of the K–12 system. However, local school divisions actually employed 171,400 staff to perform these responsibilities. From FY 2012 to FY 2022, K-12 student enrollment decreased by 6,834 and the actual number of teachers in Virginia increased by 3,489 and state SOQ funded teachers increased by 1,980. The student to teacher ratio has gone from 14.3 to 13.9 for SOQ teachers and from 12.2 to 11.8 for actual teachers from FY 2012 to FY 2022. School divisions have chosen to fund many more positions than those required by SOQ prescriptions. As a result, overall teacher positions have increased over the last ten years by 3.5% statewide. The percentage of divisions’ teacher staffing exceeds minimum SOQ prescriptions has increased from 17% in FY 2012 to 19% in FY 2022 – this overage represented an estimated teacher salary cost to localities of over \$1 billion in FY 2022.

As a result, we have seen special education teacher vacancies increase from 654 to 784, despite gains in filled positions outlined above. This represents 6.10% of the special education teaching workforce, compared to 5.30% in SYE2022. Despite the slight increase in vacancies, for the first time in over 20 years special education was not the number one critical shortage area (Elementary Education K-6 had 1314 vacancies).

Recruiting, growing, and retaining high-quality teachers is crucial to ensuring a best-in-class education for Virginia’s students. The Board’s responsibilities to set conditions for licensure have continued to be a top priority.

According to data made available through the U.S. Department of Education’s [Title II of the Higher Education Act’s](#) website, enrollment in Virginia teacher preparation programs has decreased from 13,511 students in the 2011-12 academic year to 8,777 in the 2019-2020 academic year (U.S. Department of Education, n.d.). This mirrors national trends in other teacher preparation programs. The most recent USDOE report from 2023 shows the numbers of students enrolled in Virginia teacher preparation programs have begun to grow by almost 300 new students (9,069). The number of teacher preparation program completers also grew by 388 over the previous year.

In September 2022, Governor Youngkin issued [Executive Directive 3](#) to address teacher shortages and remove obstacles preventing qualified individuals from filling critical vacancies. The directive

outlined nine actions the Administration was to take to address these shortages and ensure a great teacher for every classroom.

Originating from the objectives defined in Executive Directive 3, Virginia State Alternate Route to Teacher Licensure via the iteach program approved by the Board in July of 2023 has shown strong outcomes in its first year of since implementation. With a focus on effective teacher preparation as well as candidate satisfaction, the program continues to gain traction, with key achievements and data points from the 2023-2024 academic year highlighting the program's success in preparing and placing educators in Virginia's areas of critical need.

Since July 2023, 83 teachers have successfully completed the iteach program, 490 teachers have been hired to teach during their 'residency periods,' and 914 candidates seeking provisional licensure are currently enrolled. In addition, 137 special education teacher-candidates are currently in the pipeline for critical shortage areas. 100% of candidate satisfaction surveys respondents expressed satisfaction with the iteach program overall, with a high percentage of respondents indicating that they felt adequately prepared for classroom teaching at the conclusion of their residency year and that they would recommend this programs to others seeking provisional licensure.

Virginia's Board continues to provide new pathways for educators including new innovative pathways for special education educators.

To support the Board's efforts to support and deliver on the Governor's Executive Directive 3, the Superintendent of Public Instruction and the Commissioner of the Department of Labor and Industry established a registered teacher occupation apprenticeship program with school divisions and educator preparation providers to train and license new teachers, including paraprofessional educators. Virginia received a State Apprenticeship Expansion Formula (SAEF2) grant by the U.S. Department of Labor to develop and expand Registered Teacher Apprenticeship Pathway and pre-apprenticeship pathway opportunities in Virginia. The \$6 million grant will enable Virginia to focus on expanding its current 28 participating school divisions [offering rigorous teacher apprenticeships](#) for K-12 educators and building pre-apprenticeship on-ramps into the teaching profession. Requiring 288 minimum hours of related technical instruction (RTI) and at least 2,000 on-the-job training hours, the Department's Grow Your Own – Registered Teacher Apprenticeship model is federally recognized, nationally approved, and state monitored by the Board. The GYO or apprenticeship programs are designed as partnerships between local school divisions and higher education teacher preparation programs.

Unlike traditional college teacher preparation programs, these programs allow aspiring educators to get a greater level of exposure to an actual K-12 classroom within extended apprenticeships at the same time as they experience high-quality coursework throughout their apprenticeship resulting in higher retention of theory and extensive opportunities to practice what they are learning. More importantly, the apprentices become part of the school community and are more likely to stay in teaching than traditionally prepared teachers.

The Board in collaboration with the Department continue to update regulations to better align with the General Assembly and Governor's efforts to strengthen the teacher licensure processes by

identifying areas needing improvement and reducing unnecessary red tape while still ensuring high standards in order to recruit more out of state teachers, retired teachers, career switchers, military veterans and other professionals with much to offer students. Multiple laws with bipartisan support will help school divisions meet their local teacher staffing needs, including a new local eligibility license option and Virginia now has universal teacher licensure for teachers out of state in good standing to enter K-12 classrooms even faster. While more work is needed to eliminate unnecessary barriers for highly trained, technically credential individuals to address major shortages like CTE, the Commonwealth with the help of the Board made huge strides this year ahead of the start of the 2024-2025 school year to empower superintendents and governing boards with more hiring tools than prior school years.

The Department further supported the Board's focus on improved efficiencies for teacher licensure by adding and training staff, continuing the upgrade of the licensure system, and providing personal supports to applicants and divisions, the backlog of licenses is less than 30 days for particularly challenging cases and less than one week for most cases. Customer service aspects have been enhanced with a modernized call system, fully staffed email response team, as well as several outward facing support documents and training videos. The department will also be spreading best practices learned from the lab school in Germanna.

Leading the Nation in Early Childhood Care and Education

Under the leadership of the Board, Virginia continues to lead the nation in developing an accountable, strategic, high quality early childhood care and education (ECCE) system that values parental choice, transparency, and public-private regional infrastructure. In 2023-2024, Virginia built out the build essential infrastructure to employ local decision making and guides a responsive ECCE system to parent demand; conducted 28,000+ rigorous ECCE classroom observations and now has child care and early learning site profiles available on 3,000+ publicly-funded sites to inform parent choice; and an integrated data system (LinkB5) that enables extensive data gathering and analysis to guide state and local decision making and support a transparent and accountable system. The Board oversees all aspects of this system and reviews policies after they have been endorsed by the Early Childhood Advisory Committee (ECAC).

Since 2019, Virginia leaders have increased the number of families benefiting from publicly-funded ECCE services by 52%, expanded the number of publicly-funded ECCE sites by more than 40%, and leveraged historic new federal and state investments in ECCE that totaled over \$560 Million in 2023-2024. Thanks to the efforts of Governor Glenn Youngkin via the *Building Blocks for Virginia Families* initiative and the General Assembly, the FY2025-2026 biennial budget includes significant state general fund investments of over \$1.1 billion new monies to sustain enrollment at the end of FY2024 for the duration of FY2025, with the annual slot target set at 42,719, which represents a doubling of the number of parent-choice slots provided pre-pandemic.

Under the Board, the Department administers a unified governance model for the state's ECCE system including but not limited to: the Virginia Preschool Initiative (VPI), the child care subsidy program (CCSP), child care licensing for centers and family child care (FCC) homes, early childhood special education (ECSE), and Mixed Delivery in private settings and in coordination with Head Start and Early Head Start programs. The Department - in partnership with the Virginia

Early Childhood Foundation (VECF), Virginia’s public-private partnership organization charged with leveraging innovative strategies to build state and local capacity for early childhood success; researchers at the School of Education and Human Development at the University of Virginia (UVA); families; and many state and local stakeholders - have led the state’s innovative system development work.

In response to state law passed in 2020, Virginia, under the authority of the Board, developed VQB5 to support families to choose quality services and measure and improve the quality of all publicly-funded ECCE sites, including: CCSP, the Virginia Preschool Initiative (VPI), VECF Mixed Delivery, Early Childhood Special Education, Title I Preschool, Head Start/Early Head Start, local government child care assistance such as Fairfax’s Child Care Assistance and Referral (CCAR) program, federally-funded Child Care Access Means Parents in School (CCAMPIS), and Department of Defense Military Child Care Fee Assistance (MCCYN) ECCE services.

Under the authority of the Board, the VBQ5 measurement and improvement system leverages the valuable insights of families regarding the ECCE services their children need; ensures families can access quality options that provide culturally and linguistically responsive programming; enables deeper engagement in their child’s teaching and learning; and is designed to inform and support family choice. VQB5 measures the quality of infant, toddler and preschool teaching and learning based on two nationally recognized quality indicators: quality of adult-child interactions (measured using the CLASS tools in every classroom at least twice annually) and optional use of an approved curriculum (measured by use of a Department-approved curriculum, including STREAMin3, Virginia’s ECCE curriculum, training, and implementation resources provided at no cost through UVA).

Since 2020, the Department has worked closely with the Board, stakeholders, and practitioners to implement VQB5 including 2 practice years. This spring, the Board approved VQB5 Guidelines for 2024-2025 after these materials were endorsed by the ECAC.

Virginia has exemplars from across the public-private system. 79 sites including public schools, child care, family day homes, and Head Start earned Exceeds Expectations ratings. These sites would be considered nation-leading in terms of what children are likely to experience in these settings. 8 out of 9 Ready Regions have at least one Exceeds Expectations site. 60% of the sites that received Exceeds Expectations were in private settings. Ensuring that there are high quality public-private options is essential as two-thirds of Virginia families indicate that they would prefer options in private settings that better meet the needs of working families. More than 85% of publicly-funded sites have chosen a quality curriculum that meets state standards. 51 sites or less than 2% of all public-private sites received a Needs Support Rating. At these sites, teacher-child interactions did not meet state expectations and there was little use of quality curriculum.

In accordance with state guidelines, these sites have already begun participating in Virginia’s new, mandatory site improvement process, including site visits, individualized consultation and improvement planning, and are the priority for state-provided professional development, training, and technical assistance. All sites participating in VQB5 are eligible for several statewide improvement resources including an online Early Childhood Education Hub, classroom observer training, infant and toddler coaching, and free curriculum and assessment tools.

Prior to now, most families could access very little information on early childhood quality; five out of six Virginia programs did not participate in the prior, optional quality rating system. As a result of the Board's and ECAC's leadership, more sites than ever before are taking public dollars and families can access information about all of the sites. VQB5 is made possible by LinkB5, the state's VQB5 data system, provides an unprecedented amount of data on 100% of publicly-funded B-5 ECCE sites, the workforce, age groups and public funding streams. As of Fall 2023, LinkB5 tracks *all* publicly-funded ECCE sites in the state longitudinally from 3,100+ sites, 11,200+ classrooms, 24,300+ teachers, and 3,800+ site leaders. Teachers in publicly-funded sites must update their LinkB5 profiles annually and this data is combined with each site's open slots for enrollment, educator compensation, workforce turnover, information about the physical spaces where children play and learn, teacher-child interactions (CLASS), and curriculum use for each site. LinkB5 enables analysis of information about sites, classrooms, and educators across the state; patterns related to access and enrollment; and the status of the workforce to make the elements that drive quality visible and therefore actionable.

Prioritizing Resources and Supporting Vibrant, Safe Learning Communities

Oversaw \$850 Million in High-Needs School Facilities Support

SB 1124 - SOQ Recommendations for School Facilities Standards

The 2023 General Assembly passed Senate Bill 1124 requiring the Board to make recommendations to the General Assembly for amendments to the Standards of Quality establishing standards for the maintenance and operations, renovation, and new construction of public elementary and secondary school buildings. The legislation also required the inclusion of standards for the percentage of the current replacement value of a public school building that a school board should budget for the maintenance and operations of the building as well as other standards as the Board deemed appropriate. The Board's final recommendations were due to the Chairs of the House Committee on Education and the Senate Committee on Education and Health by July 1, 2024.

In response to SB 1124, the Department established a workgroup to seek input and guidance from various stakeholders with an interest in school facilities. Department staff convened the workgroup over several months during 2023-2024 in developing recommendations to go to the Board. The workgroup developed various standards recommendations in the areas of planning and design, construction and renovation, and maintenance and operations of public school facilities. The recommendations were presented to and approved by the Board at its June 2024 meeting and the recommendations document submitted to the General Assembly education committees by the July 1 deadline.

School Construction Assistance Program Funding (competitive grants)

\$450 million was provided in the 2022-2024 state budget for these new competitive school construction grants. Funding was awarded through an application process using selection criteria in Board guidelines and intended for high-need school projects in school divisions with limited

capacity to fund school construction scoring at least 65 points on the Board’s selection criteria. The Board awarded \$365.3 million in grants in May 2023 for 40 school projects in 28 divisions and made a second round of awards in April 2024 totaling \$84.7 million for 20 school projects in 18 divisions.

The 2024-2026 budget includes \$160 million to award these grants over FY 2025 and FY 2026. In addition, legislation passed at the 2024 General Assembly, HB 462 and SB 474, designates regional Career and Technical Education (CTE) programs as eligible for grant awards under the program beginning July 1, 2024. Updates will be proposed to the Board’s program guidelines in fall 2024 to incorporate this legislation as well as other proposed revisions to the guidelines. Following Board approval of the revised guidelines, the initial grant application process for 2024-2026 will be announced to school divisions.

Literary Fund School Construction Loans

\$400 million was authorized in the 2022-2024 state budget for low-interest loans for school construction and renovation. The Board approved program guidelines based on new appropriation act provisions governing Literary Fund loans. Interest rates were tied to the school division composite index and benchmarked to a market index interest rate, but also allowing divisions with lower composite index values to be eligible for loans at 2 or 3 percent.

During 2022-2024, 15 school divisions applied for \$405.1 million in loans for 30 school projects. The Board has released \$202.1 million in loans for these projects that have met all requirements for release.

The 2024-2026 state budget includes \$250 million in loan authority for the Board to issue Literary Fund loans in FY 2025 and FY 2026. The Board approved a revised interest rate schedule that still ties loan interest rates to the school division composite index, but also offers a varying “discount” to the market index interest rate based on the composite index to make rates more attractive to school divisions. An initial Literary Fund loan application process for 2024-2026 will be announced to school divisions later in FY 2025.

Keeping Infants and Toddlers Safe: Making ECCE Regulatory Improvements

The Board has authority for all health and safety regulations for child care and family child care. As a condition of the transition of child care-related authority in 2020, the Board, through the Department, agreed to complete a comprehensive review of child care center regulations. The Department has been working with the field since December 2021 to overhaul the child care center regulations with a focus on keeping young children health and safe while reducing any unnecessary administrative burden for private providers. The Department convened a workgroup that met for 20+ hours, had the ECAC review the draft on three occasions and will take the final draft to the Board in Fall 2024. At the same time, the Department continue to execute on the key health and safety operations. The Department completed 14,060+ inspections at licensed and unlicensed but regulated child day programs; 1,130+ complaint investigations; and 150+ investigations in response to allegations of unlicensed activity. The Department has strengthened supports for the field by securing funding to cover the cost of criminal background checks through June 2025, updating Provider Portal to be more user friendly with instructions and buttons, updating training, and streamlining processes, especially for sites that do not have to be licensed.

Updating School Bus Safety Specifications for Safe K-12 Transit and Supporting Training Opportunities

Annually, Virginia’s school divisions operate approximately 15,124 school buses transporting over 800,000 students daily and travel over 202 million miles each school year. School bus driver retention and recruitment continue to be a challenge for school divisions. To assist school division efforts on school bus driver recruitment and training, the Department’s Office of Support Services held twenty “Train the Trainer” certification and recertification classes for school division school bus driver trainers, certifying 220 such trainers throughout Virginia.

Additionally, thirty school division pupil transportation operation assessments were conducted to ensure school division compliance with the *Code of Virginia* provisions and Board regulations, as well as student safety while riding public school buses. The Board unanimously approved of enhancements to the School Bus Specifications, including providing clarity on what modes of transportation are safe for transporting students to and from school while also not requiring a full CDL licensed driver. More work is needed to clarify in regulations by the Board the allowable modalities/modes of transit.

Enhancing Special Education Regulations and Monitoring Implementation and Supports

The Board undertook regulatory revision work as a result of an onsite federal monitoring visit by the U. S. Department of Education’s Office of Special Education Programs (OSEP), conducted in September 2023 with a Differentiated Monitoring and Support Report being released to the Department on March 13, 2024. The regulatory revisions approved by the Board and promulgated for public comments and review on Virginia Town Hall and finalized on September 16, 2024, implemented corrective actions as required by OSEP.

The Board continues to receive a monthly update on Special Education supports and implementation as well as updates from the Department’s Special Education Working Group and has requested a Working Group session on special education.

Adopting Model Internet Safety Policy and Prioritizing Digital Safety

[Section 22.1-253.13:6 of the Code of Virginia](#) requires the Board to develop a plan, 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 *Virginia Educational Technology Plan 2024-2029* was developed and presented to the Board for adoption at the December 2023 meeting.

To support the Board-approved Educational Technology Plan, ETCI designed resources to provide deeper understanding of the complex legislative landscape by addressing and advancing policies, interpreting regulations, and preparing guidelines. The supports included:

- Providing liaisons and technical support for stakeholders related to Board Regulations, School Quality Profiles, and Standards of Quality.
- Supporting the AI implementation through training for division leaders and classroom teachers in partnership with Virginia Association of School Superintends (VASS) and Germanna Community College.
- Leading the Internet Safety Advisory Council and the Virtual Learning Advisory Committee.
- Working collaboratively to design and implement required instructional programs.
- Promoting ALL In’s educational tutoring platforms Zearn and Lexia.
- Implementing the Reading Specialist Microcredential.
- Leading two statewide conferences to elevate and share instructional strategies related to educational technology goals and for technology directors to expand infrastructure resources and strategic planning for state-wide initiatives.
- Providing weekly support webinars on implementation of Board-approved policies.
- Hosting regional professional learning to integrate digital learning standards, computer science standards, and virtual learning into instruction.
- Creating professional learning courses in the statewide platform utilizing various learning approaches, such as mentoring, self-paced asynchronous training, online webinars, and other methods to enhance instruction of Board-approved standards and polices.
- Addressing Screen time in the Board’s Internet Safety Recommendations.

In June 2024, the Board approved the Internet Safety Policy. ETCI supported educators in implementation by providing robust in-person and virtual training opportunities throughout the school year.

Work Plan Status Update

In December 2024 calendar, the Board approved the [*Comprehensive Plan: 2024-2029*](#) as required by state statute. The *Comprehensive Plan* sets the destination for education in Virginia and provides the roadmap to get there. The Board believes that, if this plan is carried out with faithfulness and perseverance, all children in Virginia will be on the path to a brighter future—and all of Virginia will prosper.

The Board of Education's priorities and goals are the foundation for providing high-quality educational opportunities for all public school students in Virginia. In order to ensure that the objectives of public education in Virginia are being met, the Board developed the following priorities as outlined in the comprehensive plan:

- Priority 1: To set and help every learner meet high expectations
- Priority 2: To support learning loss recovery
- Priority 3: To ensure that every K-12 student has a high-quality, licensed teacher
- Priority 4: To create innovative pathways for every learner
- Priority 5: To advance safe and healthy schools
- Priority 6: To empower parents as partners
- Priority 7: To research and move towards a student-based funding formula

Following approval of the *Comprehensive Plan*, the Board began developing a work plan to communicate to the public how the priorities and goals would be met over the coming year. The Board reviewed versions of its work plan in [January](#) and [April](#) 2024. The document was designed to remain flexible rather than binding and has provided a useful guide for the work the Board has done, including the initial timelines for revisions to the School Performance and Support Framework, approvals of college partnership laboratory schools, revisions to the ESSA state plan, and efforts to raise academic standards.

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.

Appendix B: Summary of Compliance and Non-Compliance with the Standards of Quality for 2023-2024

Legal requirement for reporting compliance

Section § [22.1-18](#) of the *Code of Virginia* requires the Board 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 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 via an electronic data collection system. For any instance of noncompliance, school divisions report a corrective action plan that will move the division into compliance.

Compliance and Noncompliance with the Standards of Quality

For the 2023-2024 school year, under the Standards of Quality (SOQ) in effect as of July 1, 2023, 105 school divisions (80 percent) reported full compliance with all provisions of the SOQ, and 27 school divisions (20 percent) reported noncompliance with one or more provisions of the SOQ. School divisions may report full compliance in instances where one or more individual schools has been labeled accredited with conditions. § [22.1-253.13:3](#) states that the Board determines through its review process that the failure of schools within a division to meet the standards established by the Board (SOAs) 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, 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.

