
BOARD OF EDUCATION

Annual Report on the Condition and Needs of Public Education in the Commonwealth

2025



**Board of Education
Commonwealth of Virginia**

Board of Education

Annual Report 2025

**Adopted in January 2026 by the
Board of Education**

Mashea Ashton, President

Bill Hansen, Vice President

Dr. Beth Ackerman

Marc Carraway

Antione Green

Debbie Kilgore

Ida Outlaw McPherson

Brandon Monk

Dr. Amber Northern

Superintendent of Public Instruction

Emily Anne Gullickson, M.Ed. J.D.

Copyright © 2026

by the

Virginia Department of Education

P. O. Box 2120

Richmond, Virginia 23218-2120

[Virginia Department of Education](https://www.doe.virginia.gov)

All rights reserved. Reproduction of these materials for instructional purposes in public school classrooms in Virginia is permitted.



COMMONWEALTH of VIRGINIA

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

January 8, 2026

The Honorable Glenn Youngkin
Governor
Patrick Henry Building, Third Floor
1111 East Broad Street
Richmond, Virginia 23219

Members of the General Assembly
General Assembly Building
201 North 9th Street
Richmond, Virginia 23219

Dear Governor Youngkin and Members of the General Assembly:

Article VIII, Section 5, of the Constitution of Virginia requires the Virginia Board of Education (“Board”) to make annual reports to the Governor and the General Assembly concerning the condition and needs of public education in the Commonwealth.

We have reported in recent years on the work of ALL IN, the overhaul of expectations, and the reboot of our systems to measure and report out on student outcomes with the new School Performance and Support Framework. Additionally, we have built the support and transparency needed to leverage smart initiatives by the Governor and General Assembly to bring personalized, flexible and relevant learning models to every student.

We are pleased to report that these efforts are working and that we have begun to reverse course from the stark reality of just a few years ago. This Board, in partnership with the Virginia Department of Education, has worked diligently to set in place the infrastructure to positively influence the conditions under which schools operate, and students learn. Indeed, we have set the conditions for Virginia’s public schools to thrive.

Just four years ago, the Virginia public school system was weakened by lower expectations and ravaged by COVID era challenges. Now, we can say that decisive state leadership and bipartisan action is bearing fruit across the Commonwealth.

Thoughtfully implemented reforms, personalized learning, a nationally recognized decline in chronic absenteeism and a mindset to expand effective practices have combined to restore positive learning environments, improve academic outcomes, and begun to evolve our system of schools to help every student advance to the next grade prepared and, ultimately, graduate to a productive life after high school.

Today, we are pleased to share this year's report on activities that have led to this restoration of Virginia's public schools and the importance of sustaining the work that has led to this improvement in student outcomes and opportunities.

Our shared charge is to commit to constant improvement and relevance for Virginia's public schools, to never stop learning and evolving, and to ensure effective practices are available to every student.

As this Board passes the torch to the next generation of elected and appointed leaders, we do so with hope, confidence, and a deep belief in what is possible for every student.

Sincerely,

A handwritten signature in black ink, reading "Mashea M. Ashton". The signature is fluid and cursive, with the first name "Mashea" being more prominent and the last name "Ashton" following in a similar style.

Mashea Ashton
President, Virginia Board of Education

CC: The Honorable Emily Anne Gullickson
Virginia Superintendent of Public Instruction

The Honorable Aimee Rogstad Guidera
Virginia