Appendix C provides the list of the 105 divisions reporting full compliance with the SOQ. **Appendix D** provides all reported instances of noncompliance with the SOQ by division.

| School Divisions Reporting Noncompliance with the Standards of Quality in 2023-2024 | |
|--|---|
| STANDARD | NUMBER OF NONCOMPLIANT DIVISIONS |
| Standard One – Instructional Programs | 2 |
| Standard Two – Instructional, Administrative, and Support Personnel | 21 |
| Standard Three – Accreditation | 70 |
| Standard Three – Other Standards and Evaluation | 0 |
| Standard Four – Student Achievement and Graduation Requirements | 2 |
| Standard Five – Quality of Classroom Instruction and Educational Leadership | 4 |
| Standard Six – Planning and Evaluation | 1 |

| School Divisions Reporting Noncompliance with the Standards of Quality in 2023-2024 | |
|--|---|
| STANDARD | NUMBER OF NONCOMPLIANT DIVISIONS |
| Standard Seven – School Board Policies | 1 |
| Standard Eight – Compliance | 0 |

Appendix C: School Divisions Reporting Full Compliance with the Standards of Quality for 2023-2024

| School Divisions in Full Compliance for 2023-2024 | 2023 - 2024 Was Division Fully Compliant? | 2022 - 2023 Was Division Fully Compliant? | 2021 - 2022 Was Division Fully Compliant? | 2020 - 2021 Was Division Fully Compliant? |
|---|--|--|--|--|
| Albemarle County (002) | Yes | Yes | Yes | Yes |
| Alexandria City (101) | Yes | Yes | No | Yes |
| Alleghany Highlands (003) | Yes | Yes | Yes | Yes |
| Amelia County (004) | Yes | No | Yes | Yes |
| Appomattox County (006) | Yes | Yes | Yes | Yes |
| Arlington County (007) | Yes | No | No | Yes |
| Augusta County (008) | Yes | Yes | Yes | Yes |
| Bath County (009) | Yes | Yes | Yes | No |
| Bedford County (010) | Yes | Yes | Yes | No |
| Bland County (011) | Yes | Yes | Yes | No |
| Botetourt County (012) | Yes | Yes | Yes | Yes |
| Bristol City (102) | Yes | Yes | Yes | Yes |
| Brunswick County (013) | Yes | Yes | Yes | Yes |
| Buchanan County (014) | Yes | Yes | Yes | Yes |
| Buckingham County (015) | Yes | Yes | Yes | Yes |
| Campbell County (016) | Yes | Yes | Yes | Yes |
| Caroline County (017) | Yes | Yes | Yes | Yes |
| Carroll County (018) | Yes | Yes | Yes | Yes |
| Charles City County (019) | Yes | Yes | Yes | Yes |
| Charlotte County (020) | Yes | Yes | Yes | Yes |
| Chesterfield County (021) | Yes | Yes | Yes | Yes |
| Clarke County (022) | Yes | Yes | Yes | Yes |
| Colonial Heights City (106) | Yes | Yes | Yes | Yes |
| Cumberland County (025) | Yes | Yes | Yes | Yes |
| Danville City (108) | Yes | Yes | No | No |
| Dickenson County (026) | Yes | Yes | Yes | Yes |
| Fairfax County (029) | Yes | Yes | Yes | Yes |
| Fauquier County (030) | Yes | No | Yes | Yes |
| Floyd County (031) | Yes | Yes | Yes | Yes |
| Fluvanna County (032) | Yes | Yes | Yes | Yes |
| Franklin City (135) | Yes | No | No | Yes |
| Franklin County (033) | Yes | Yes | Yes | Yes |
| Frederick County (034) | Yes | Yes | Yes | Yes |
| Galax City (111) | Yes | Yes | Yes | Yes |
| Giles County (035) | Yes | Yes | Yes | Yes |
| Gloucester County (036) | Yes | Yes | Yes | Yes |
| Goochland County (037) | Yes | Yes | Yes | Yes |
| Grayson County (038) | Yes | Yes | Yes | Yes |

| School Divisions in Full Compliance for 2023-2024 | 2023 - 2024 Was Division Fully Compliant? | 2022 - 2023 Was Division Fully Compliant? | 2021 - 2022 Was Division Fully Compliant? | 2020 - 2021 Was Division Fully Compliant? |
|--|--|--|--|--|
| Greene County (039) | Yes | Yes | Yes | Yes |
| Halifax County (041) | Yes | Yes | Yes | Yes |
| Hampton City (112) | Yes | Yes | Yes | Yes |
| Hanover County (042) | Yes | Yes | Yes | Yes |
| Harrisonburg City (113) | Yes | Yes | Yes | Yes |
| Henry County (044) | Yes | Yes | Yes | Yes |
| Hopewell City (114) | Yes | Yes | Yes | Yes |
| Isle of Wight County (046) | Yes | Yes | No | No |
| King George County (048) | Yes | Yes | Yes | Yes |
| King William County (050) | Yes | No | No | Yes |
| King and Queen County (049) | Yes | Yes | Yes | Yes |
| Lancaster County (051) | Yes | Yes | Yes | Yes |
| Lee County (052) | Yes | Yes | Yes | Yes |
| Lexington City (137) | Yes | Yes | Yes | Yes |
| Loudoun County (053) | Yes | Yes | Yes | Yes |
| Louisa County (054) | Yes | Yes | Yes | Yes |
| Lunenburg County (055) | Yes | Yes | Yes | Yes |
| Lynchburg City (115) | Yes | Yes | Yes | No |
| Manassas City (143) | Yes | Yes | Yes | Yes |
| Manassas Park City (144) | Yes | Yes | Yes | Yes |
| Mathews County (057) | Yes | Yes | Yes | Yes |
| Mecklenburg County (058) | Yes | Yes | Yes | No |
| Middlesex County (059) | Yes | Yes | No | Yes |
| Montgomery County (060) | Yes | Yes | Yes | Yes |
| Nelson County (062) | Yes | Yes | Yes | Yes |
| Norfolk City (118) | Yes | Yes | Yes | Yes |
| Northumberland County (066) | Yes | Yes | Yes | Yes |
| Norton City (119) | Yes | No | Yes | Yes |
| Nottoway County (067) | Yes | Yes | Yes | Yes |
| Orange County (068) | Yes | Yes | Yes | Yes |
| Page County (069) | Yes | Yes | Yes | Yes |
| Patrick County (070) | Yes | Yes | No | Yes |
| Pittsylvania County (071) | Yes | Yes | Yes | Yes |
| Poquoson City (142) | Yes | Yes | Yes | Yes |
| Portsmouth City (121) | Yes | Yes | Yes | Yes |
| Powhatan County (072) | Yes | Yes | No | Yes |
| Prince Edward County (073) | Yes | Yes | No | No |
| Prince George County (074) | Yes | Yes | Yes | Yes |
| Pulaski County (077) | Yes | Yes | Yes | Yes |
| Radford City (122) | Yes | Yes | Yes | Yes |
| Rappahannock County (078) | Yes | Yes | Yes | Yes |

| School Divisions in Full Compliance for 2023-2024 | 2023 - 2024 Was Division Fully Compliant? | 2022 - 2023 Was Division Fully Compliant? | 2021 - 2022 Was Division Fully Compliant? | 2020 - 2021 Was Division Fully Compliant? |
|--|--|--|--|--|
| Richmond County (079) | Yes | Yes | Yes | Yes |
| Roanoke City (124) | Yes | Yes | No | Yes |
| Roanoke County (080) | Yes | Yes | Yes | Yes |
| Rockbridge County (081) | Yes | Yes | Yes | Yes |
| Rockingham County (082) | Yes | Yes | Yes | Yes |
| Russell County (083) | Yes | Yes | Yes | Yes |
| Scott County (084) | Yes | Yes | Yes | Yes |
| Smyth County (086) | Yes | Yes | Yes | Yes |
| Southampton County (087) | Yes | Yes | Yes | Yes |
| Spotsylvania County (088) | Yes | No | No | Yes |
| Stafford County (089) | Yes | Yes | Yes | Yes |
| Staunton City (126) | Yes | Yes | Yes | Yes |
| Suffolk City (127) | Yes | Yes | Yes | Yes |
| Surry County (090) | Yes | Yes | Yes | Yes |
| Sussex County (091) | Yes | Yes | Yes | Yes |
| Tazewell County (092) | Yes | Yes | Yes | Yes |
| Virginia Beach City (128) | Yes | Yes | Yes | Yes |
| Washington County (094) | Yes | Yes | Yes | Yes |
| Waynesboro City (130) | Yes | Yes | Yes | Yes |
| West Point (207) | Yes | Yes | Yes | Yes |
| Westmoreland County (095) | Yes | Yes | Yes | Yes |
| Williamsburg-James City County (131) | Yes | Yes | Yes | Yes |
| Winchester City (132) | Yes | Yes | Yes | No |
| Wise County (096) | Yes | Yes | Yes | Yes |
| Wythe County (097) | Yes | Yes | Yes | Yes |
| York County (098) | Yes | No | No | Yes |

APPENDIX D: SCHOOL DIVISIONS REPORTING NONCOMPLIANCE WITH ONE OR MORE PROVISIONS OF THE STANDARDS OF QUALITY FOR 2023-2024

STANDARD 1: INSTRUCTIONAL PROGRAMS

| Standard 1 Requirement | School Division | 2023 - 2024 Was Division Compliant? | 2022 - 2023 Was Division Compliant? | 2021 - 2022 Was Division Compliant? | 2020 - 2021 Was Division Compliant? |
|---|-------------------|--|--|--|--|
| § 22.1-253.13:1(D)(3)(e) - Career and technical education programs incorporated into the K through 12 curricula that include: As part of each student's academic and career plan, a list of (i) the top 100 professions in the Commonwealth by median pay and the education, training, and skills required for each such profession and (ii) the top 10 degree programs at institutions of higher education in the Commonwealth by median pay of program graduates. | Highland County | NO | YES | YES | YES |
| § 22.1-253.13:1(D)(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. | Highland County | NO | YES | YES | YES |
| § 22.1-253.13:1(D)(11) – A plan to notify students and their parents of the availability of dual enrollment and advanced placement classes; career and technical | Falls Church City | NO | YES | YES | YES |

| Standard 1 Requirement | School Division | 2023 - 2024 Was Division Compliant? | 2022 - 2023 Was Division Compliant? | 2021 - 2022 Was Division Compliant? | 2020 - 2021 Was Division Compliant? |
|---|------------------------|--|--|--|--|
| 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 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. | | | | | |

STANDARD 2: INSTRUCTIONAL, ADMINISTRATIVE, AND PROFESSIONAL SUPPORT PERSONNEL

| Standard 2 Requirement | School Division | 2023-2024 Was Division Compliant? | 2022 - 2023 Was Division Compliant? | 2021 - 2022 Was Division Compliant? | 2020 - 2021 Was Division Compliant? |
|---|------------------------|--|--|--|--|
| § 22.1-253.13:2(B) - The school board employs licensed instructional personnel qualified in the relevant subject areas. | Accomack County | NO | NO | YES | YES |

| Standard 2 Requirement | School Division | 2023-2024 Was Division Compliant? | 2022 - 2023 Was Division Compliant? | 2021 - 2022 Was Division Compliant? | 2020 - 2021 Was Division Compliant? |
|---|------------------------|--|--|--|--|
| § 22.1-253.13:2(B) - The school board employs licensed instructional personnel qualified in the relevant subject areas. | Charlottesville City | NO | NO | NO | NO |
| § 22.1-253.13:2(B) - The school board employs licensed instructional personnel qualified in the relevant subject areas. | Essex County | NO | NO | YES | YES |
| § 22.1-253.13:2(B) - The school board employs licensed instructional personnel qualified in the relevant subject areas. | Highland County | NO | NO | NO | NO |
| § 22.1-253.13:2(B) - The school board employs licensed instructional personnel qualified in the relevant subject areas. | Madison County | NO | NO | YES | YES |
| § 22.1-253.13:2(B) - The school board employs licensed instructional personnel qualified in the relevant subject areas. | Martinsville City | NO | NO | NO | NO |
| § 22.1-253.13:2(B) - The school board employs licensed instructional personnel qualified in the relevant subject areas. | Petersburg City | NO | NO | NO | NO |
| § 22.1-253.13:2(B) - The school board employs licensed instructional personnel qualified in the relevant subject areas. | Salem City | NO | NO | NO | YES |
| § 22.1-253.13:2(B) - The school board employs licensed instructional personnel qualified in the relevant subject areas. | Warren County | NO | NO | NO | NO |

| Standard 2 Requirement | School Division | 2023-2024 Was Division Compliant? | 2022 - 2023 Was Division Compliant? | 2021 - 2022 Was Division Compliant? | 2020 - 2021 Was Division Compliant? |
|---|------------------------|--|--|--|--|
| § 22.1-253.13:2(C)(iii) Each school board shall assign licensed instructional personnel in a manner that produces divisionwide ratios of students in average daily membership to full-time equivalent teaching positions, excluding special education teachers, principals, assistant principals, school counselors or certain other licensed individuals as set forth in subdivision H 4, and librarians, that are not greater than the following ratios: 25 to one in grades four through six with no class being larger than 35 students | Essex 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, school counselors or certain other licensed individuals as set forth in subdivision H 4, and librarians, that are not greater than the following ratios: 25 to one in grades four through six with no class being larger than 35 students | Henrico County | NO | NO | YES | NO |

| Standard 2 Requirement | School Division | 2023-2024 Was Division Compliant? | 2022 - 2023 Was Division Compliant? | 2021 - 2022 Was Division Compliant? | 2020 - 2021 Was Division Compliant? |
|--|------------------------|--|--|--|--|
| § 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, school counselors or certain other licensed individuals as set forth in subdivision H 4, and librarians, that are not greater than the following ratios: 24 to one in English classes in grades six through 12. | Dinwiddie County | NO | YES | NO | 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, school counselors or certain other licensed individuals as set forth in subdivision H 4, and librarians, that are not greater than the following ratios: 24 to one in English classes in grades six through 12. | Essex County | NO | YES | YES | YES |
| § 22.1-253.13:2(C)(iv) Each school board shall assign licensed instructional | Petersburg | NO | YES | YES | YES |

| Standard 2 Requirement | School Division | 2023-2024 Was Division Compliant? | 2022 - 2023 Was Division Compliant? | 2021 - 2022 Was Division Compliant? | 2020 - 2021 Was Division Compliant? |
|--|------------------------|--|--|--|--|
| 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 or certain other licensed individuals as set forth in subdivision H 4, and librarians, that are not greater than the following ratios: 24 to one in English classes in grades six through 12. | | | | | |
| § 22.1-253.13:2(C)(2) 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. | Dinwiddie County | NO | YES | YES | YES |
| § 22.1-253.13:2(C)(4) The school division provides all middle and high school teachers with one planning period per day or the | Essex County | NO | YES | YES | YES |

| Standard 2 Requirement | School Division | 2023-2024 Was Division Compliant? | 2022 - 2023 Was Division Compliant? | 2021 - 2022 Was Division Compliant? | 2020 - 2021 Was Division Compliant? |
|--|------------------------|--|--|--|--|
| equivalent, unencumbered of any teaching or supervisory duties. | | | | | |
| § 22.1-253.13:2(F)(1) The school division employs 20 full-time equivalent instructional positions for each 1,000 students identified as having limited English proficiency. | Chesapeake City | NO | YES | YES | YES |
| § 22.1-253.13:2(F)(1) The school division employs 20 full-time equivalent instructional positions for each 1,000 students identified as having limited English proficiency. | Culpeper County | NO | NO | YES | YES |
| § 22.1-253.13:2(F)(1) The school division employs 20 full-time equivalent instructional positions for each 1,000 students identified as having limited English proficiency. | Fredericksburg City | NO | YES | YES | YES |
| § 22.1-253.13:2(F)(1) The school division employs 20 full-time equivalent instructional positions for each 1,000 students identified as having limited English proficiency. | Greensville County | NO | YES | YES | YES |
| § 22.1-253.13:2(H)(3) Each local school board shall employ, at a minimum, the following full-time equivalent positions for any school that reports fall membership, according to student enrollment: Librarians in elementary schools, one part-time to | Amherst County | NO | NO | NO | NO |

| Standard 2 Requirement | School Division | 2023-2024 Was Division Compliant? | 2022 - 2023 Was Division Compliant? | 2021 - 2022 Was Division Compliant? | 2020 - 2021 Was Division Compliant? |
|---|-----------------|--|--|--|--|
| <p>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.</p> <p>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.</p> | | | | | |
| <p>§ 22.1-253.13:2(H)(3) Each local school board shall employ, at a minimum, the following full-time equivalent positions for any school that reports fall membership, according to student enrollment: 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.</p> | Culpeper County | NO | NO | NO | NO |

| Standard 2 Requirement | School Division | 2023-2024 Was Division Compliant? | 2022 - 2023 Was Division Compliant? | 2021 - 2022 Was Division Compliant? | 2020 - 2021 Was Division Compliant? |
|--|------------------|--|--|--|--|
| 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. | | | | | |
| <p>§ 22.1-253.13:2(H)(3) Each local school board shall employ, at a minimum, the following full-time equivalent positions for any school that reports fall membership, according to student enrollment: 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.</p> <p>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.</p> | Dinwiddie County | NO | YES | YES | YES |

| Standard 2 Requirement | School Division | 2023-2024 Was Division Compliant? | 2022 - 2023 Was Division Compliant? | 2021 - 2022 Was Division Compliant? | 2020 - 2021 Was Division Compliant? |
|--|-----------------------|--|--|--|--|
| <p>§ 22.1-253.13:2(H)(3) Each local school board shall employ, at a minimum, the following full-time equivalent positions for any school that reports fall membership, according to student enrollment: 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.</p> | Fredericksburg County | NO | NO | YES | YES |
| <p>§ 22.1-253.13:2(H)(3) Each local school board shall employ, at a minimum, the following full-time equivalent positions for any school that reports fall membership, according to student enrollment: Librarians in elementary schools, one part-time to 299 students, one full-time</p> | New Kent County | NO | NO | NO | YES |

| Standard 2 Requirement | School Division | 2023-2024 Was Division Compliant? | 2022 - 2023 Was Division Compliant? | 2021 - 2022 Was Division Compliant? | 2020 - 2021 Was Division Compliant? |
|---|-----------------|--|--|--|--|
| <p>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.</p> | | | | | |
| <p>§ 22.1-253.13:2(H)(3) Each local school board shall employ, at a minimum, the following full-time equivalent positions for any school that reports fall membership, according to student enrollment: 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</p> | Richmond City | NO | YES | YES | NO |

| Standard 2 Requirement | School Division | 2023-2024 Was Division Compliant? | 2022 - 2023 Was Division Compliant? | 2021 - 2022 Was Division Compliant? | 2020 - 2021 Was Division Compliant? |
|--|------------------------|--|--|--|--|
| 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. | | | | | |
| § 22.1-253.13:2(H)(4) Each local school board shall employ, at a minimum, the following full-time equivalent positions for any school that reports fall membership, according to student enrollment: School counselors, one full-time equivalent position per 325 students in grades kindergarten through 12. (May assign school counselors to schools within the division according to the area of greatest need) | Colonial Beach | NO | YES | YES | YES |
| § 22.1-253.13:2(H)(4) Each local school board shall employ, at a minimum, the following full-time equivalent positions for any school that reports fall membership, according to student enrollment: School counselors, one full-time equivalent position per 325 students in grades kindergarten through 12. (May assign school counselors to schools within the division according to the area of greatest need) | Craig County | NO | YES | YES | YES |

| Standard 2 Requirement | School Division | 2023-2024 Was Division Compliant? | 2022 - 2023 Was Division Compliant? | 2021 - 2022 Was Division Compliant? | 2020 - 2021 Was Division Compliant? |
|--|------------------------|--|--|--|--|
| § 22.1-253.13:2(H)(4) Each local school board shall employ, at a minimum, the following full-time equivalent positions for any school that reports fall membership, according to student enrollment: School counselors, one full-time equivalent position per 325 students in grades kindergarten through 12. (May assign school counselors to schools within the division according to the area of greatest need) | Culpeper County | NO | NO | YES | NO |
| § 22.1-253.13:2(H)(4) Each local school board shall employ, at a minimum, the following full-time equivalent positions for any school that reports fall membership, according to student enrollment: School counselors, one full-time equivalent position per 325 students in grades kindergarten through 12. (May assign school counselors to schools within the division according to the area of greatest need) | Shenandoah County | NO | NO | NO | 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. | Petersburg City | NO | YES | YES | YES |

| Standard 2 Requirement | School Division | 2023-2024 Was Division Compliant? | 2022 - 2023 Was Division Compliant? | 2021 - 2022 Was Division Compliant? | 2020 - 2021 Was Division Compliant? |
|---|------------------------|--|--|--|--|
| <p>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.</p> | | | | | |
| <p>§ 22.1-253.13:2(O)1. The school board provides at least three specialized student support positions per 1,000 students. For purposes of this subsection, specialized student support positions include school social workers, school psychologists, school nurses, licensed behavior analysts, licensed assistant behavior analysts, and other licensed health and behavioral positions, which may either be employed by</p> | <p>Highland County</p> | <p>NO</p> | <p>YES</p> | <p>YES</p> | <p>YES</p> |

| Standard 2 Requirement | School Division | 2023-2024 Was Division Compliant? | 2022 - 2023 Was Division Compliant? | 2021 - 2022 Was Division Compliant? | 2020 - 2021 Was Division Compliant? |
|--|------------------------|--|--|--|--|
| <p>the school board or provided through contracted services.</p> <p>In order to fill vacant school psychologist positions, any local school board may employ, under a provisional license issued by the Department for three school years with an allowance for an additional two-year extension with the approval of the division superintendent, clinical psychologists licensed by the Board of Psychology, provided that any such individual makes progress toward completing the requirements for full licensure as a school psychologist during such period of employment.</p> | | | | | |
| <p>§ 22.1-253.13:2(P).1.c. Student support positions, including (i) 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 administrative positions;</p> | <p>Highland County</p> | <p>NO</p> | <p>NO</p> | <p>YES</p> | <p>YES</p> |

| Standard 2 Requirement | School Division | 2023-2024 Was Division Compliant? | 2022 - 2023 Was Division Compliant? | 2021 - 2022 Was Division Compliant? | 2020 - 2021 Was Division Compliant? |
|---|------------------------|--|--|--|--|
| § 22.1-253.13:2(P).1.g. Technical and clerical positions for fiscal and human resources, student support, instructional personnel support, operation and maintenance, administration, and technology; | Highland County | NO | YES | YES | YES |

STANDARD 3: ACCREDITATION, OTHER STANDARDS, AND EVALUATIONS

| Standard 3 Requirement | School Division | 2023 - 2024 Was Division Compliant? | 2022 - 2023 Was Division Compliant? | 2021 - 2022 Was Division Compliant? | 2020 - 2021 Was Division Compliant? |
|---|------------------------|--|--|--|--|
| § 22.1-253.13:3 - All schools are fully accredited by the Board of Education. | Accomack County | NO | YES | YES | YES |
| § 22.1-253.13:3 - All schools are fully accredited by the Board of Education. | Albemarle County | NO | NO | YES | YES |
| § 22.1-253.13:3 - All schools are fully accredited by the Board of Education. | Alexandria City | NO | NO | YES | YES |
| § 22.1-253.13:3 - All schools are fully accredited by the Board of Education. | Alleghany Highlands | NO | NO | YES | YES |
| § 22.1-253.13:3 - All schools are fully accredited by the Board of Education. | Amherst County | NO | NO | YES | YES |
| § 22.1-253.13:3 - All schools are fully accredited by the Board of Education. | Arlington County | NO | YES | YES | YES |
| § 22.1-253.13:3 - All schools are fully accredited by the Board of Education. | Bedford County | NO | YES | YES | YES |
| § 22.1-253.13:3 - All schools are fully accredited by the Board of Education. | Bristol City | NO | YES | YES` | YES |

| Standard 3 Requirement | School Division | 2023 - 2024 Was Division Compliant? | 2022 - 2023 Was Division Compliant? | 2021 - 2022 Was Division Compliant? | 2020 - 2021 Was Division Compliant? |
|---|------------------------|--|--|--|--|
| § 22.1-253.13:3 - All schools are fully accredited by the Board of Education. | Brunswick County | NO | NO | YES | YES |
| § 22.1-253.13:3 - All schools are fully accredited by the Board of Education. | Buchanan County | NO | NO | YES | YES |
| § 22.1-253.13:3 - All schools are fully accredited by the Board of Education. | Buckingham County | NO | NO | YES | YES |
| § 22.1-253.13:3 - All schools are fully accredited by the Board of Education. | Buena Vista City | NO | YES | YES | YES |
| § 22.1-253.13:3 - All schools are fully accredited by the Board of Education. | Caroline County | NO | NO | YES | YES |
| § 22.1-253.13:3 - All schools are fully accredited by the Board of Education. | Charles City County | NO | NO | YES | YES |
| § 22.1-253.13:3 - All schools are fully accredited by the Board of Education. | Charlottesville City | NO | NO | YES | YES |
| § 22.1-253.13:3 - All schools are fully accredited by the Board of Education. | Chesapeake City | NO | NO | YES | YES |
| § 22.1-253.13:3 - All schools are fully accredited by the Board of Education. | Chesterfield County | NO | NO | YES | YES |
| § 22.1-253.13:3 - All schools are fully accredited by the Board of Education. | Colonial Beach | NO | YES | YES | YES |
| § 22.1-253.13:3 - All schools are fully accredited by the Board of Education. | Culpeper County | NO | YES | YES | YES |
| § 22.1-253.13:3 - All schools are fully accredited by the Board of Education. | Cumberland County | NO | YES | YES | YES |
| § 22.1-253.13:3 - All schools are fully accredited by the Board of Education. | Danville City | NO | NO | YES | YES |
| § 22.1-253.13:3 - All schools are fully accredited by the Board of Education. | Essex County | NO | NO | YES | YES |

| Standard 3 Requirement | School Division | 2023 - 2024 Was Division Compliant? | 2022 - 2023 Was Division Compliant? | 2021 - 2022 Was Division Compliant? | 2020 - 2021 Was Division Compliant? |
|---|------------------------|--|--|--|--|
| § 22.1-253.13:3 - All schools are fully accredited by the Board of Education. | Fairfax County | NO | NO | YES | YES |
| § 22.1-253.13:3 - All schools are fully accredited by the Board of Education. | Fauquier County | NO | NO | YES | YES |
| § 22.1-253.13:3 - All schools are fully accredited by the Board of Education. | Franklin City | NO | NO | YES | YES |
| § 22.1-253.13:3 - All schools are fully accredited by the Board of Education. | Franklin County | NO | NO | YES | YES |
| § 22.1-253.13:3 - All schools are fully accredited by the Board of Education. | Frederick County | NO | NO | YES | YES |
| § 22.1-253.13:3 - All schools are fully accredited by the Board of Education. | Fredericksburg City | NO | NO | YES | YES |
| § 22.1-253.13:3 - All schools are fully accredited by the Board of Education. | Greensville County | NO | NO | YES | YES |
| § 22.1-253.13:3 - All schools are fully accredited by the Board of Education. | Halifax County | NO | YES | YES | YES |
| § 22.1-253.13:3 - All schools are fully accredited by the Board of Education. | Harrisonburg City | NO | NO | YES | YES |
| § 22.1-253.13:3 - All schools are fully accredited by the Board of Education. | Henrico County | NO | NO | YES | YES |
| § 22.1-253.13:3 - All schools are fully accredited by the Board of Education. | Henry County | NO | NO | YES | YES |
| § 22.1-253.13:3 - All schools are fully accredited by the Board of Education. | Hopewell City | NO | NO | YES | YES |
| § 22.1-253.13:3 - All schools are fully accredited by the Board of Education. | Lancaster County | NO | NO | YES | YES |
| § 22.1-253.13:3 - All schools are fully accredited by the Board of Education. | Lee County | NO | NO | YES | YES |

| Standard 3 Requirement | School Division | 2023 - 2024 Was Division Compliant? | 2022 - 2023 Was Division Compliant? | 2021 - 2022 Was Division Compliant? | 2020 - 2021 Was Division Compliant? |
|---|------------------------|--|--|--|--|
| § 22.1-253.13:3 - All schools are fully accredited by the Board of Education. | Loudoun County | NO | YES | YES | YES |
| § 22.1-253.13:3 - All schools are fully accredited by the Board of Education. | Lunenburg County | NO | YES | YES | YES |
| § 22.1-253.13:3 - All schools are fully accredited by the Board of Education. | Lynchburg City | NO | NO | YES | YES |
| § 22.1-253.13:3 - All schools are fully accredited by the Board of Education. | Madison County | NO | YES | YES | YES |
| § 22.1-253.13:3 - All schools are fully accredited by the Board of Education. | Manassas City | NO | NO | YES | YES |
| § 22.1-253.13:3 - All schools are fully accredited by the Board of Education. | Martinsville City | NO | YES | YES | YES |
| § 22.1-253.13:3 - All schools are fully accredited by the Board of Education. | Montgomery County | NO | NO | YES | YES |
| § 22.1-253.13:3 - All schools are fully accredited by the Board of Education. | Nelson County | NO | YES | YES | YES |
| § 22.1-253.13:3 - All schools are fully accredited by the Board of Education. | Newport News City | NO | NO | YES | YES |
| § 22.1-253.13:3 - All schools are fully accredited by the Board of Education. | Norfolk City | NO | NO | YES | YES |
| § 22.1-253.13:3 - All schools are fully accredited by the Board of Education. | Northampton County | NO | NO | YES | YES |
| § 22.1-253.13:3 - All schools are fully accredited by the Board of Education. | Nottoway County | NO | NO | YES | YES |
| § 22.1-253.13:3 - All schools are fully accredited by the Board of Education. | Page County | NO | NO | YES | YES |
| § 22.1-253.13:3 - All schools are fully accredited by the Board of Education. | Petersburg City | NO | NO | YES | YES |

| Standard 3 Requirement | School Division | 2023 - 2024 Was Division Compliant? | 2022 - 2023 Was Division Compliant? | 2021 - 2022 Was Division Compliant? | 2020 - 2021 Was Division Compliant? |
|---|------------------------|--|--|--|--|
| § 22.1-253.13:3 - All schools are fully accredited by the Board of Education. | Pittsylvania County | NO | YES | YES | YES |
| § 22.1-253.13:3 - All schools are fully accredited by the Board of Education. | Portsmouth City | NO | NO | YES | YES |
| § 22.1-253.13:3 - All schools are fully accredited by the Board of Education. | Prince Edward County | NO | NO | YES | YES |
| § 22.1-253.13:3 - All schools are fully accredited by the Board of Education. | Prince William County | NO | NO | YES | YES |
| § 22.1-253.13:3 - All schools are fully accredited by the Board of Education. | Pulaski County | NO | NO | YES | YES |
| § 22.1-253.13:3 - All schools are fully accredited by the Board of Education. | Radford City | NO | YES | YES | YES |
| § 22.1-253.13:3 - All schools are fully accredited by the Board of Education. | Richmond City | NO | NO | YES | YES |
| § 22.1-253.13:3 - All schools are fully accredited by the Board of Education. | Roanoke City | NO | NO | YES | YES |
| § 22.1-253.13:3 - All schools are fully accredited by the Board of Education. | Russell County | NO | YES | YES | YES |
| § 22.1-253.13:3 - All schools are fully accredited by the Board of Education. | Scott County | NO | YES | YES | YES |
| § 22.1-253.13:3 - All schools are fully accredited by the Board of Education. | Shenandoah County | NO | NO | YES | YES |
| § 22.1-253.13:3 - All schools are fully accredited by the Board of Education. | Spotsylvania County | NO | NO | YES | YES |
| § 22.1-253.13:3 - All schools are fully accredited by the Board of Education. | Staunton City | NO | NO | YES | YES |
| § 22.1-253.13:3 - All schools are fully accredited by the Board of Education. | Suffolk City | NO | NO | YES | YES |

| Standard 3 Requirement | School Division | 2023 - 2024 Was Division Compliant? | 2022 - 2023 Was Division Compliant? | 2021 - 2022 Was Division Compliant? | 2020 - 2021 Was Division Compliant? |
|---|--------------------------------|--|--|--|--|
| § 22.1-253.13:3 - All schools are fully accredited by the Board of Education. | Sussex County | NO | YES | YES | YES |
| § 22.1-253.13:3 - All schools are fully accredited by the Board of Education. | Tazewell County | NO | YES | YES | YES |
| § 22.1-253.13:3 - All schools are fully accredited by the Board of Education. | Warren County | NO | NO | YES | YES |
| § 22.1-253.13:3 - All schools are fully accredited by the Board of Education. | Waynesboro City | NO | NO | YES | YES |
| § 22.1-253.13:3 - All schools are fully accredited by the Board of Education. | Williamsburg-James City County | NO | NO | YES | YES |
| § 22.1-253.13:3 - All schools are fully accredited by the Board of Education. | Winchester City | NO | NO | YES | YES |
| § 22.1-253.13:3(F)3The 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. | Newport News City | NO | YES | YES | YES |

STANDARD 4: STUDENT ACHIEVEMENT AND GRADUATION REQUIREMENTS

| Standard 4 Requirement | School Division | 2023 - 2024 Was Division Compliant? | 2022 - 2023 Was Division Compliant? | 2021 - 2022 Was Division Compliant? | 2020 - 2021 Was Division Compliant? |
|---|------------------------|--|--|--|--|
| § 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. | Petersburg City | NO | YES | YES | YES |
| § 22.1-253.13:4(C) - The school board awards certificates of program completion to students who complete a prescribed course of study as defined by the school board if they are not eligible to receive a Board of Education-approved diploma. | Prince William County | NO | NO | NO | NO |

STANDARD 5: QUALITY OF CLASSROOM INSTRUCTION AND EDUCATIONAL LEADERSHIP

| Standard 5 Requirement | School Division | 2023 - 2024 Was Division Compliant? | 2022 - 2023 Was Division Compliant? | 2021 - 2022 Was Division Compliant? | 2020 - 2021 Was Division Compliant? |
|--|------------------------|--|--|--|--|
| <p>§ 22.1-253.13:5(D) - Each member of the school board participates annually in high-quality professional development activities at the state, local, or national levels on governance, including, but not limited to, personnel policies and practices; the evaluation of personnel; curriculum and instruction; use of data in planning and decision making; and current issues in education as part of their service on the local board.</p> | Essex County | NO | NO | NO | YES |
| <p>§ 22.1-253.13:5(D) - Each member of the school board participates annually in high-quality professional development activities at the state, local, or national levels on governance, including, but not limited to, personnel policies and practices; the evaluation of personnel; curriculum and instruction; use of data in planning and decision making; and current issues in education as part of their service on the local board.</p> | Martinsville City | NO | YES | YES | YES |

| Standard 5 Requirement | School Division | 2023 - 2024 Was Division Compliant? | 2022 - 2023 Was Division Compliant? | 2021 - 2022 Was Division Compliant? | 2020 - 2021 Was Division Compliant? |
|---|------------------------|--|--|--|--|
| § 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. | Richmond City | NO | YES | YES | NO |
| § 22.1-253.13:5(E)(2)(vii) effective classroom management. | Petersburg City | NO | YES | YES | YES |

STANDARD 6: PLANNING AND PUBLIC INVOLVEMENT

| Standard 6 Requirement | School Division | 2023 - 2024 Was Division Compliant? | 2022 - 2023 Was Division Compliant? | 2021 - 2022 Was Division Compliant? | 2020 - 2021 Was Division Compliant? |
|--|------------------------|--|--|--|--|
| § 22.1-253.13:6(B)(2)(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; | Buena Vista City | NO | YES | YES | YES |

STANDARD 7: SCHOOL BOARD POLICIES

| Standard 7 Requirement | School Division | 2023 - 2024 Was Division Compliant? | 2022 - 2023 Was Division Compliant? | 2021 - 2022 Was Division Compliant? | 2020 - 2021 Was Division Compliant? |
|---|------------------------|--|--|--|--|
| § 22.1-253.13:7(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. | Northampton County | NO | YES | YES | YES |

Appendix E: Charter School Report and Information on Parent and Student Option

Information regarding charter schools is included on page 31–32 above.

Appendix F: Analysis of School Division Report Requirements

BACKGROUND

This report is responsive 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

The Virginia Department of Education (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 which are reported to VDOE through secure Web-based systems designed to increase accuracy while lessening administrative burdens on educators at the local level.

A review of data collections was conducted during August 2024 for the purpose of updating the department’s “Calendar of Data Collections” listing of all data collections required of Virginia Public School divisions. The listing is updated annually by polling Department of Education leadership and other data stewards obtaining any additions, changes, and deletions to the collections.

The 2024-2025 Calendar of Collections was finalized in September 2024. The due date, name, website of resources, contact, and frequency, status, and other important information are included for each collection.

The Calendar of Collections for events that occur during the 2024-2025 school year.

| Due Date | Report Name | Report Status | Funding Type | Submission Type | Frequency |
|--|--|---------------|--------------|-----------------|--|
| July 31, 2025 | CTE Credentialing Collection (CTECC) | Revised | Both | Electronic | Annually |
| January 31, 2025 | Title I, Part A, Comparability Report | Same | Federal | Electronic | Annually |
| January 24, 2024 | Count of Children Who Are Neglected or Delinquent (Title I, Part D, Subpart 1 and Subpart 2) | Same | Federal | Electronic | Annually |
| Annually in November | 21st Century Community Learning Centers State Evaluation | Same | Federal | Electronic | Annually |
| October 15, 2024 | Driver Education Program Approval | Same | State | Electronic | Annually |
| October 15, 2024 | Laboratory FEE approval | Same | State | Electronic | Annually |
| June 30, 2025 | Driver Education Status Questionnaire | Same | State | Electronic | Annually |
| June 30, 2025 | Wellness Related Fitness Report | Same | State | Electronic | Annually |
| September 27, 2024 | Programs for the Gifted, Annual Report | Same | State | Electronic | Annually |
| July 31, 2024 | Foster Care Enrollment Report | Same | State | Electronic | Annually |
| September 16, 2024 | Annual School Report -Financial Section | Same | Both | Electronic | Annually |
| June 30, 2024 | Certification of Adequate Funds Budgeted to Meet Required Local Effort for the Standards of Quality and Local Match Requirements for Certain State Funds | Same | State | Electronic | Annually |
| October 31, 2024 | K-3 Primary Class Size Reduction Program | Same | State | Electronic | Annually |
| July 31, 2025 | Adult Education and Family Literacy Act (Federal) and General Adult Education (State) Programs | Same | Both | Electronic | Annually |
| July 31, 2025 | Integrated English Literacy/Civics Education Program Report | Same | Federal | Electronic | Annually |
| Discontinued as of the 24-25 School Year | Race to GED Program Report | Revised | State | Electronic | Discontinued as of the 24-25 School Year |

| Due Date | Report Name | Report Status | Funding Type | Submission Type | Frequency |
|--|---|----------------------|---------------------|------------------------|------------------|
| April 25, 2025 | Career and Technical Education Financial Report | Revised | State | Electronic | Annually |
| Fall- December 16, 2024 EOY- August 16, 2025 | Secondary Enrollment Demographic Form (SEDF) | Revised | State | Electronic | 2 Times a Year |
| August 8, 2025 | Substitute Tests | Revised | Both | Electronic | Annually |
| Fall SRC - October 29, 2024 Spring SRC - April 25, 2025 EOY SRC - July 18, 2025 Summer SRC -August 15, 2025 | Student Record Collection | Revised | Both | Electronic | 4 Times a Year |
| Summer - July 25, 2025 Fall - November 1, 2024 End-of-Year - August 15, 2025 | Positions and Exits Collection | Same | Both | Electronic | 3 Times a Year |
| Fall - December 16, 2024 EOY - August 16, 2025 | Master Schedule Data Collection also includes IPAL and SEDF | Revised | Both | Electronic | 2 Times a Year |
| August 23, 2024 | Educational Registry Application (ERA) | Same | Both | Electronic | Annually |
| Preliminary - March 14, 2025 EOY - August 15, 2025 | Student Behavior and Administrative Response Collection | Revised | Both | Electronic | 2 Times a Year |
| Mid-August 2024 | Standards of Quality Compliance Data Collection | Same | State | Electronic | Annually |
| Annual October 1 | Student Data Collection for Homeless Children & Youth For Subgrantees | Same | Federal | Electronic | Annually |
| November 15, 2024 | Report of Free/Reduced Meal Applications | Same | Federal | Electronic | Annually |
| June 30, 2025 | School Nutrition Programs Monthly Financial Reports | Same | Federal | Electronic | Annually |
| July 1, 2025 | School Nutrition Programs Annual Application | Same | Federal | Electronic | Annually |
| July 31, 2025 | School Nutrition Programs Annual Financial Report for July -June | Same | Federal | Electronic | Annually |
| July 1, 2025 | Coordinated Early Intervening Services Survey | Revised | Federal | Electronic | Annually |
| December 14, 2024 | December 1 Child Count | Revised | Federal | Electronic | Annually |
| December 14, 2024 | Parentally Placed Private School and Homeschooled Students Survey | Revised | Federal | Electronic | Annually |
| August 15, 2025 | Special Education State Performance Report Indicator Data | Revised | Federal | Electronic | Annually |
| Late January 2025 | Individuals with Disabilities Education Act Maintenance of Effort | Same | State/Local | Electronic | Annually |

| Due Date | Report Name | Report Status | Funding Type | Submission Type | Frequency |
|---|---|---------------|---------------|-----------------|--|
| Mid-May 2025 | Special Education Excess Cost | Same | Federal | Electronic | Annually |
| Mid-November 2024 | Special Education Proportionate Set Aside | Same | Federal | Electronic | Annually |
| September 17, 2024 | Homebound Student Services | Same | State | Electronic | Annually |
| September 30, 2024 | Students with Intensive Support Needs Application | New | State | Electronic | Annually |
| Enrollment- Mid-October 2024 Late Enrollment- January 2025 Projected- Mid-May 2025 | Virginia Preschool Initiative | Same | State | Electronic | 3x per year |
| Projection 1 March 1 - May 15 2024 Projection 2 July 1- August 15 2024 Projected 3 September 1- October 15 2024 | VPI Local Criteria Waiver Application | Same | State | Electronic | 3x per year |
| Report- Monthly Annual Certification- Sept. 2024 | Crash/Incident Report & Certification of School Bus Insurance | Same | State | Electronic | Annually |
| October 31, 2024 | Pupil Transportation Report | Same | State | Electronic | Annually |
| Annual August 1 | School Security Equipment Grant | Revised | State | Electronic | Annually |
| Annual June 30 | M-R FIX School building condition data | New | State | Electronic | Annually |
| August 16, 2024 | Driver Critical Shortage Survey | New | State | Electronic | Annually |
| June 30, 2025 | Mentor Teacher Program Evaluation & Program Reports | Same | State | Electronic | Annually |
| Fall 2024 | New Teachers Data Collection (NTDC) | Same | State | Electronic | Annually |
| Fall 2024 | National Board Certification Incentive Award Report | Same | Both | Electronic | Annually |
| Vacancy- August 2024 Teacher - April 2025 | STEM Teacher Recruitment and Retention Initiatives | Revised | State | Electronic | Annually |
| Discontinued as of the 24-25 School Year | Recruitment Incentive for Public Education | Revised | State | Electronic | Discontinued as of the 24-25 School Year |
| June 30, 2025 | School Health Services Survey | Same | State | | |
| Spring 2025 | ESSER, GEER and EANS Annual Report | Same | Federal | Form | Annually |
| September 1, 2024 | ESSER State | Same | State/Federal | Electronic | Annually through 2024 |
| September 1, 2024 | Virginia School Survey of Climate and Working Conditions | Same | State | Electronic | Annually |
| December 1, 2024 | Human Subjects Research Report | Same | State | Electronic | Annually |
| Fall 2024 | Learning Needs Dashboard | Same | State/Federal | Dashboard | |

| Due Date | Report Name | Report Status | Funding Type | Submission Type | Frequency |
|--------------|-------------------------------------|---------------|--------------|-----------------|-------------------------------|
| | | | | | Annually through July 1, 2029 |
| July 1, 2025 | STEM Competition Grant Final Report | Same | State | Form | Annually |

FINDINGS

In October 2022, a committee comprised of data stewards from 13 school divisions representing each of the eight Superintendent’s Regions provided a:

1. List of 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.
2. List of each report that your local school division is required to submit to the federal government including the name and frequency.

In September 2024, members of that original committee reviewed the existing list and provided updated information.

Listing of non-Virginia Department of Education Collections

| Report Name | Report Frequency | Federal Agency or Organization Name | State Agency or Organization Name | Duplicate Reported? |
|--|------------------|---|-----------------------------------|---------------------|
| Elementary – Secondary Staff Information Report (EEO5) | Biannual | Equal Employment Opportunity Commission | | No |
| W2 | Annual | Internal Revenue Service | Virginia Employment Commission | Yes |
| 1096 Federal Forms | Annual | Internal Revenue Service | | No |
| 1099-Misc Income | Annual | Internal Revenue Service | | No |
| 941 report (Federal Payroll Tax) | Quarterly | Internal Revenue Service | | No |
| ACA reconciliation -1095 | Annual | Internal Revenue Service | | No |
| IRS Form 720 (Part II, Section 133) PCORI fees | Annual | Internal Revenue Service | | No |
| Form 1095-C, Employer-Provided Health Insurance | Annual | Internal Revenue Service | | No |
| IRS-SSA-CMS Data Match | Voluntary | Internal Revenue Service - Centers for Medicare & Medicaid Services | | No |
| # OSHA 300, 300A | Annual | Occupational Health and Safety Administration | | No |
| Impact Aid Report | Annual | Office of Impact Aid | | No |

| Report Name | Report Frequency | Federal Agency or Organization Name | State Agency or Organization Name | Duplicate Reported? |
|---|-------------------------------|---|--|----------------------------|
| Bureau of Labor Statistics - Employee Wage Report | Annual | US Bureau of Labor Statistics | | No |
| Bureau of Labor Statistics Employee Counts | Once every 10 years | US Bureau of Labor Statistics | | No |
| Census of Governments, Survey of Public Employment and Payroll | Periodically | US Census Bureau | | No |
| # USDA Farm to School Census Data Collection | Annual | US Department of Agriculture | | No |
| USDA surveys | Monthly, at select times | US Department of Agriculture | | |
| Census of Governments, Survey of School Finances | Annual | US Department of Commerce – Economics | | No |
| National Assessment of Educational Progress (NAEP) - testing and population | Annual - for selected schools | US Department of Education - National Center for Education Statistics | | No |
| School Pulse Panel Recurring Survey | Monthly for selected schools | US Department of Education - National Center for Education Statistics | | No |
| Civil Rights Data Collection | Biannual | US Department of Education - Office of Civil Rights | | No |
| Nursing Situational Report | Annual | US Department of Health | | No |
| Epi Pen Report | Annual | US Department of Health | | No |
| Vision and Hearing Screening Report | Annual | US Department of Health | Department of Health | No |
| Head Start Program Information Report | Annual | US Department of Health and Human Services - Office of Head Start | | No |
| Freedom of Information Act (FOIA) | As requested | US Department of Justice | Virginia Freedom of Information Act | Yes |
| Directory Information for US Military Recruitment | Annual | US Military Branches | | |
| Broadband Connectivity Capability Survey | Annual | | Appropriations Act (Item 137.G) | No |
| Legally Blind Students | Annual | | Department for the Blind and Vision Impaired | No |
| School Safety Inspection Checklist | Annual | | Department of Criminal Justice Services | No |

| Report Name | Report Frequency | Federal Agency or Organization Name | State Agency or Organization Name | Duplicate Reported? |
|---|-------------------------|--|---|----------------------------|
| VDCJS School Safety Survey | Annual | | Department of Criminal Justice Services | No |
| Virginia School Crisis Management Plan Review and Certification | Annual | | Department of Criminal Justice Services | No |
| Virginia School Survey for Climate and Working Conditions | Annual | | Department of Criminal Justice System | No |
| Communicable Disease Reporting | Daily/Weekly | | Department of Health | No |
| Daily Absenteeism Rates | Daily | | Department of Health | No |
| Drinking Water Testing | Annual | | Department of Health | No |
| Impact Testing | Biannual | | Department of Health | No |
| Student Immunization Status Report | Annual | | Department of Health | No |
| Syndromic Surveillance | Voluntary | | Department of Health | No |
| VDH School Health Profiles Survey | Annual | | Department of Health | No |
| Administrative Claim Report | Annual | | Department of Medical Assistance Services | No |
| Business Cost Report (BCRC) | Annual | | Department of Medical Assistance Services | No |
| Virginia Medicaid Reporting | Quarterly | | Department of Medical Assistance Services | No |
| LearnFare | Weekly | | Department of Social Services | No |
| Medicaid billing (DSS - Virginia) | Monthly | | Department of Social Services | No |
| P-EBT | Monthly | | Department of Social Services | No |
| Child Protective Services | Per Incident | | Department of Social Services and local law enforcement | No |
| VA-16 (Virginia Payroll Tax) | Quarterly | | Department of Taxation | No |
| VA-6 (Virginia Payroll Tax) | Annual | | Department of Taxation | No |
| VEC-FC-21 (Virginia Unemployment Commission) | Quarterly | | Employment Commission | No |
| JLARC Studies | Periodically | | JLARC | No |
| Building Maps | Annual | | Local Police and Fire Departments | No |
| New Hire Report | bi-monthly | | VA New Hire Reporting Center | No |

| Report Name | Report Frequency | Federal Agency or Organization Name | State Agency or Organization Name | Duplicate Reported? |
|---|-------------------------|--|--|----------------------------|
| Census to the Virginia Project for Children and Youth with Deaf-Blindness | Annual | | VCU - The National Center on Deaf-Blindness (NCDB) | No |
| Virginia High School League CEF (Coaches Education) | Annual | | Virginia High School League | No |
| Virginia High School League Offerings | Annual | | Virginia High School League | No |
| Virginia High School League Participation/ATM | Annual | | Virginia High School League | No |
| VRS Snapshot | Monthly | | Virginia Retirement System | No |
| Survey of Individual Self-Insurers-Public | Annual | | Virginia Worker Compensation Commission | No |

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 G: Report Regarding Online Courses and Virtual Programs

REPORT REGARDING ONLINE COURSES AND VIRTUAL PROGRAMS

Office of Educational Technology and Classroom Innovation 2024



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MULTIDIVISION ONLINE PROVIDERS

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 providers 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.

An eleventh 30-day application window opened on January 1, 2020. During that time, there were no new applications submitted. Some providers approved during 2011-2019 submitted new

courses for review and approval. After a thorough review, 159 courses submitted from existing providers were approved.

A twelfth 30-day application window opened on March 29, 2021. During that time, there were two new applications submitted. After a thorough review, both new applicants were approved as multidivision online providers. Some providers approved during 2011-2021 submitted new or revised courses for review and approval.

A thirteenth 30-day application window opened on January 1, 2022. During that time, there were two new applications submitted. After a thorough review, both new applicants were approved as multidivision online providers. Some providers approved during 2011-2022 submitted new or revised courses for review and approval.

A fourteenth 30-day application window opened on January 1, 2023. During that time, there were two new applications submitted. After a thorough review, both new applicants were approved as multidivision online providers. Some providers approved during 2011-2023 submitted new or revised courses for review and approval.

A fifteenth 30-day application window opened on January 1, 2024. During that time, there was one new application submitted. After a thorough review, the applicant was approved as a multidivision online provider. Some providers approved during 2011-2024 submitted new or revised courses for review and approval.

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, 2023 and October 1, 2024:

- The application window was opened for 30 days beginning January 1, 2024. There was one new applicant during the application window.
- Of the 68 new or revised SOL (including CTE) courses reviewed, all 68 were approved. In addition, 52 elective course titles were submitted for inclusion in the course database. Electives are approved at the local School Board level.

- A second course submission window was opened specifically for Mathematics courses due to the required implementation of courses correlated to the revised Standards of Learning. Of the 109 new or revised courses reviewed, 108 (99 percent) were approved.
- A third course submission window was opened specifically for English Language Arts courses due to the required implementation of courses correlated to the revised Standards of Learning. Of the 104 new or revised courses reviewed, 104 (100 percent) were approved.
- Providers that were initially approved in 2021 or that completed a three-year review in 2021 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 2023-2024 academic year.
- The Department of Education collected and reviewed monitoring reports from the following providers: Accel Online, Accelerate Education; Apex Learning; BYU Independent Study; CCPSONline – Chesterfield County Public Schools; Edison Learning; EdOptions Academy (Edmentum); Florida Virtual School: FlexPoint; Founders Education; Greenways Academy, Hampton City Schools Flex; Imagine Learning (Edgenuity); Imagine Learning (Odysseyware); Middleton Academy; My Virtual Academy; Nextide Academy; Pearson Connections Academy; Proximity Learning; Schools PLP; Stride, Inc.; Stride Learning Solutions; The Coding School, VHS Learning and Virtual Learning Academy.

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 two times a year: in the Fall (data are as of Oct 1st) and the last day of school. The collection includes rosters of students by school, teacher, course and section.

Enrollment Data

Beginning with the 2022-23 school year, the Master Schedule Collection was expanded to include the Multi-division Online Provider to the roster of students by school, teacher, course and section. The table below shows student enrollment (an unduplicated count of students) and student-course enrollment (a duplicated student count of the number of all students in all courses) using the newly collected data. Data from the 2012-2013 school year through 2020-2021 school year may be located in appendices of the associated Board’s Annual Report to the Governor and General Assembly.

| Division | Number of Students in at least one MOP course as reported on the 2021-2022 End-of-Year MSC | Number of Student Enrollments in all courses offered by MOPS in 2021-2022 | Number of Students in at least one MOP course as reported on the 2022-2023 End-of-Year MSC | Number of Student Enrollments in all courses offered by MOPS in 2022-2023 | Number of Students in at least one MOP course as reported on the 2023-2024 End-of-Year MSC | Number of Student Enrollments in all courses offered by MOPS in 2023-2024 |
|---------------------|--|---|--|---|--|---|
| Accomack County | 5 | 16 | 40 | 43 | 20 | 21 |
| Albemarle County | 42 | 58 | 5 | 6 | - | - |
| Alexandria City | - | - | - | - | - | - |
| Alleghany Highlands | - | - | 3 | 4 | 10 | 11 |
| Amelia County | - | - | - | - | - | - |
| Amherst County | - | - | - | - | - | - |
| Appomattox County | 46 | 233 | - | - | - | - |
| Arlington County | 268 | 447 | 189 | 210 | 355 | 403 |
| Augusta County | - | - | - | - | - | - |
| Bath County | - | - | - | - | - | - |
| Bedford County | 2 | 2 | - | - | 37 | 196 |
| Bland County | 65 | 379 | 106 | 591 | 169 | 1,001 |
| Botetourt County | - | - | - | - | - | - |
| Bristol City | 107 | 566 | 73 | 360 | 105 | 491 |
| Brunswick County | - | - | - | - | - | - |
| Buchanan County | 24 | 107 | 31 | 149 | 45 | 220 |
| Buckingham County | - | - | - | - | - | - |

| | | | | | | |
|-----------------------|-----|-------|-----|-----|-----|-----|
| Buena Vista City | 152 | 400 | - | - | - | - |
| Campbell County | - | - | - | - | - | - |
| Caroline County | - | - | - | - | - | - |
| Carroll County | 65 | 471 | 34 | 139 | 49 | 191 |
| Charles City County | 50 | 50 | 66 | 67 | 14 | 15 |
| Charlotte County | - | - | 5 | 12 | - | - |
| Charlottesville City | - | - | - | - | - | - |
| Chesapeake City | 51 | 78 | 54 | 62 | 25 | 34 |
| Chesterfield County | - | - | - | - | - | - |
| Clarke County | - | - | - | - | - | - |
| Colonial Beach | 116 | 125 | 136 | 191 | 62 | 79 |
| Colonial Heights City | - | - | - | - | - | - |
| Covington City | - | - | - | - | - | - |
| Craig County | - | - | 7 | 30 | 106 | 171 |
| Culpeper County | 271 | 1,191 | - | - | - | - |
| Cumberland County | - | - | - | - | - | - |
| Danville City | - | - | - | - | - | - |
| Dickenson County | 70 | 343 | 56 | 284 | 72 | 353 |
| Dinwiddie County | 52 | 100 | 139 | 163 | - | - |
| Essex County | 276 | 1,333 | - | - | - | - |
| Fairfax County | - | - | - | - | - | - |
| Falls Church City | 3 | 3 | 1 | 1 | 8 | 32 |

| | | | | | | |
|---------------------|-------|-------|-------|-------|-------|-------|
| Fauquier County | - | - | 62 | 62 | 48 | 48 |
| Floyd County | - | - | - | - | - | - |
| Fluvanna County | - | - | - | - | - | - |
| Franklin City | - | - | - | - | - | - |
| Franklin County | - | - | - | - | - | - |
| Frederick County | - | - | - | - | - | - |
| Fredericksburg City | 392 | 421 | 236 | 1,987 | - | - |
| Galax City | 15 | 67 | 10 | 46 | 13 | 62 |
| Giles County | 1,412 | 8,087 | 1,276 | 8,617 | 1,474 | 9,371 |
| Gloucester County | 31 | 101 | 24 | 78 | 41 | 156 |
| Goochland County | 10 | 41 | 3 | 3 | - | - |
| Grayson County | 41 | 156 | 34 | 85 | 29 | 65 |
| Greene County | - | - | - | - | - | - |
| Greensville County | 58 | 118 | - | - | - | - |
| Halifax County | 44 | 109 | 58 | 221 | 28 | 94 |
| Hampton City | - | - | - | - | - | - |
| Hanover County | - | - | - | - | - | - |
| Harrisonburg City | - | - | - | - | - | - |
| Henrico County | 220 | 225 | - | - | - | - |
| Henry County | - | - | 49 | 94 | 35 | 110 |
| Highland County | - | - | - | - | - | - |
| Hopewell City | - | - | - | - | - | - |

| | | | | | | |
|-----------------------|-----|-------|-----|-------|-----|-------|
| Isle of Wight County | - | - | - | - | - | - |
| King George County | - | - | - | - | - | - |
| King William County | - | - | 2 | 3 | - | - |
| King and Queen County | 230 | 2,023 | 226 | 1,824 | 249 | 1,465 |
| Lancaster County | 138 | 138 | 150 | 228 | 79 | 82 |
| Lee County | 79 | 380 | 38 | 121 | 45 | 164 |
| Lexington City | - | - | - | - | - | - |
| Loudoun County | 425 | 450 | 550 | 601 | 652 | 694 |
| Louisa County | - | - | - | - | - | - |
| Lunenburg County | - | - | - | - | - | - |
| Lynchburg City | 135 | 763 | 240 | 1,657 | 21 | 22 |
| Madison County | - | - | - | - | - | - |
| Manassas City | - | - | - | - | - | - |
| Manassas Park City | 1 | 1 | 150 | 158 | - | - |
| Martinsville City | - | - | - | - | - | - |
| Mathews County | - | - | - | - | - | - |
| Mecklenburg County | 475 | 3,158 | - | - | 64 | 311 |
| Middlesex County | - | - | 27 | 29 | 45 | 52 |
| Montgomery County | - | - | - | - | - | - |
| Nelson County | - | - | - | - | - | - |
| New Kent County | - | - | - | - | - | - |
| Newport News City | 15 | 31 | 370 | 505 | 740 | 1,316 |

| | | | | | | |
|-----------------------|-------|-------|-------|--------|-------|--------|
| Norfolk City | 1,032 | 1,346 | - | - | - | - |
| Northampton County | - | - | - | - | - | - |
| Northumberland County | - | - | - | - | - | - |
| Norton City | 9 | 35 | 6 | 30 | 7 | 39 |
| Nottoway County | 57 | 258 | 67 | 67 | 152 | 176 |
| Orange County | 37 | 37 | 438 | 586 | 123 | 290 |
| Page County | 57 | 254 | 6 | 12 | 47 | 93 |
| Patrick County | 334 | 1,711 | 333 | 1,692 | 290 | 1,320 |
| Petersburg City | - | - | - | - | - | - |
| Pittsylvania County | 42 | 165 | - | - | - | - |
| Poquoson City | 1 | 1 | - | - | 2 | 11 |
| Portsmouth City | 192 | 839 | 3,018 | 4,202 | 1,581 | 2,169 |
| Powhatan County | 454 | 497 | 468 | 543 | 416 | 513 |
| Prince Edward County | - | - | - | - | 7 | 7 |
| Prince George County | - | - | 75 | 145 | 198 | 327 |
| Prince William County | - | - | - | - | - | - |
| Pulaski County | - | - | 77 | 406 | 681 | 4,607 |
| Radford City | 1,146 | 6,596 | 2,226 | 13,545 | 1,725 | 12,344 |
| Rappahannock County | - | - | - | - | - | - |
| Richmond City | 8 | 8 | 78 | 78 | - | - |
| Richmond County | - | - | - | - | - | - |
| Roanoke City | 661 | 3,401 | 37 | 189 | 130 | 461 |

| | | | | | | |
|---------------------|-----|-------|-----|-------|-----|-------|
| Roanoke County | - | - | - | - | - | - |
| Rockbridge County | - | - | - | - | - | - |
| Rockingham County | 1 | 1 | - | - | - | - |
| Russell County | 52 | 235 | 29 | 85 | 57 | 274 |
| Salem City | 60 | 253 | 23 | 111 | 886 | 5,925 |
| Scott County | - | - | 706 | 7,108 | 841 | 9,531 |
| Shenandoah County | - | - | - | - | - | - |
| Smyth County | 107 | 824 | 50 | 222 | 96 | 493 |
| Southampton County | 259 | 363 | - | - | - | - |
| Spotsylvania County | 66 | 133 | - | - | - | - |
| Stafford County | 207 | 887 | 491 | 715 | - | - |
| Staunton City | 145 | 194 | 72 | 86 | 17 | 19 |
| Suffolk City | 624 | 1,680 | 231 | 272 | 191 | 198 |
| Surry County | - | - | - | - | - | - |
| Sussex County | - | - | - | - | - | - |
| Tazewell County | 17 | 79 | 108 | 766 | 133 | 825 |
| Virginia Beach City | 30 | 40 | 48 | 77 | 162 | 254 |
| Warren County | - | - | - | - | - | - |
| Washington County | 210 | 1,365 | 87 | 479 | 200 | 1,247 |
| Waynesboro City | 7 | 7 | 11 | 33 | 85 | 178 |
| West Point | - | - | - | - | - | - |
| Westmoreland County | - | - | 50 | 50 | 54 | 56 |

| | | | | | | |
|--------------------------------|-----|-------|-----|-------|-----|-------|
| Williamsburg-James City County | - | - | - | - | - | - |
| Winchester City | - | - | - | - | - | - |
| Wise County | 417 | 3,059 | 244 | 1,078 | 277 | 1,758 |
| Wythe County | - | - | - | - | 39 | 207 |
| York County | - | - | - | - | - | - |

NOTE: Covington City and Alleghany County combined to form Alleghany Highlands in the 2022-2023 school year.

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 revised as follows:

- Reading: 99%
- Mathematics: 98%
- Science: 97%
- History & Social Science: 98%

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

- Reading: 89%
- Mathematics: 50%
- Science: 57%
- History & Social Science: 54%

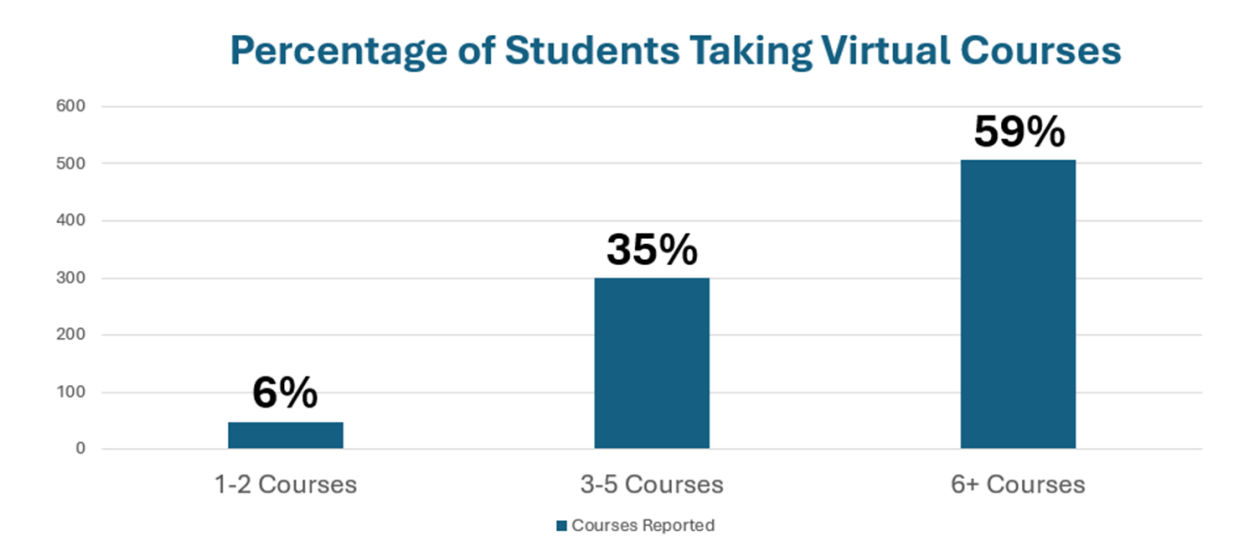
Provider Monitoring Issues

The Department of Education collected data regarding issues via the annual Monitoring Report from providers that offered courses during the 2023-2024 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. The Department of Education requested all multidivision

online providers send program participants links to a parent survey including a total of 854 responses. Instruction was received from ten providers with the number of courses taken by students listed in the chart.



Overall Course Quality

- Eighty-seven percent (87%) agreed or strongly agreed that the quality of the online course was good.
- Eighty-seven percent (87%) agreed or strongly agreed that the quality of the course content was good.
- Ninety-five percent (95%) agreed or strongly agreed that their children had been appropriately challenged by the online course.
- Eighty-two percent (82%) agreed that the online course was appropriately personalized to meet the unique needs of their children.

Communication

- Ninety-one percent (91%) agreed or strongly agreed that the frequency of communication with teachers met their children's needs.
- Eighty-four percent (84%) agreed or strongly agreed that the actual communications were productive.
- Eighty-three percent (83%) agreed or strongly agreed that the frequency of communication with other students met their children's needs.

Technical Issues

- Eighty-nine percent (89%) reported that their children often did not have, rarely had, or never had any technical issues with the online courses.
- Eighty-one (81%) reported that any technical issues were resolved in an average to very fast period of time.

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 2011-2012 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.

No new applications were received during the 2020 application window.

Two applications were received during the 2021 application window and met the criteria for approval: Greenways Academy and Connections Education by Pearson.

Two applications were received during the 2022 application window and met the criteria for approval: Hampton City Schools FleX and The Coding School.

Two applications were received during the 2023 application window and met the criteria for approval: Accel Online and SchoolsPLP.

One application was received during the 2024 application window and met the criteria for approval: Virtual Learning Academy.

Since 2011, the Department of Education has approved a total of 30 multidivision online providers, and there were 25 active providers during the 2023-24 school year.

2023-2024 Approved Providers and Course Offerings

Providers may offer one course or a full array of courses as an online course or program provider contracted with a local school division. Courses are required to be aligned with current *Standards of Learning* through a review and certification process. Active providers were permitted to offer approved courses to Virginia students from the lists provided.

Accel Online East
<https://accelschools.com/>

Virginia Approved SOL Courses

Civics and Economics
English Grade 7
English Grade 8
Language Arts Grade 1
Language Arts Grade 2
Language Arts Grade 3
Language Arts Grade 4
Language Arts Grade 5
Language Arts Kindergarten
Life Science
Mathematics Grade 1
Mathematics Grade 2
Mathematics Grade 3
Mathematics Grade 4
Mathematics Grade 5

Mathematics Grade 8
Mathematics Kindergarten
Physical Science
Science Grade 1
Science Grade 2
Science Grade 3
Science Grade 4
Science Grade 5
Science Kindergarten
Social Studies Grade 1
Social Studies Grade 2
Social Studies Grade 3
Social Studies Grade 5
Social Studies Kindergarten
US History 1865 to Present
Virginia Studies

CTE Courses

N/A

Approved Non-SOL / Electives

N/A

Accelerate Education

<https://accelerate.education>

Virginia Approved SOL Courses

Algebra I
Algebra II
American Government
American History
Biology
Chemistry
Civics & Economics

Earth Science
Economics
English Grade 9
English Grade 10
English Grade 11
English Grade 12
Geometry
Health Grade 7
Health
Language Arts Grade 11
Physical Education
Physical Science
Physics
Virginia & US Government
Virginia and United States History
World Geography
World History & Geography 1500-
Present

CTE Courses

N/A

Virginia Non-SOL/Elective Courses:

Accounting
Advanced Drawing
Art Appreciation
Art Careers
Art History
Basic Drawing
Basic Web Design
Beginning Painting
Career Planning
Child Development
Computer Basics
Contemporary Novels
Creative Writing
Digital Media
Digital Photography

BYU Independent Study

<http://is.byu.edu>

Virginia Approved SOL Courses

Algebra I
Algebra II
Biology
English Grade 9
Geometry
Health Grade 10
Health Grade 9
Physics
Spanish I
Spanish II
US History 1865 to Present

CTE Courses

N/A

Approved Non-SOL / Electives

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

CCPSOnline - Chesterfield County Public Schools

<https://oneccps.org/ccpsonline/>

Virginia Approved SOL Courses

Algebra I
Algebra II
Algebra, Functions, & Data Analysis
Biology I
Chemistry I
Earth Science I
Economics & Personal Finance
English Grade 10
English Grade 11
English Grade 12
English Grade 9
Geometry
Health Grade 10
Health Grade 9
Physical Education Grade 10
Physical Education Grade 9
Virginia & U.S. History
Virginia and U.S. Government
World History & Geography to 1500
A.D.
World History & Geography: 1500 A.D.
to the Present

CTE Courses

Computer Science Foundations
Marketing

Approved Non-SOL / Electives

Art History
Art I/Art Foundations
Earth Science 2
French I - Regular Course
French II
French III
Health Education - Grade 10 (not
Driver Education)
Health Education - Grade 9 (not
Driver Education)
Health Education- Grade 10 (not
Driver Education)
Health Education- Grade 9
Physical Education - Grade 9
Psychology
Psychology I
Sociology
Spanish I - Regular Course
Spanish II
Spanish III

Connections Academy by Pearson

<https://www.pearson.com/us/prek-12/products-services-teaching/online-blended-learning-solutions/connections-learning.html>

Virginia Approved SOL Courses

Algebra I
Algebra II
American Sign Language for Young
Learners - Middle School
American Sign Language I
American Sign Language II
Art - Grade 1
Art - Grade 2
Art - Grade 3
Art - Grade 4
Art - Grade 5

Art - Grade 6
Art - Grade 7
Art - Grade 8
Art - Kindergarten
Biology I
Chemistry I
Chinese Exploratory (Middle School)
Civics & Economics
Earth Science I
Economics & Personal Finance
English - Grade 10
English - Grade 11
English - Grade 12
English - Grade 6
English - Grade 7
English - Grade 8
English - Grade 9
French I - Regular Course
French II
French III
French IV
General Music - Grade 6
General Music - Grade 7
General Music - Grade 8
General Music - Grades 9-12
Geometry
German I - Regular Course
German II
German III
Health & PE - Grade 6
Health & PE - Grade 7
Health & PE - Grade 8
Health & PE - Grade 9 (not Driver
Education)
Health Education - Grade 9 (not Driver
Education)
Japanese I
Japanese II
Language Arts - Grade 1
Language Arts - Grade 2
Language Arts - Grade 3
Language Arts - Grade 4
Language Arts - Grade 5
Language Arts - Kindergarten
Life Science
Mathematics - Grade 1
Mathematics - Grade 2
Mathematics - Grade 3
Mathematics - Grade 4
Mathematics - Grade 5
Mathematics - Grade 6
Mathematics - Grade 7
Mathematics - Grade 8
Mathematics - Grade Kindergarten
Music - Grade 1
Music - Grade 2
Music - Grade 3
Music - Grade 4
Music - Grade 5
Music - Kindergarten
Physical Education - Grade 11/Personal
Fitness I
Physical Education - Grade 1
Physical Education - Grade 2
Physical Education - Grade 3
Physical Education - Grade 4
Physical Education - Grade 5
Physical Education - Kindergarten
Physical Science
Physics I

Science - Grade 6
 Science - Grade 1
 Science - Grade 2
 Science - Grade 3
 Science - Grade 4
 Science - Grade 5
 Science - Kindergarten
 Social Studies - Grade 1
 Social Studies - Grade 2
 Social Studies - Grade 3
 Social Studies - - Grade 5
 Social Studies Kindergarten
 Spanish Exploratory
 Spanish I - Regular Course
 Spanish II
 Spanish III
 Spanish IV
 U.S. History: 1865 to Present
 Virginia Studies
 Virginia & U.S. Government
 Virginia & U.S. History
 World Geography
 World History & Geography to 1500
 A.D.
 World History & Geography: 1500 A.D.
 to the Present

CTE Courses

N/A

Approved Non-SOL / Electives

American Sign Language for Young
 Learners - Elementary
 School
 AP Biology
 AP Calculus AB
 AP Computer Science Principles
 AP English Language &
 Composition
 AP English Literature &
 Composition
 AP Environmental Science
 AP Government & Politics: United
 States
 AP Macro-Economics, Semester
 AP Micro-Economics, Semester
 AP Psychology
 AP Spanish Language and Culture
 AP Statistics
 AP U.S. History
 Art History
 Business Mathematics with
 Algebra
 Calculus
 Career Investigations
 Chinese (Elementary School)
 Computer Gaming and Design
 Computer Literacy - not Business
 or Math
 Consumer Mathematics
 Debate
 Digital Applications
 Environmental Science
 General Mathematics
 Journalism I
 Multimedia Art
 Photography I
 Physical Science
 Precalculus
 Psychology I

Spanish (Elementary School)
 Sports and Entertainment
 Management
 Standardized Test Preparation
 Web Page Design

Edison Learning, Inc.

<http://www.edisonlearning.com>

Virginia Approved SOL Courses

Algebra I
 Algebra II
 Algebra, Functions, and Data Analysis
 Biology
 Chemistry
 Earth Science (MS)
 Earth Science
 Economics and Personal Finance
 English Grade 10
 English Grade 11
 English Grade 12
 English Grade 9
 Geometry
 Life Science (MS)
 Mathematics - 6th Grade
 Mathematics - 7th Grade
 Mathematics - 8th Grade
 Physical Education (MS)
 Physical Education 1 (HS)
 Physical Education 2 (HS)
 Physical Science (MS)
 Physics [Competency Based]
 Spanish 1
 Spanish 2
 Virginia and US Government
 Virginia and US History
 World Geography
 World History 1500-Present

CTE Courses

N/A

Approved Non-SOL / Electives

Anatomy and Physiology
 Astronomy
 Biotechnology
 Calculus
 Computer Engineering
 Electrical Engineering
 Environmental Science
 Epidemiology
 Fitness
 Forensics
 General Math
 Genetics
 Health
 HTML
 Internet Safety
 Intro to Office Applications
 Introduction to Technological Sciences
 JAVA
 Life Science
 Life Skills
 Macroeconomics
 Mechanical Engineering
 Microeconomics
 MS Art History and Appreciation
 MS Health and Fitness
 MS Music Theory and
 Appreciation

MS Problem Solving
 Music Theory
 Natural Disasters
 Physical Science
 Pre-Algebra
 Pre-Calculus
 Psychology
 Science of Computing
 Sociology
 Sports Science
 Statistics
 Superstars of Science
 Trigonometry

**Edmentum's EdOptions Online
 Academy**

<http://www.edoptionsacademy.com/>

Virginia Approved SOL Courses

Algebra 1
 Algebra 2
 Biology
 Chemistry
 Civics & Economics
 Earth Science
 English Grade 10
 English Grade 11
 English Grade 12
 English Grade 6
 English Grade 7
 English Grade 8
 English Grade 9
 French I
 French II
 Geometry
 German I
 German II
 Health Grade 9
 Language Arts Grade 1
 Language Arts Grade 3
 Language Arts Grade 4
 Language Arts Grade 5
 Language Arts Kindergarten
 Language Arts A Grade 2
 Life Science
 Mathematics Grade 1
 Mathematics Grade 2
 Mathematics Grade 3
 Mathematics Grade 4
 Mathematics Grade 5
 Mathematics Grade 6
 Mathematics Grade 7
 Mathematics Grade 8
 Mathematics Kindergarten
 Physical Education Grade 10
 Physical Education Grade 9
 Physical Science
 Physics
 Probability & Statistics
 Science Grade 1
 Science Grade 2
 Science Grade 3
 Science Grade 4
 Science Grade 5
 Science Kindergarten
 Spanish I
 Spanish II
 Spanish III
 US History to 1865
 Virginia & US Government

Virginia & US History
 World Geography
 World History & Geography 1500-
 Present
 World History & Geography to 1500

CTE Courses

Accounting
 Construction Technology
 VA Computer Applications A/B (36
 Weeks)
 VA Computer Information Systems A/B
 (36 Weeks)

Approved Non-SOL / Electives

3D Modeling
 3D Modeling 1b: Set the Scene
 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 - Graphic Literacy-
 Leveled
 ACT WorkKeys A. Workplace
 Documents - Leveled
 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-Workplace Documents
 ACT WorkKeys-Writing-Leveled
 Advanced Reading Skills
 Advanced Writing Skills
 Advertising & Sales Promotion
 African American History
 African American Studies
 Agriscience 1: Introduction
 Agriscience 2: Sustaining Human Life
 American Sign Language 1 A
 American Sign Language 1 B
 American Sign Language 3a:
 Community and Culture
 American Sign Language 3b:
 Conversations and Culture
 American Sign Language II a
 American Sign Language II b
 Anatomy
 Animation 1a: Introduction
 Animation 1b: Animating Your
 Creativity
 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
 Applied Medical Terminology,
 Semester A/B

Archaeology
 Art History & Appreciation
 Art in World Cultures
 Artificial Intelligence
 Astronomy
 Astronomy 1a: Introduction
 Astronomy 1b: Exploring the Universe
 ASVAB Prep Mathematics
 ASVAB Prep Technology &
 General Science, Part 1
 ASVAB Prep Technology &
 General Science, Part 2
 ASVAB Prep Word Knowledge &
 Paragraph Comprehension
 Biotechnology 1a: Introduction
 Biotechnology 1b: Unlocking
 Nature's Secrets
 Biotechnology: Unlocking Nature's
 Secrets
 Business English, Semester A
 Business English, Semester B
 Career Explorations
 Careers in Criminal Justice
 Careers in Criminal Justice 1b:
 Finding Your Specialty
 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
 Child Development and Parenting,
 Semester A/B
 Coding 1a: Introduction to Programming
 Coding 1b: Programming
 CompTIA A+ 220-1001
 CompTIA A+ 220-1002
 CompTIA A+ 220-901
 CompTIA A+ 220-902
 CompTIA Network+ Certification
 N10-007, Semester A
 CompTIA Network+ Certification
 N10-007, Semester B
 Computer Applications & Technology
 Computer Programming IA
 Computer Programming IB
 Computing for College and Careers A
 Computing for College and Careers B
 Concepts of Engineering and
 Technology
 Consumer Mathematics
 Contemporary World A
 Contemporary World B
 Cosmetology 1: Cutting Edge Styles
 Cosmetology 2: The Business of
 Skin and Nail Care
 Cosmetology 3a: Introduction to Hair
 Skills
 Cosmetology 3b: Waving, Coloring, and
 Advancing Hair Skills
 Creative Writing
 Creative Writing: Unleashing the
 Core of Your Imagination
 Criminology: Inside the Criminal Mind

Culinary Arts 1a: Introduction
 Culinary Arts 1b: Finding Your Palate
 Culinary Arts 2: Baking, Pastry, and
 More!
 Culinary Arts, Semester A/B
 Cybersecurity 1a: Foundations
 Cybersecurity 1b: Defense Against
 Threats
 Digital Photography 1
 Digital Photography 2
 Drugs & Alcohol (9-12)
 Early Childhood Education 1a:
 Introduction
 Early Childhood Education 1b:
 Developing Early Learners
 Electronic Communication Skills
 Entrepreneurship 1a: Introduction
 Entrepreneurship 1b: Make Your Idea a
 Reality
 Entrepreneurship, Semester A/B
 Environmental Science A/B
 Essential Career Skills
 Exercise Science (10-12)
 Family & Consumer Science
 Family Living and Healthy
 Relationships
 Fashion Design
 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)
 Food Handler and Food Manager
 Certifications
 Forensic Science 1: Secrets of the Dead
 Forensic Science 2: More Secrets of the
 Dead
 Forensics: The Science of Crime
 Forestry and Natural Resources
 Foundations of Green Energy, Semester
 A
 Foundations of Green Energy, Semester
 B
 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 1: Life Management Skills
 Health Science 1 A
 Health Science 1 B
 Health Science 1: The Whole Individual
 Health Science 2 A
 Health Science 2 B
 Health Science 2: Patient Care and
 Medical Services
 Health Science: Nursing
 Health Science: Public Health
 HESI Prep
 High School Career Discovery
 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
 Hospitality and Tourism 2a: Hotel and Restaurant Management
 Hospitality and Tourism 2b: Hotel and Restaurant Management
 Human and Social Services 1: Introduction
 Human Geography
 Integrated Math 1
 Integrated Math 2
 Integrated Math 3
 Integrated Physics & Chemistry
 Interior Design
 International Business
 International Business: Global Commerce in the 21st Century
 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 1
 Intro to Nursing 2
 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 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 Social Media
 Introduction to Social Media: Our Connected World
 Introduction to Veterinary Science
 Introduction to Visual Arts
 Introduction to World Religions
 Journalism 1a: Introduction
 Journalism 1b: Investigating the Truth
 Law & Order: Introduction to Legal Studies
 Learning in a Digital World: Digital Citizenship
 Life Skills (7-10)
 Life Skills: Navigating Adulthood

Lifetime & Leisure Sports (9-12)
 Manufacturing: Product Design and Innovation
 Marine Science: Secrets of the Blue
 Medical Terminology
 Middle School 2D Studio Art
 Middle School Career Exploration 2
 Middle School Career Explorations
 Middle School Civics
 Middle School Coding 1a: Introduction
 Middle School Coding 1b: Learning Python and Javascript
 Middle School Contemporary World, Semester A/B
 Middle School Digital Art and Design
 Middle School Exploring Business
 Middle School Exploring Health Science
 Middle School Exploring Information Technology
 Middle School Exploring Music
 Middle School Fitness
 Middle School Game Design 1a: Introduction
 Middle School Game Design 1b: Creating a Game
 Middle School Health
 Middle School Journalism
 Middle School Photography 1a: Introduction
 Middle School Photography: Drawing with Light
 Middle School World History A/B
 Military Careers: Introduction
 Music Appreciation
 Music Appreciation: The Enjoyment of Listening
 Mythology and Folklore
 Mythology and Folklore: Legendary Tales
 National Security
 Networking Fundamentals Semester A
 Nutrition & Wellness
 Nutrition (9-12)
 Outdoor Sports
 Peer Counseling
 Personal and Family Finance
 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
 Precalculus
 Principles of Agriculture, Food and Natural Resources
 Principles of Education and Training A/B
 Principles of Government and 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 Administration A/B
 Public Speaking
 Public Speaking 1b: Finding Your Voice
 Reading and Writing for Purpose
 Real World Parenting
 Renewable Technologies: Introduction
 Restaurant Management
 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 Media
 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 and Entertainment
 Marketing
 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
 The Lord of the Rings: An Exploration of the Films and Their Literary Influences
 Theater, Cinema, and Film
 Production 1a: Introduction Theater, Cinema, and Film
 Production 1b: Lights, Camera, Action!
 Theatre, Cinema, & Film Production
 Veterinary Science: The Care of Animals
 Walking Fitness (9-12)
 Web Technologies
 Women's Studies: A Personal Journey Through Film
 Women's Studies
 Workplace and Internship
 Readiness: Preparing for Work & Life
 World Religions: Exploring Diversity

Edmentum/Apex Learning
<http://www.apexlearningvs.com>

Virginia Approved SOL Courses

Algebra 1
 Algebra 2
 Algebra, Functions, and Data Analysis
 Biology
 Biology II
 Chemistry
 Civics & Economics
 Computer Science Foundations
 Earth Science
 Economics and Personal Finance
 English 10
 English 11
 English 12
 English 9
 English Grade 4
 English Grade 5
 English Grade 6
 English Grade 7
 English Grade 8
 English Grade 9
 French I
 French II
 Geometry
 Health Grades 9 and 10
 Mathematical Analysis
 Mathematics Grade 6
 Mathematics Grade 7
 Mathematics Grade 8
 Physical Education Grades 9 and 10
 Physical Science
 Physics
 Probability & Statistics
 Spanish I
 Spanish II
 Spanish III
 United States History: 1865 to the Present
 Virginia & U.S. History
 Virginia and US Government
 World Geography
 World History & Geography to 1500

World History and Geography 1500 - Present

CTE Courses
 Business Law

Approved Non-SOL / Electives

AP Biology
 AP Calculus AB
 AP Chemistry
 AP Computer Science Principles
 AP English Language and Composition
 AP Environmental Science
 AP Human Geography
 AP Language & Composition
 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

Florida Virtual School: Flexpoint
<https://www.flexpointvirtualschool.com/>

Virginia Approved SOL Courses

Algebra I
 Algebra II
 Biology
 Chemistry
 Chinese I
 Chinese II
 Earth Science
 English Grade 10
 English Grade 11
 English Grade 12
 English Grade 6
 English Grade 9
 French I
 French II
 Geometry
 Health Grade 9
 Math 6
 Math 7
 Physics
 Science Grade 2
 Science Grade 6
 Spanish I
 US & World Government
 US & World History
 Virginia and US History
 World History and Geography 1500 to Present

CTE Courses
 N/A

Approved Non-SOL / Electives

(MJ=Middle School; LRC=Learning)
 Advance Algebra w/Financial Application
 Algebra I (LRC)
 Algebra II (LRC)
 Algebra Readiness
 American Government (LRC)
 American History (LRC)
 American Sign Language I
 American Sign Language II
 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
 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 (LRC)
 Economics With Financial Literacy
 Elementary Art Grade 1
 Elementary Art Grade 2
 Elementary Art Grade 3
 Elementary Art Grade 4
 Elementary Art Grade 5
 Elementary Art Grade K
 Elementary PE Grade 1
 Elementary PE Grade 2
 Elementary PE Grade 3
 Elementary PE Grade 4
 Elementary PE Grade 5
 Elementary Spanish Grade 1
 Elementary Spanish Grade 2
 Elementary Spanish Grade 3
 Elementary Spanish Grade 4
 Elementary Spanish Grade 5
 Elementary Spanish Grade K
 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 Business
 Keyboarding
 Middle School Career Research and Decision Making
 Middle School Civics
 Middle School Comprehensive Science I
 Middle School Computer Science Elective
 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 Language Arts 2
 MJ Language Arts 3
 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
 Personal Fitness- Adaptive IEP or 504 Plan
 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

<http://www.founderseducation.net/>

Virginia Approved SOL Courses

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

Approved Non-SOL / Electives

N/A

Greenways Academy

<https://www.greenwaysacademy.com/>

Virginia Approved SOL Courses

Algebra I
 Algebra II
 Biology I
 Chemistry I
 Earth Science
 English Grade 10
 English Grade 11
 English Grade 12
 English Grade 6
 English Grade 7
 English Grade 8
 English Grade 9
 French I - Regular Course
 French II
 Geometry
 German I - Regular Course
 German II
 Health Education - Grade 9 (not Driver Education)
 Health Education - Grade 10 (not Driver Education)
 Health Education - Grade 11
 Health Education - Grade 12
 Life Science
 Physical Education Grade 10
 Physical Education Grade 9
 Physical Science
 Physics I
 Probability & Statistics
 Spanish I - Regular Course
 Spanish II
 Spanish III
 Virginia & US Government

CTE Courses

Computer Science Programming
 Digital Media Fundamentals
 Information Technology Fundamentals
 Principles Of Business & Marketing
 Sport, Exercise & Health Science

Approved Non-SOL / Electives

Academic Success
 ACT Prep English
 ACT Prep Reading
 ACT Prep Science Reasoning
 ACT Workkeys Graphic Literacy Levelled
 ACT Workkeys Workplace Documents Levelled
 ACT WorkKeys-Applied Mathematics-Levelled
 African American History
 African American Studies

American Sign Language I
 American Sign Language II
 Anatomy
 Anthropology
 AP Biology
 AP Calculus AB
 AP Chemistry
 AP Computer Science Principles
 AP English Literature and Composition
 AP US History
 Art History
 Art in World Cultures
 Artificial Intelligence
 Biotechnology 1a: Introduction
 Biotechnology 1b: Unlocking Nature's Secrets
 Business English, Semester A
 Business English, Semester B
 Career Investigations
 Careers in Criminal Justice 1a: Introduction
 Careers in Criminal Justice 1b: Finding Your Specialty
 Certified Nurse Aide, Semester A
 Certified Nurse Aide, Semester B
 Coding 1a: Introduction to Programming
 Coding 1b: Programming Communications
 Computer Programming IA
 Computer Programming IB
 Computing for College and Careers A
 Computing for College and Careers B
 Consumer Mathematics
 Contemporary World Issues
 Cosmetology I
 Cosmetology II
 Cosmetology III
 Creative Writing
 Criminology: Inside the Criminal Mind
 Cybersecurity Fundamentals
 Digital Photography 1aL Introduction
 Digital Photography 1b: Creating Images With Impact
 Digital Photography 2: Discovering Your Creative Potential
 Drugs & Alcohol (9-12)
 Earth Science II - Astronomy
 Engineering Studies
 Environmental Science
 Essential Career Skills
 Family & Consumer Sciences
 Exploratory III (18 Weeks)
 Family Living and Healthy Relationships
 Financial Mathematics, Semester A
 Financial Mathematics, Semester B
 Fitness Basics 1 (MS)
 Flexibility Training (9-12)
 Forensic Science 1: Secrets of the Dead
 Forensic Science 2: More Secrets of the Dead
 Forensics: The Science of Crime
 Forestry Management
 Foundations of Agriculture, Food, & Natural Resources
 Game Design and Development
 General Music 9-12
 Geometry/Algebra II/Mathematical Analysis - 3 Year Sequence Part I
 Geometry/Algebra II/Mathematical

Analysis - 3 Year Sequence Part II
 Geometry/Algebra II/Mathematical
 Analysis - 3 Year Sequence Part III
 Gothic Literature
 Gothic Literature: Monster Stories
 Great Minds in Science: Ideas for a New
 Generation
 Health Education Grade 6
 Health Education Grade 7
 Health Education Grade 8
 History of the Holocaust
 Holocaust Studies
 HOPE 1
 HOPE 2
 Hospitality & Tourism 1: Traveling
 the Globe
 Hospitality & Tourism 2a: Hotel
 and Restaurant Management
 Hospitality & Tourism 2b: Hotel
 and Restaurant Management
 Human Geography: Our Global Identity
 Information Technology
 Fundamentals
 Integrated Physics & Chemistry A
 Integrated Physics & Chemistry B
 Interior Design I
 International Business - Global
 Commerce in the 21st Century
 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 Archaeology
 Introduction to Early Childhood
 Education (18 Weeks)
 Introduction to Forensic Science
 Introduction to Marine Biology
 Introduction to Military Careers
 Introduction to Philosophy
 Introduction to Social Media
 Introduction to Veterinary Science
 Introduction to Visual Arts
 Introduction to World Religions
 ISAAP/GED Program
 Journalism I
 Law & Order: Introduction to Legal
 Studies
 Life Skills (7-10)
 Life Skills (7-10)
 Lifetime & Leisure Sports (9-12)
 Marine Science
 Marketing, Advertising, & Sales
 Mathematical
 Analysis/Pre-Calculus
 Medical Terminology
 Middle School Career Explorations
 Middle School Journalism
 Middle School Photography 1a:
 Introduction
 Middle School Photography 1b:
 Drawing with Light
 Middle School World History A/B
 Middle School World History A/B
 Military Careers: Introduction
 Music Appreciation
 Music Appreciation: The Enjoyment of
 Listening

Mythology and Folklore
 National Security
 Native American Studies:
 Contemporary Perspectives
 Native American Studies:
 Historical Perspectives
 Nutrition (9-12)
 Nutrition & Wellness (18 weeks)
 Outdoor Sports
 Peer Counseling
 Personal and Family Finance
 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
 Physical Education – Grade 11/Personal
 Fitness I
 Physical Education – Grade 12/Personal
 Fitness II
 Physical Education-Prior to Secondary
 Physiology
 Principles of Public Service: To Serve &
 Protect
 Principles of Transportation,
 Distribution, and Logistics A
 Principles of Transportation,
 Distribution, and Logistics B
 Programming
 Psychology
 Public Speaking
 Public Speaking
 Real World Parenting
 Revolutionary Ideas in Science
 Robotics
 Robotics
 Running (9-12)
 Safety & First Aid
 SAT Prep: Mathematics
 SAT Prep: Reading
 SAT Prep: Writing and Language
 Social Issues
 Social Media: Our Connected World
 Social Problems I: A World in Crisis
 Social Problems II: Crisis, Conflicts &
 Challenges
 Sociology
 Sport, Exercise & Health Science
 Sports Officiating (9-12)
 Strength Training (10-12)
 Structure of Writing
 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
 Team Sports

The Lord of the Rings-An Exploration of
 the Films and Their Literary Influences
 Theatre, Cinema, & Film Production
 Walking Fitness (9-12)
 Web Technologies
 Women's Studies
 World Religions: Exploring
 Diversity

Hampton City FLEx
www.hcsflex.com

Virginia Approved SOL Courses

English Grade 1
 English Grade 2
 English Grade 3
 English Grade 4
 English Grade 5
 English Language Arts Grade K
 History and Social Science Grade 1
 History and Social Science Grade 2
 History and Social Science Grade 3
 History and Social Science Grade K
 Mathematics Grade 1
 Mathematics Grade 2
 Mathematics Grade 3
 Mathematics Grade 4
 Mathematics Grade 5
 Mathematics Grade K
 Music Grade 1
 Music Grade 2
 Music Grade 3
 Music Grade 4
 Music Grade 5
 Music Grade K
 Physical and Health Education Grade K
 Physical Education Grade 1
 Physical Education Grade 2
 Physical Education Grade 3
 Physical Education Grade 4
 Physical Education Grade 5
 Science Grade 1
 Science Grade 2
 Science Grade 3
 Science Grade 4
 Science Grade 5
 Science Grade K
 Virginia Studies
 Visual Arts Grade 1
 Visual Arts Grade 2
 Visual Arts Grade 3
 Visual Arts Grade 4
 Visual Arts Grade 5
 Visual Arts Grade K

CTE Courses
 N/A

Approved Non-SOL / Electives
 N/A

Imagine Learning Edgenuity
www.imaginelearning.com

Imagine - OdysseyWare Academy
www.imaginelearning.com

Virginia Approved SOL Courses
 Algebra Functions & Data Analysis
 Algebra I

Algebra I Honors
 Algebra II
 Algebra II Honors
 Biology
 Biology Honors
 Chemistry
 Chemistry Honors
 Chinese 1 (MS)
 Chinese 2 (MS)
 Chinese I
 Chinese II
 Earth Science
 Earth Science Honors
 English 10
 English 10 Honors
 English 11
 English 11 Honors
 English 12
 English 12 Honors
 English 6
 English 7
 English 8
 English 9
 English 9 Honors
 French 1 (MS)
 French 2 (MS)
 French I
 French I (Odysseyware Version)
 French II
 French II (Odysseyware Version)
 French III
 Geometry
 Geometry Honors
 German 1 (MS)
 German 2 (MS)
 German I
 German II
 Health & Personal Wellness
 Health 9 (Life Skills)
 Health Grade 10
 Health Grade 9
 Introduction to Computer Science
 Language Arts 1 A/B (VA)
 Language Arts 2 A/B (VA)
 Language Arts 3 A/B (VA)
 Language Arts 4 A/B (VA)
 Language Arts 5 A/B (VA)
 Language Arts K A/B (VA)
 Latin 1 (MS)
 Latin I
 Latin II
 Life Science
 Math 1 A/B (VA)
 Math 2 A/B (VA)
 Math 3 A/B (VA)
 Math 4 A/B (VA)
 Math 5 A/B (VA)
 Math K A/B (VA)
 Mathematical Analysis
 Mathematics 6
 Mathematics 7
 Mathematics 8
 Middle School Civics & Economics
 Middle School U.S. History I (to 1865)
 Middle School US History II (from 1865)
 Physical Education Grade 9
 Physical Science
 Physics
 Physics Honors

Probability & Statistics
 Science 1 A/B (VA)
 Science 2 A/B (VA)
 Science 3 A/B (VA)
 Science 4 A/B (VA)
 Science 5 A/B (VA)
 Science 6
 Science 7
 Science 8
 Science K A/B (VA)
 Social Studies 1 A/B (VA)
 Social Studies 2 A/B (VA)
 Social Studies 3 A/B (VA)
 Social Studies 4 A/B (VA)
 Social Studies 5 A/B (VA)
 Social Studies K A/B (VA)
 Spanish 1 (MS)
 Spanish 2 (MS)
 Spanish I
 Spanish I (Odysseyware Version)
 Spanish II
 Spanish II (Odysseyware Version)
 Spanish III
 Spanish III (Odysseyware Version)
 Trigonometry
 Virginia & U.S. Government
 Virginia & U.S. Govt. Honors
 Virginia & U.S. History
 Virginia & U.S. History Honors
 World Geography
 World History & Geography I (to 1500)
 World History & Geography I (to 1500) Honors
 World History & Geography II (1500 to present)
 World History & Geography II (1500 to present) Honors

CTE Courses

Economics
 Economics & Personal Finance
 Economics & Personal Finance Honors

Approved Non-SOL / Electives

Advertising and Sales Promotion
 African American History
 Agribusiness Systems
 Algebra II and Trigonometry (Elective)
 Anatomy
 Animation
 Anthropology I: Uncovering Human Mysteries
 Anthropology II: More Human Mysteries Uncovered
 AP Biology
 AP Calculus AB
 AP English Language and Composition
 AP English Literature and Composition
 AP Environmental Science
 AP French Language & Culture
 AP Human Geography
 AP Psychology
 AP Spanish Language and Culture
 AP Statistics
 AP U.S. Government & Politics
 AP U.S. History
 AP World History
 Archaeology: Detectives of the Past
 Art History I

Art Level 1
 Art Level 2
 Art Level 3
 Art Level 4
 Arts & Crafts, 1
 Arts & Crafts, 2
 Arts & Crafts, K
 Astronomy: Exploring the Universe 1A
 Astronomy: Exploring the Universe 1B
 ASVAB (Math, Verbal, Science)
 Biotechnology 1A
 Biotechnology 1B
 Business Computer Information Systems
 Business Law
 Career Explorations
 Career Planning and Development
 Careers in Allied Health
 Careers in Criminal Justice
 Careers in Logistics Planning and Management Services
 Careers in Marketing Research
 Character and Leadership Dev.
 Classic Novels & Author Studies (includes 15 novels)
 College & Career Readiness
 Computer Applications: Office 2016
 Concepts in Probability and Statistics
 Concepts of Engineering & Technology
 Construction Careers
 Corrections: Polices and Procedures
 Cosmetology 2: The Business of Skin and Nail Care
 Cosmetology1: Cutting Edge Styles
 Creative Writing
 Criminology: Inside the Criminal Mind
 Culinary Arts 1A
 Culinary Arts 1B
 Cybersecurity 1A
 Cybersecurity 1B
 Digital Photography 1A
 Digital Photography 1B
 Digital Photography II
 Drugs & Alcohol
 Early Childhood Education 1A
 Early Childhood Education 1B
 Engineering and Design
 Engineering and Product Development
 Environmental Science
 Exercise Science
 Expository Reading & Writing
 Fashion & Interior Design
 Fire and Emergency Services
 First Aid & Safety
 Food Products and Processing Systems
 Food Safety and Sanitation
 Forensic Science I: Secrets of the Dead
 Forensic Science II: More Secrets of the Dead
 Forestry and Natural Resources
 Fundamentals of Programming and Software Development
 Game Design 1A
 Game Design 1B
 Gothic Literature: Monster Stories
 Great Minds in Science: Ideas for a New Generation
 Health 1
 Health 2
 Health 3

Health 4
 Health 5
 Health K
 Health Science Concepts (Anatomy & Physiology)
 History of the Holocaust
 Hospitality & Tourism 1: Traveling the Globe
 Hospitality & Tourism 1: Traveling the Globe
 Hospitality & Tourism 2A: Hotel & Restaurant Management
 Hospitality & Tourism 2B: Hotel & Restaurant Management
 Information Technology Fundamentals
 International Business: Global Commerce in the 21st Century
 Intro to Communication and Speech
 Introduction to Agriculture, Food, and Natural Resources
 Introduction to Art
 Introduction to Careers in Architecture and Construction
 Introduction to Careers in Education and Training
 Introduction to Careers in Finance
 Introduction to Careers in Government and Public Administration
 Introduction to Careers in Manufacturing
 Introduction to Careers in the Health Sciences
 Introduction to Careers in Transportation, Distribution, and Logistics
 Introduction to Coaching
 Introduction to Coding
 Introduction to Consumer Services
 Introduction to Health Science
 Introduction to Human Growth and Development
 Introduction to Human Services
 Introduction to Information Technology Support and Services
 Introduction to Law, Public Safety, Corrections, and Security
 Introduction to Manufacturing: Product Design & Innovation
 Introduction to Military Careers
 Introduction to Network Systems
 Introduction to Social Media: Our Connected World
 Introduction to STEM
 Journalism 1A
 Journalism 1B
 Keyboarding
 Law & Order: Introduction to Legal Studies
 Law Enforcement Field Services
 Literacy and Comprehension I
 Literacy and Comprehension II
 Marine Science 1A
 Marine Science 1B
 Marketing and Sales for Tourism and Hospitality
 Medical Terminology
 Mental Health & Wellness/Elective
 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 & Design 1A
 Middle School Digital Art & Design 1B
 Middle School Exploring Music 1A
 Middle School Exploring Music 1B
 Middle School Game Design 1A
 Middle School Game Design 1B
 Middle School Journalism 1A
 Middle School Journalism 1B
 Middle School Life Skills
 Middle School Photography 1A
 Middle School Photography 1B
 Music Appreciation: The Enjoyment of Listening
 Mythology & Folklore: Legendary Tales
 National Security
 Network System Design
 New Applications: Web Development in the 21st Century
 Nutrition & Wellness
 Online Learning and Digital Citizenship
 Peer Counseling
 Personal Care Services
 Personal Development
 Personal Finance
 Personal Training Concepts
 Philosophy: The Big Picture
 Physical Education 1
 Physical Education 2
 Physical Education 3
 Physical Education 4
 Physical Education 5
 Physical Education K
 Physicians, Pharmacists, Dentists, Veterinarians and Other Doctors
 Physiology
 Planning Meetings and Special Events
 Power, Structural, and Technical Systems
 Pre-Algebra
 Pre-Calculus
 Principles of Agriculture, Food, and Natural Resources
 Principles of Public Service: to Serve and Protect
 Psychology
 Psychology 1
 Psychology 2
 Public Health: Discovering the Big Picture in Health Care
 Public Speaking 1A
 Public Speaking 1B
 Real World Parenting
 Recorders Level 1
 Renewable Technologies 1A
 Renewable Technologies 1B
 Science and Mathematics in the Real World
 Scientific Discovery and Development
 Scientific Research
 Scratch Coding
 Security and Protective Services
 Small Business Entrepreneurship
 Social and Emotional Success
 Social Problems I: A World in Crisis
 Social Problems II: Crisis, Conflicts, & Challenges
 Sociology version 1
 Sociology version 2
 Software Development Tools

Sports and Entertainment
 Marketing
 Sports Officiating
 STEM and Problem Solving
 Strategies for Academic Success
 Sustainable Service Management for Hospitality and Tourism
 Technology and Business
 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 (includes Math, Reading, Writing, English, and Science strands)
 Test-Prep ACT WorkKeys
 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 Mathematics
 Test-Prep SOL 8th Grade Reading
 Test-Prep SOL 8th Grade Writing
 Test-Prep Virginia & U.S. History
 Therapeutics: The Art of Restoring and Maintaining Wellness
 Transportation and Tours for the Traveler
 Unlock your Purpose
 Veterinary Science: The Care of Animals
 Virtual Tutor Test-Prep PSAT
 World Religions: Exploring Diversity

Middleton Academy
<https://catapultlearning.com/middleton-academy/>

Middleton Academy is approved to offer the Apex Learning curriculum of virtual

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

My Virtual Academy

<https://www.myvirtualacademy.com/>

Virginia Approved SOL Courses

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

CTE Courses

N/A

Approved Non-SOL / Electives

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

<http://www.nextideacademy.org>

Virginia Approved SOL Courses

Algebra 1
Algebra 2
Geometry
English 6
English 7
English 8
English 9
English 10
English 11
English 12
Health
Math 6
Math 7
Math 8
Physical Education
Earth & Space Science
Life Science
Physical Science
Biology
Chemistry
Physics
French
French 2
German 1
German 2
Spanish 1
Spanish 2
Spanish 3
Civics
World
Virginia & US Government
US History
World History

CTE Courses

N/A

Approved Non-SOL / Electives

Academic Success
World History Survey

Proximity Learning, Inc.

<http://www.proxlearn.com>

Virginia Approved SOL Courses

American Sign Language I
American Sign Language II
Chinese I
Chinese II
CTE Courses
Foundations of Game Design

CTE Courses

Foundations of Game Design

Approved Non-SOL / Electives

Agriscience 1: Introduction
Agriscience 2: Sustaining Human Life
Careers in Criminal Justice
Cosmetology 1: Cutting Edge Styles
Cosmetology 3a / 3b
Culinary Arts 1a / 1b
Early Childhood Education 1a / 1b
Entrepreneurship: Starting Your Business
Health Science Foundations 1a / 1b

Marketing Foundations 1a / 1b
Medical Terminology 1a / 1b
Principles of Business, Marketing,
Finance 1a / 1b
Principles of Information Technology 1a
/ 1b
Anatomy and Physiology 1a / 1b
Digital Media Fundamentals 1a / 1b
Introduction to Programming 1a / 1b
Middle School Coding 1a / 1b
American Sign Language 1a / 1b
American Sign Language 2a / 2b
Astronomy 1a / 1b
Biotechnology 1a / 1b
Personal and Family Finance

R.I.S.E. Hybrid Academy

<https://www.riseshybridacademy.com/>

Virginia Approved SOL Courses

Algebra I
Algebra II
English Grade 10
English Grade 11
English Grade 12
English Grade 3
English Grade 4
English Grade 5
English Grade 6
English Grade 7
English Grade 8
English Grade 9
Geometry
Language Arts First Grade
Language Arts Kindergarten
Language Arts Second Grade
Math First Grade
Math Grade 3
Math Grade 4
Math Grade 5
Math Grade 6
Math Grade 7
Math Grade 8
Math Kindergarten
Math Second Grade
Social Studies 2
Social Studies 3
US I: US History to 1865
US II: US History 1865 to the Present
Virginia Studies

CTE Courses

N/A

Approved Non-SOL / Electives

N/A

SchoolsPLP, LLC

<https://schoolsplp.com>

Virginia Approved SOL Courses

Algebra 1
Algebra 2
Geometry
Grade 10 English
Grade 10 English
Grade 11 English
Grade 4 English
Grade 5 English
Grade 6 English

Grade 7 English
Grade 8 English
Grade 9 English
World Geography

CTE Courses

N/A

Approved Non-SOL / Electives

3D Modeling 1 - S1
3D Modeling 1 - S2
Adobe Illustrator Certification Course
Adobe InDesign Certification Course
Adobe Photoshop Certification Course
Adobe Premiere Pro Certification
Course
Advertising and Sales Promotion
Aeronautics & Space Travel
African American History
Agriscience 1
Agriscience 2
Allied Health Assistant 1
Allied Health Assistant 1b
Anatomy and Physiology 1a
Anatomy and Physiology 1b
Animation 1a
Animation 1b
Anthropology I
Anthropology II
Applied Engineering 1a
Applied Engineering 1b
Archaeology
Architectural Design 1 Certification
Course
Architectural Design 2
Art in World Cultures
Astronomy 1a
Astronomy 1b
Augmented & Virtual Reality
Applications
Biotechnician 1a
Biotechnician 1b
Biotechnician 2a
Biotechnology 1a
Biotechnology 1b
Building Maintenance Technology
2 Certification Course
Building Maintenance Technology I
Business and
MarketingA• 'AEA.Independent Study
Business Communications 1a
Business Communications 1b
Business Information Management 1a
Business Information Management 1b
Business Law 1a
Business Law 1b
Business Ownership 1a
Business Ownership 1b
C# Programming
Career and Financial Management
Career Exploration in Dentistry
Career Exploration in Finance
Career Exploration in Healthcare
Careers in Criminal Justice 1a
Careers in Criminal Justice 1b
Child Development/Parenting
Cloud Technologies & the Internet
of Things
Coding 1a
Coding 1b

Computer Maintenance 1a
Computer Maintenance 1b
Concepts of Engineering and
Technology
Construction Fundamentals & Careers
Consumer Economics/Personal Finance
Cosmetology 1
Cosmetology 2
Cosmetology 3a
Cosmetology 3b
Creative Writing
Criminology
Culinary Arts 1a
Culinary Arts 1b
Culinary Arts 2
Cybersecurity
Cybersecurity 1a
Cybersecurity 1b
Dental Assistant 1a
Digital Design 1a
Digital Design 1b
Digital Media Fundamentals 1a
Digital Media Fundamentals 1b
Digital Media Web Design 2a
Digital Media Web Design 2b
Digital Photography 1b
Digital Photography I
Digital Savvy
Drones: Remote Pilot Certification
Course
Early Childhood Education 1
Certification Course
Early Childhood Education 1a
Early Childhood Education 1b
Early Childhood Education 2
Certification Course
EKG Technician 1a
EKG Technician 1b
Emergency Medical Responder 1a
Emergency Medical Responder 1b
Entrepreneurship & Small
Business Certification Course
Entrepreneurship 1a
Entrepreneurship 1b
Family and Consumer Sciences A -
Independent Study
Forensic Science
Forensic Science II
Forensics
Forestry and Natural Resources
Fundamentals of Bitcoin &
Cryptocurrency
Fundamentals of Blockchain &
Cryptography
Game Design 1a
Game Design 1b
Game Design 2a
Game Design 2b
Gothic Literature
Grade 4 English
Great Minds in Science
Health I
Health and Physical Education 1a
Health and Physical Education 1b
Health Science Foundations 1a
Health Science Foundations 1b
Health Science I
Health Science II
Health Science: Nursing
Health Science: Public Health

High School Career Discovery
 History Holocaust
 Home Environments and Design
 Hospitality and Tourism 2a
 Hospitality and Tourism 2b
 Human Geography
 Introduction to Artificial Intelligence
 Introduction to Education & Teaching
 Introduction to Manufacturing
 Introduction to Military Careers
 Introduction to Networking 1a
 Introduction to Networking 1b
 Introduction to Programming 1a
 Introduction to Programming 1b
 Introduction to Theater
 Introductory Business
 Introductory Java Programming
 Java Programming (AP CS Preparation)
 Java SE 8 Associate Certification Course
 Journalism 1a
 Journalism 1b
 Law & Order
 Learning in a Digital World
 LEED Green Associate Certification Course
 Legal Admin Specialist 1a
 Legal Admin Specialist 1b
 Life Skills
 Life Skills
 Management 1a
 Management 1b
 Marine Science 1a
 Marketing 2a
 Marketing 2b
 Marketing Foundations 1a
 Marketing Foundations 1b
 Medical Assistant 1a
 Medical Diagnostic Technology 1a
 Medical Diagnostic Technology 1b
 Medical Lab Assisting 1a
 Medical Office Administration 1a
 Medical Terminology 1a
 Medical Terminology 1b
 Microsoft Access
 Microsoft Excel
 Microsoft Excel Certification Course
 Microsoft Outlook
 Microsoft PowerPoint
 Microsoft PowerPoint Certification Course
 Microsoft Word
 Microsoft Word Certification Course
 Middle School 2D Studio Art 1a
 Middle School Career Exploration 1
 Middle School Career Exploration 2
 Middle School Coding 1a
 Middle School Coding 1b
 Middle School Digital Art and Design 1a
 Middle School Exploring Business
 Middle School Exploring Health Science
 Middle School Exploring Information Technology
 Middle School Exploring Music 1a
 Middle School Fitness
 Middle School Game Design 1a
 Middle School Game Design 1b
 Middle School Journalism 1a
 Middle School Photography 1a

Middle School Photography 1b
 Music Appreciation
 Music A -Independent Study
 Mythology Folklore
 National Security
 Network Security Fundamentals 1a
 Network Security Fundamentals 1b
 Networking Certification Course
 Nursing Assistant 1a
 Nursing Assistant 1b
 Nutrition and Wellness
 Office Administration 1a
 Office Administration 1b
 Operational Cybersecurity 1a
 Peer Counseling
 Personal and Career Readiness
 Personal and Family Finance
 Personal Development
 Personal Finance
 Personal Fitness
 Personal Psychology: Living in a Complex World
 Personal Psychology: The Road to Self Discovery
 Pharmacology 1a
 Pharmacology 1b
 Photography
 Principles of Agriculture Food and Natural Resources
 Principles of Architecture Certification Course
 Principles of Business, Marketing, Finance 1a
 Principles of Business, Marketing, Finance 1b
 Principles of Information Technology 1a
 Principles of Information Technology 1b
 Programming 2a
 Programming 2b
 Project Management Certification Course
 Public Service
 Public Speaking
 Public Speaking 1a
 Public Speaking 1b
 Python Programming
 Reading and Writing for Purpose
 Real World Parenting
 Renewable Technologies 1a
 Restaurant Management
 Robotics 1a
 Robotics 1b
 Robotics: Applications & Careers
 Smart Cities: Technology & Applications
 Social Media Business Marketing Certification Course
 Sports Entertainment Marketing
 Startups and Innovation
 The History of Gaming and Esports
 The Lord of the Rings
 Theater Arts
 Theater, Cinema, and Film Production 1a
 Theater, Cinema, and Film Production 1b
 Transportation Technologies
 Unity Game Programming
 Wearable Technology Innovations
 Web Design

Web Development 1a
 Web Development 1b
 Web Development 2a
 World Religions

Stride Learning Solutions

<https://www.stridelearning.com/learning-solutions/virginia-department-education.html>

Virginia Approved SOL Courses

6-8 General Music
 9-12 General Music
 Algebra I
 Algebra II
 Algebra, Functions & Data Analysis
 Art 2 ED VA
 Art 3 ED VA
 Art 4 ED VA
 Arts I: Arts Foundation
 Biology
 Chemistry
 Chinese I
 Chinese I Fluency
 Chinese I MS
 Chinese II
 Chinese II Fluency
 Civics and Economics
 Early American Art ED VA
 Earth Science
 English Grade 1
 English Grade 10
 English Grade 11
 English Grade 12
 English Grade 2
 English Grade 3
 English Grade 4
 English Grade 5
 English Grade 6
 English Grade 7
 English Grade 8
 English Grade 9
 English Grade K
 French I
 French I Fluency
 French I MS
 French II
 French II Fluency
 French III
 Geometry
 German I
 German I MS
 German II
 Health Grade 1
 Health Grade 10
 Health Grade 2
 Health Grade 3
 Health Grade 4
 Health Grade 5
 Health Grade 6
 Health Grade 7
 Health Grade 8
 Health Grade 9
 Health Grade K
 History Grade 1
 History Grade 2
 History Grade 3
 History Kindergarten
 Latin I
 Latin I MS

Latin II
 Life Science
 Math Analysis
 Math Grade 6
 Math Grade 7
 Math Grade 8
 Mathematics Grade 1
 Mathematics Grade 2
 Mathematics Grade 3
 Mathematics Grade 4
 Mathematics Grade 5
 Mathematics Grade K
 MUS07 Spotlight on Music VA
 MUS08 Spotlight on Music VA
 Music Grade 1
 Music Grade 2
 Music Grade 3
 Music Grade 4
 Music Grade 5
 Music Grade K
 Physical Education 6
 Physical Education Grade 1
 Physical Education Grade 10
 Physical Education Grade 2
 Physical Education Grade 3
 Physical Education Grade 4
 Physical Education Grade 5
 Physical Education Grade 7
 Physical Education Grade 8
 Physical Education Grade 9
 Physical Education Grade K
 Physical Science
 Physics
 Science Grade 1
 Science Grade 2
 Science Grade 3
 Science Grade 4
 Science Grade 5
 Science Grade 6
 Science Kindergarten
 Spanish I
 Spanish I Fluency
 Spanish I MS
 Spanish II
 Spanish II Fluency
 Spanish III
 United States History 1865 to Present
 United States History to 1865
 Virginia & US Government
 Virginia and US History
 Virginia Studies
 Visual Arts Grade 1
 Visual Arts Grade 2
 Visual Arts Grade 3
 Visual Arts Grade 4
 Visual Arts Grade 5
 Visual Arts Grade 6
 Visual Arts Grade 7
 Visual Arts Grade 8
 Visual Arts Kindergarten
 WLG150 Sign Language
 World Geography
 World History and Geography 1500 to Present
 World History and Geography to 1500

CTE Courses

Economics and Personal Finance
 AP Microeconomics
 Principles of Business and Marketing

Design, Multimedia, and Web Technologies
 Engineering Explorations I
 Computer Information Systems
 Computer Network Software Operations

Approved Non-SOL / Electives

Criminology
 Public Speaking
 AP English Language
 AP English Literature
 Creative Writing
 ENG010 Journalism
 AP Art History
 AP World History
 AP Psychology
 Anthropology
 Archaeology
 AP US Government
 AP US History
 Contemporary World Issues
 HST040-AVT Civics
 HST313 Modern U.S. History
 Psychology
 Social Problems
 Social Problems 2
 Sociology 1
 Sociology 2
 AP Statistics
 AP Calculus AB
 AP Calculus BC
 Precalculus
 AP Biology
 Environmental Science
 Forensic Science
 AP Environmental Science
 Biology II: Anatomy and Physiology
 AP Computer Science Principles
 AP Computer Science A
 TCH036 Computer Science
 TCH040 Web Design
 Game Design
 AP French
 AP Spanish
 American Sign Language
 [WLG150 Sign Language)
 Service Learning
 Sign Language 2

Stride, Inc.

<https://vava.k12.com/>

Virginia Approved SOL Courses

6-8 General Music
 9-12 General Music
 Algebra I
 Algebra II
 Algebra, Functions & Data Analysis
 Art 2 ED VA
 Art 3 ED VA
 Art 4 ED VA
 Arts I: Arts Foundation
 Biology
 Chemistry
 Chinese I
 Chinese I Fluency
 Chinese I MS
 Chinese II
 Chinese II Fluency
 Civics and Economics

Early American Art ED VA
 Earth Science
 English Grade 1
 English Grade 10
 English Grade 11
 English Grade 12
 English Grade 2
 English Grade 3
 English Grade 4
 English Grade 5
 English Grade 6
 English Grade 7
 English Grade 8
 English Grade 9
 English Grade K
 French I
 French I Fluency
 French I MS
 French II
 French II Fluency
 French III
 Geometry
 German I
 German I MS
 German II
 Health Grade 1
 Health Grade 10
 Health Grade 2
 Health Grade 3
 Health Grade 4
 Health Grade 5
 Health Grade 6
 Health Grade 7
 Health Grade 8
 Health Grade 9
 Health Grade K
 History Grade 1
 History Grade 2
 History Grade 3
 History Kindergarten
 Latin I
 Latin I MS
 Latin II
 Life Science
 Math Analysis
 Math Grade 6
 Math Grade 7
 Math Grade 8
 Mathematics Grade 1
 Mathematics Grade 2
 Mathematics Grade 3
 Mathematics Grade 4
 Mathematics Grade 5
 Mathematics Grade K
 MUS07 Spotlight on Music VA
 MUS08 Spotlight on Music VA
 Music Grade 1
 Music Grade 2
 Music Grade 3
 Music Grade 4
 Music Grade 5
 Music Grade K
 Physical Education 6
 Physical Education Grade 1
 Physical Education Grade 10
 Physical Education Grade 2
 Physical Education Grade 3
 Physical Education Grade 4
 Physical Education Grade 5
 Physical Education Grade 7

Physical Education Grade 8
 Physical Education Grade 9
 Physical Education Grade K
 Physical Science
 Physics
 Science Grade 1
 Science Grade 2
 Science Grade 3
 Science Grade 4
 Science Grade 5
 Science Grade 6
 Science Kindergarten
 Spanish I
 Spanish I Fluency
 Spanish I MS
 Spanish II
 Spanish II Fluency
 Spanish III
 United States History 1865 to Present
 United States History to 1865
 Virginia & US Government
 Virginia and US History
 Virginia Studies
 Visual Arts Grade 1
 Visual Arts Grade 2
 Visual Arts Grade 3
 Visual Arts Grade 4
 Visual Arts Grade 5
 Visual Arts Grade 6
 Visual Arts Grade 7
 Visual Arts Grade 8
 Visual Arts Kindergarten
 WLG150 Sign Language
 World Geography
 World History and Geography 1500 to Present
 World History and Geography to 1500

CTE Courses
 Economics and Personal Finance
 AP Microeconomics
 Principles of Business and Marketing Design, Multimedia, and Web Technologies
 Engineering Explorations I
 Computer Information Systems
 Computer Network Software Operations

Approved Non-SOL / Electives
 Criminology
 Public Speaking
 AP English Language
 AP English Literature
 Creative Writing
 ENG010 Journalism
 AP Art History
 AP World History
 AP Psychology
 Anthropology
 Archaeology
 AP US Government
 AP US History
 Contemporary World Issues
 HST040-AVT Civics
 HST313 Modern U.S. History
 Psychology
 Social Problems
 Social Problems 2
 Sociology 1
 Sociology 2

AP Statistics
 AP Calculus AB
 AP Calculus BC
 Precalculus
 AP Biology
 Environmental Science
 Forensic Science
 AP Environmental Science
 Biology II: Anatomy and Physiology
 AP Computer Science Principles
 AP Computer Science A
 TCH036 Computer Science
 TCH040 Web Design
 Game Design
 AP French
 AP Spanish
 American Sign Language
 [WLG150 Sign Language)
 Service Learning
 Sign Language 2

The Coding School
<https://www.qubitbyqubit.org/>

Virginia Approved SOL Courses
 N/A

CTE Courses
 N/A

Approved Non-SOL / Electives
 Computer Science Discoveries

VHS Learning
<https://vhslearning.org/>

Virginia Approved SOL Courses
 N/A

CTE Courses
 N/A

Approved Non-SOL / Electives
 101 Ways to Write a Short Story
 Academic Writing
 Am. Popular Music
 American Sign Language 1
 American Sign Language 2
 American Sign Language 3
 Anatomy & Physiology
 Animal Behavior & Zoology
 AP Art History
 AP Biology
 AP Calculus AB
 AP Calculus BC
 AP Chemistry
 AP Computer Science A
 AP Computer Science Principles
 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 Latin / Elective
 AP Music Theory
 AP Physics 1
 AP Physics C

AP Psychology
 AP Spanish Language and Culture
 AP Statistics
 AP US History
 AP World History
 Art History
 Art History: Art of the Caribbean Islands
 Astronomy Principles
 Biochemistry
 Bioethics
 Biotechnology
 Business & Personal Law
 CAD
 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
 Cybersecurity / Elective
 Democracy in the U.S.
 Differential Calculus
 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 Beasts
 Glory of Ancient Rome
 Hist. of Photography
 Holocaust
 Horror Writers
 Human Body
 Internat A - 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 Creative Writing / Elective
MS Engineering
MS Number Theory / Elective
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 Literature
Sports & Society
Statistics
To Kill a Mockingbird
Twentieth Century Women Authors
U.S. Foreign Policy
U.S. Government
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 Lit.

VIRTUAL VIRGINIA

Virtual Virginia (VVA) has long been an innovation leader in the field of digital learning. For over 40 years, VVA has cultivated a proud history of providing access to high-quality online instruction, courses, instructional materials, and learning support for students, teachers, and schools throughout Virginia and the nation. VVA has made digital learning opportunities available to all learners in the Commonwealth with no barriers to enrollment, regardless of each student’s academic history or geographic location.

VVA is a partner to all Virginia public school divisions. Through these partnerships, VVA provides a variety of educational opportunities to students and educators throughout the Commonwealth, including a K–12 instruction program, access to Virginia’s Statewide Learning Management System (LMS) and digital content, professional learning opportunities, and summer learning.

VVA has a longstanding commitment to provide students, families, and public school divisions with options that may otherwise be unavailable to them due to a variety of circumstances at their local school, including but not limited to a lack of highly qualified K–12 instructors in specific subject areas, scheduling conflicts, low enrollment, or a lack of access to instructional offerings and high-quality instructional materials.

PROGRAM PARTICIPATION

VVA supports learning in Virginia through several program areas designed for students, adult learners, educators, and other stakeholders throughout the Commonwealth. Participants can engage in the VVA program in a number of ways.

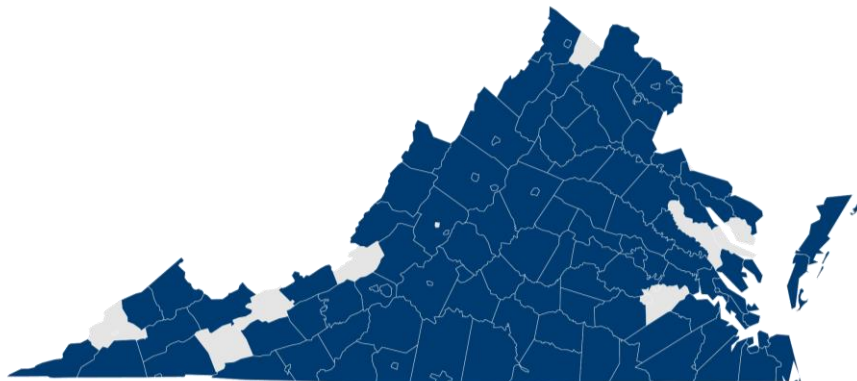
1. The *VVA K–12 Instruction Program* offers online courses instructed by highly qualified Virginia public educators who are licensed in Virginia and appropriately endorsed. These K–12 online courses provide instruction in core, elective, Advanced Placement (AP), and dual enrollment content and are available to all students and schools in the Commonwealth during the regular school year.
2. The *VVA Outreach Program* provides the Statewide LMS and access to high-quality K–12 and adult education digital learning resources, course content, and instructional materials to public school teachers and their students at no cost to school divisions.
3. The *VVA Professional Learning Program* offers professional development options to Virginia public school educators at no cost to divisions.
4. The *VVA Summer Session Program* provides access to online summer courses to learners throughout the state.

All learners enrolled in VVA’s 2023–2024 K–12 Instruction or Summer Session course offerings or using the VVA Statewide LMS and course content remained affiliated with their local schools and remained part of their enrolling schools’ membership.

K–12 INSTRUCTION PROGRAM

For decades, tens of thousands of students and their families have used VVA for K–12 digital and online learning. Throughout its history, VVA’s K–12 Instruction Program has supported learners wherever they are: in public schools, in their homes, or in traditionally underserved areas throughout the Commonwealth. VVA’s roots are in providing K–12 instruction options to Virginia’s students as a complement to local public school offerings, and the program has expanded to serve more learners over the years. Through this growth, VVA remains committed to providing high-quality K–12 learning opportunities to support the varied needs and schedules of students, families, and schools.

In 2023–2024, K–12 students were enrolled through Virginia public school divisions, private schools, homeschools, and globally outside the Commonwealth. Now, more than ever, students and their families have access to the high-quality digital learning opportunities provided by VVA. In the 2023–2024 academic year, 88.5% of Virginia public school divisions participated in the K–12 Instruction Program. VVA partners with students, families, and Virginia public school divisions to ensure learners in grades K–12 have access to high-quality synchronous instruction, online asynchronous course content, and opportunities that supplement those available in their physical schools.



88.5% of Virginia public school divisions participated in the VVA K–12 Instruction Program.

Students may be enrolled in VVA’s K–12 Instruction Program courses as part-time or full-time students. Each public school student enrolled in VVA courses remains affiliated with their local public school’s average daily membership and is subject to local school policies and procedures. The local enrolling school retains autonomy to provide student services, screeners/diagnostic exams, and SOL assessments per the school/division policies.

VVA provides a full-time option for students in grades K–12 who wish to complete most or all of their required courses online. Students can enroll in VVA full-time through their local public schools and receive online instruction by VVA’s highly qualified, Virginia-certified teachers. Full-time VVA learners can complete all required core academic courses and electives—including AP and dual enrollment courses—to earn Standard or Advanced Studies diplomas

through their enrolling schools. Through its dual enrollment program, VVA provides students with the pathway to earn a Career Studies Certificate in Cybersecurity and Network Foundations, a Uniform Certificate of General Studies, or the VCCS Passport.

The majority of students enrolled in the VVA K-12 Instruction program are part-time online learners, who participated in VVA courses during their school day schedule. Overall in the 2023–2024 academic year, 18,130 students enrolled in VVA K–12 instruction; 15,636 were part-time and 2,494 were enrolled as full-time students. VVA served 1,173 students in grades K–5 and 16,957 students in grades 6–12.

Table 1. YOY VVA K–12 Instruction Program Full-Time and Part-Time Enrollment

| Academic Year | Total Students | FT Online Students | Percentage FT | PT Online Students | Percentage PT |
|----------------------|-----------------------|---------------------------|----------------------|---------------------------|----------------------|
| 2023–2024 | 18,130 | 2,494 | 14% | 15,636 | 86% |
| 2022–2023 | 14,162 | 1,866 | 13% | 12,296 | 87% |
| 2021–2022 | 29,710 | 8,788 | 30% | 20,922 | 70% |
| 2020–2021 | 14,939 | 924 | 6% | 14,015 | 94% |

VVA K–12 courses are delivered online both synchronously and asynchronously, and users enrolled in VVA courses may participate from school, home, or other locations. Courses promote regular interaction among students and instructors, and the course content is media-rich, interactive, engaging, and 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–teacher and student–student collaboration.

For grades K–5, VVA offers school divisions and their learners access to high-quality, full-time digital instruction. Through this program VVA provides synchronous instruction by a Virginia-certified instructor of record and access to the VVA LMS with core asynchronous content. Students may participate in core instructional activities in reading, writing, mathematics, social studies, science, and STEM. Supplemental lessons are offered in art, dance, computer science, music, physical education, and world languages, in addition to local school options.

For grades 6–12, VVA offered 169 online courses taught by Virginia-certified teachers in 2023–2024, compared to 2022–2023 (153), 2021–2022 (127), 2020–2021 (111), and 2019–2020 (85). Courses were available in a variety of subject areas, including core academics, AP, dual enrollment, world languages, career and technical education, and electives.

Enrolling schools agree to provide a supervising adult mentor, a school counselor of record, and the required resources and student services necessary for each student to be a successful online learner. Local schools ensure that students enrolled in the VVA program have access to student services, technology, textbooks, and required course materials at no cost. Students enrolled in VVA courses with corresponding SOL, AP, or other standardized assessments are tested at the

local school. Public schools award course letter grades per the local school grade scale and agree to award graduation credit for VVA courses. VVA courses are accessible by students and instructors anywhere with internet access, and course content and resources are available at any time.

Additionally, if needed, students enrolled in VVA courses have the opportunity to learn part of their year online and later return to in-person learning. They may participate in a VVA course for only one day or up to 180 days, providing flexibility that facilitates student success. 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 part-time status while completing remaining VVA courses. Although students may exit VVA courses at any time, most students remain enrolled and complete VVA courses.

2023–2024 Virtual Virginia K–12 Instruction Program Course Offerings

Career & Technical Education

12051 Principles of Business and Marketing
 12151 Make it Your Business
 12162 Digital Economy Skills
 14001 Health & Medical Sciences Exploratory
 14001 Introduction to Health & Medical Sciences
 18001 Agriscience Exploration (Grade 7)
 18001 Introduction to Agriscience (Grade 6)
 19153 Introduction to Early Childhood Education
 19251 Family & Consumer Sciences Exploratory III
 19258 Career Investigations
 19903 Family & Consumer Sciences Exploratory I
 19904 Family & Consumer Sciences Exploratory II
 21053 Sustainability & Renewable Technologies

Computer Science

10011 Computer Science Principles
 10012 Computer Science Foundations
 10012 Middle School Exploring Computer Science (Grade 6)
 10012 Middle School Computer Science (Grades 7–8)
 10019 AP Computer Science Principles
 10152 Computer Science Programming with Java
 10152 Computer Science Programming with Python
 10157 AP Computer Science A

English

01001 English 9
 01001 English 9, Credit Recovery
 01002 English 10
 01002 English 10, Credit Recovery
 01003 English 11
 01003 English 11, Credit Recovery
 01004 English 12

01004 English 12, Credit Recovery
 01005 AP English Language & Composition
 01006 AP English Literature & Composition
 01008 Introduction to the English Language (ESOL I)
 01034 English 6
 01035 English 7
 01036 English 8
 01069 World Mythology
 01104 Creative Writing
 11101 Journalism I

Fine Arts

05114 AP Music Theory
 05136 General Music (Grade 6)
 05137 General Music (Grade 7)
 05138 General Music (Grade 8)
 05153 AP Art History
 05154 Middle School Art Exploratory
 05154 Visual Art & Design I
 05186 Visual Arts (Grade 6)
 05187 Visual Arts (Grade 7)
 05188 Visual Arts (Grade 8)

Health & PE

08052 Health & PE 9 (not Driver Education)
 08110 Health & PE 6
 08111 Health & PE 7
 08112 Health & PE 8
 08999 Health & PE 10 (not Driver Education)

History & Social Studies

04001 World Geography
 04004 AP Human Geography
 04052 World History & Geography to 1500 A.D.
 04052 World History & Geography to 1500 A.D., Credit Recovery
 04053 World History & Geography: 1500 A.D. to the Present
 04056 AP European History
 04067 AP World History: Modern
 04101 Virginia & U.S. History

04101 Virginia & U.S. History, Credit Recovery
 04102 U.S. History to 1865
 04103 U.S. History: 1865 to Present
 04104 AP U.S. History
 04151 U.S. Government & Politics
 04151 Virginia & U.S. Government, Credit Recovery
 04151 Virginia & U.S. Government
 04157 AP U.S. Government & Politics
 04158 AP Comparative Government & Politics
 04161 Civics & Economics (Grade 8)
 04203 AP Microeconomics
 04204 AP Macroeconomics
 04249 Economics
 04254 Psychology
 04256 AP Psychology
 04908 African American History
 19262 Economics & Personal Finance
 19262 Personal Finance

Math

02036 Mathematics 6
 02037 Mathematics 7
 02038 Mathematics 8
 02052 Algebra I
 02052 Algebra I, Credit Recovery
 02056 Algebra II
 02056 Algebra II, Credit Recovery
 02911 Data Science
 02072 Geometry
 02072 Geometry, Credit Recovery
 02103 Trigonometry
 02104 Pre-Calculus/Mathematical Analysis
 02124 AP Calculus AB
 02125 AP Calculus BC
 02203 AP Statistics
 02902 Algebra, Functions & Data Analysis
 02902 Algebra, Functions & Data Analysis, Credit Recovery

Science

03001 Earth Science I
 03001 Earth Science I, Credit Recovery

03003 Environmental Science
 03004 Earth Science II: Astronomy
 03005 Earth Science II: Oceanography
 03051 Biology I
 03051 Biology I, Credit Recovery
 03053 Biology II: Anatomy/Physiology
 03056 AP Biology
 03063 Biology II: Ecology
 03101 Chemistry I
 03151 Physics I
 03158 Life Science 7
 03159 Physical Science 8
 03165 AP Physics I
 03166 AP Physics 2
 03207 AP Environmental Science
 03236 Science 6

World Languages

24040 Survey of World Languages & Cultures
 24052 Spanish I
 24053 Spanish II
 24054 Spanish III
 24055 Spanish IV
 24064 AP Spanish Language & Culture
 24065 AP Spanish Literature & Culture
 24102 French I
 24103 French II
 24104 French III
 24105 French IV
 24114 AP French Language & Culture
 24152 Italian I

24153 Italian II
 24252 German I
 24253 German II
 24254 German III
 24342 Latin I
 24343 Latin II
 24344 Latin III
 24345 Latin IV
 24355 AP Latin
 24402 Chinese I
 24403 Chinese II
 24404 Chinese III
 24405 Chinese IV
 24414 AP Chinese Language & Culture
 24452 Japanese I
 24752 Arabic I
 24753 Arabic II
 24754 Arabic III
 24852 American Sign Language I
 24853 American Sign Language II
 24854 American Sign Language III

Dual Enrollment

01103 College Composition I (ENG 111)
 01103 College Composition II (ENG 112)
 01069 Comparative Mythology (HUM 256)
 02104 Pre-Calculus I (MTH 161)
 03003 General Environmental Science I (ENV 121)

04101 United States History Since 1865 (HIS 122)
 04101 United States History to 1877 (HIS 121)
 04151 U.S. Government and Politics (PLS 135)
 04989 Economics Essentials: Theory and Application (ECO 150)
 05151 Art Appreciation (ART 100)
 10109 Introduction to Network Concepts (ITN 101)
 10109 Network Security Basics (ITN 260)
 10109 Software Design (ITP 100)
 10302 Microcomputer Operating Systems (ITN 106)
 10302 Personal Computer Hardware & Troubleshooting (ITN 107)

Grades K–5*

Kindergarten
 Grade 1
 Grade 2
 Grade 3
 Grade 4
 Grade 5

GOALS

SOL Foundational Skills (all core subject areas)
 Summer Get Ready to Learn!
 Summer AP Success Strategies

**Each grade includes Math, Reading, Writing, Science, Social Studies, and STEM*

K–12 Instruction Program Faculty

VVA K–12 faculty are highly qualified instructors and hold Virginia licenses in their subject areas. All VVA faculty are available during daily office hours (Monday through Friday) to communicate with students, families, and stakeholders and provide regular instructional opportunities throughout the day. VVA faculty support daily student engagement through a variety of formats, including daily synchronous instruction sessions, small-group and 1:1 synchronous instruction, email communications, assignment feedback, and engagement in course discussion boards, in addition to engagement on the VVA LMS.

Although some VVA instructors may live beyond Virginia’s borders, all VVA instructors are licensed in Virginia and appropriately endorsed for the course(s) and grade level(s) they teach. In 2023–2024, VVA employed 142 highly qualified full-time and adjunct licensed Virginia instructors.

VVA faculty participate in regular professional development in addition to prescribed professional development aligned to their subject areas or teaching assignments. Faculty participated in online training in the LMS and related instructional tools at the beginning of August before courses began. Faculty completed monthly program-level professional development aligned to the National Standards for Quality Online Teaching from September through June. Topics included communication, synchronous instruction engagement, collaboration, building community, differentiation, targeted educational technology, and using data from MasteryConnect to drive instructional decision-making. Additionally, each full-time faculty member participated in at least one professional learning community (PLC).

Summer Session Program

In addition to the academic-year K–12 instructional offerings, VVA provides Summer Session options for students in grades 6–12 throughout the Commonwealth. VVA’s Summer Session Program is available to public school, private school, and homeschooled students in Virginia and beyond. Summer Session 2024 offered learners the opportunity to choose from courses in core and elective content areas for summer instruction in two cohorts with different start dates. VVA also offered credit recovery courses in English, mathematics, science, and social studies. VVA instructors provided daily synchronous and asynchronous instruction via the VVA LMS during two six-week sessions. VVA Summer Session is an opportunity for students in grades 6–12 to meet graduation requirements or to free up time in their course schedules for the upcoming school year. Two cohorts are available to support varying school division summer break calendars.

In Summer Session 2024, VVA served 6,399 enrollments in grades 6–12. The Summer Session enrollment fee for students was \$200 per student, per course, for credit recovery courses and \$375 per student, per course, for all other courses. Below is a summary of year-over-year VVA Summer Session enrollment.

Table 2. YOY VVA Summer Session Enrollment

| VVA Summer Session | K–12 Students Enrolled |
|--------------------|------------------------|
| 2024 | 6,399 |
| 2023 | 5,916 |
| 2022 | 5,424 |
| 2021 | 3,720 |

2023–2024 Survey Data

In partnership with the Virtual Virginia program, the Virginia Department of Education (VDOE) administers feedback surveys each year to students participating in Virtual Virginia courses, parents and caregivers of enrolled students, and the personnel supporting the program at participating schools and divisions.

The 2023–2024 summary results presented in this report reflect 1,142 responses from students, 607 responses from parents/caregivers, and 180 responses from staff at Virginia public school divisions.

Table 3. YOY Reasons for Virtual Virginia Course Participation

| Student Responses | Parent/Caregiver Responses |
|-------------------|----------------------------|
|-------------------|----------------------------|

| Reason for Participation | 2023-24* | 2022-23* | 2021-22** | 2023-24 | 2022-23 | 2021-22 |
|--|-----------------|-----------------|------------------|----------------|----------------|----------------|
| To get ahead | 29% | 25% | 28% | 23% | 27% | 28% |
| Prefer/ interest in virtual courses | 34% | 37% | 50% | 25% | 27% | 58% |
| Scheduling conflict | 12% | 12% | 17% | 13% | 8% | 12% |
| Course not offered at school | 19% | 16% | 33% | 27% | 16% | 26% |
| To catch up | 5% | 6% | 9% | 5% | 4% | 10% |
| To raise a previous grade | 2% | 4% | 6% | 3% | 3% | 6% |

**Percentage of total student responses*

***Percentage of student respondents selecting each reason*

Students reported high overall satisfaction with their VVA experience on a variety of factors. Most students agreed they had the time-management skills (88%) and responsibility/self-direction (90%) needed to complete their virtual courses. Ninety percent of students reported being comfortable using the online tools and software required for their VVA courses. Eighty-two percent of students said they would feel comfortable taking another online course.

Among parents/caregivers of VVA students, 91% agreed or were neutral that they were satisfied with the availability of courses offered by VVA, and 88% agreed or were neutral that VVA courses are of good quality. Most parents/caregivers agreed or were neutral that their children were appropriately challenged by VVA courses (90%) and would enroll their children in VVA courses again (81%). Eighty-six percent of parents/caregivers agreed or were neutral that the frequency of communication with VVA instructors met their children's needs.

Staff at schools and divisions were overwhelmingly positive in their satisfaction with VVA courses. Ninety-five percent of respondents were pleased with or neutral about the availability of VVA course offerings and were satisfied with or neutral about the curriculum alignment of VVA courses, and 91% were satisfied with or neutral about the rigor of course content. In addition, most staff reported satisfaction with or were neutral about the support VVA provides to schools (90%) and to students (88%).

Survey summaries are provided below.

- Students enrolled in VVA courses shared the following:
 - 90% of students said they felt prepared for the responsibility and self-direction that online courses require
 - 90% of students were comfortable using online tools and software for their VVA courses
 - 88% of students said they had the time management skills to be successful in the online course
 - 82% of students said they would feel comfortable taking another online course

- Parents/caregivers of VVA students shared the following:
 - 91% of parents/caregivers agreed or were neutral that they were satisfied with the availability of courses offered by VVA
 - 90% of parents/caregivers agreed or were neutral that their children were appropriately challenged by VVA courses
 - 88% of parents/caregivers agreed or were neutral that VVA courses are of good quality
 - 86% of parents/caregivers agreed or were neutral that the frequency of communication with VVA teachers met their children’s needs
 - 81% of parents/caregivers agreed or were neutral that they would enroll their children in VVA courses again

- School and division staff shared the following:
 - 95% of school/division staff were pleased with or neutral about the availability of VVA course offerings
 - 95% of school/division staff were satisfied with or neutral about the curriculum alignment of VVA courses
 - 91% of school/division staff reported satisfaction with or were neutral about the rigor of VVA course content
 - 90% of school/division staff said they were satisfied with or neutral about the support VVA provides to schools
 - 88% of school/division staff were satisfied with or neutral about the support VVA provides to students

STATEWIDE LMS

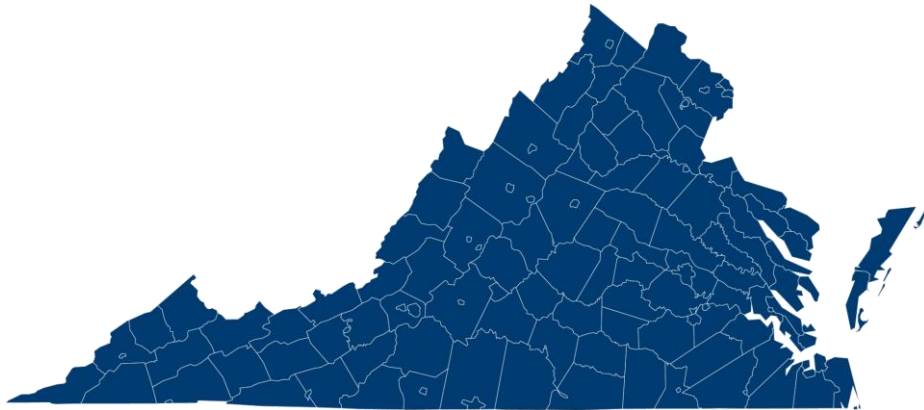
The Statewide LMS serves the needs of the VVA program, Virginia’s public-school divisions, Governor’s Schools, the Virginia Department of Education, and other educational professional organizations for delivering online courses and content to support instruction and professional learning.

Schools and divisions have had access to a statewide LMS since 2012. Since 2019–2020, VVA has provided recurring statewide access to a core series of Canvas LMS products and services for each public-school division’s or organization’s instance of the Statewide LMS, including:

- Canvas K–12 Subscription
- Canvas 24x7 Support
- Canvas K–12 Tier 1 Support
- Canvas Studio Subscription
- Canvas Training Portal

Each school division and organization administer an independent instance of the Statewide LMS and often has specific product, training, and professional services needs beyond those readily available in the existing Statewide LMS services provided by VVA support teams. In these cases, divisions looking to purchase additional Canvas LMS products, services, or training will contact Instructure directly.

In the 2023–2024 academic year, all Virginia public school divisions have their own independent instances of the Statewide LMS. VVA teams support varying levels of adoption among the school divisions and other participating organizations.



100% of Virginia public school divisions have independent Statewide LMS instances.

OUTREACH PROGRAM

The VVA Outreach Program is designed to assist Virginia public school students and educators by providing access to Virginia standards-aligned digital learning resource hubs that can be incorporated via the Statewide LMS at no cost.

As of 2023–2024, Virginia public school divisions can import digital resources and online learning modules for more than 150 K–12 courses to their instance of the Statewide LMS at no cost. Regularly updated by Virginia public educators, the VVA Outreach K–12 digital resources include instructor guides, lessons with interactive practice and assessments, and question banks. VVA Outreach resources are designed as a foundation for teachers to use in their classrooms and modify according to their local school needs.

All VVA Outreach course resources are aligned with appropriate state and/or national standards. All K–5 content is aligned with the Virginia Standards of Learning (SOLs) and Virginia’s Comprehensive Instructional Program (CIP). For grades 6–12, content for core academic and world language courses are aligned to the Virginia SOLs, and AP course content is developed according to the College Board’s curricular guidelines.

Since 2019–2020, VVA Outreach resources have been downloaded more than 167,000 times for use in Virginia public school classrooms. (This total does not include copies of VVA Outreach resources made and used locally in divisions' instances.) In addition, VVA provides division personnel with Statewide LMS and Outreach Program training and support at no cost. School divisions may integrate local student information systems with the Statewide LMS to support rostering and interoperability of other division platforms, services, and tools. In addition, school divisions may develop their own content and share with other divisions via the Statewide LMS.

PROFESSIONAL LEARNING PROGRAM

VVA's Professional Learning Program empowers Virginia's educators to explore new instructional practices with the flexibility to achieve more—all at their own pace. VVA offers a growing catalog of online professional learning opportunities for all Virginia public school educators at no cost. In the 2023–2024 school year, the VVA Professional Learning Program offerings supported more than 15,000 professional learning enrollments.

Professional learning offerings are delivered synchronously and asynchronously. Professional learning courses have timelines and benchmarks, but participants have the flexibility to work at their own pace between the benchmarks. Virginia public school educators may enroll in VVA professional learning offerings throughout the school year. Educators may self-enroll or be enrolled by a local school counselor, a school administrator, or the division central office. Public schools retain the autonomy to award any professional development time based on the local scale for participation or completion.

VVA offers online professional learning opportunities for all Virginia public school educators at no cost via the Statewide LMS. VVA's fully online professional learning opportunities include webinars, courses, certifications, credentials, workshops, and conferences. VVA also provides in-person and online Statewide LMS training specific to individual divisions' needs.

The Statewide LMS also supported the execution of fully online professional learning conferences, such as the Blended Learning Conference, presented annually by VVA since 2020. The 2024 Blended Learning Conference had more than 1,000 registrants for the event, held February 17.

Throughout the 2023–2024 academic year, VVA offered the Statewide LMS Credentials series of courses, through which educators and infrastructure/technology personnel at Virginia public schools and divisions could earn Statewide LMS credentials specific to their roles. Educators could earn the Statewide LMS Platform Essentials and Best Practices credentials, while infrastructure and technology personnel could earn the Statewide LMS Infrastructure Essentials and Technology Essentials credentials.

As of June 30, 2024, the five professional learning courses with the most enrollments were:

1. 2024 Blended Learning Conference (1,061)
2. VDOE Reading Specialist Microcredential 2024 (835)
3. VA Statewide LMS Educator Credentials: Platform Essentials (704)
4. VA Statewide LMS Educator Credentials: Best Practices (589)
5. VDOE FLE Basics (496)

STATE AND NATIONAL ROLE IN ONLINE AND BLENDED LEARNING

VVA continues to serve as a board member of the Virtual Learning Leadership Alliance (VLLA), the national association of online education programs that provides collegial support and collaborative opportunities to the individual members and member organizations. Members of VVA staff serve as leaders of the VLLA and benefit through the sharing of resources, services, and expertise among some of the most innovative U.S. digital education programs.

VVA is a key contributing member of the ongoing project with the National Standards for Quality (NSQ) Online Learning to regularly update openly licensed standards and indicators to help evaluate and improve online courses, teaching, and programs. VVA is part of the team that provides oversight and leads a broad-based community effort to keep the standards current and relevant.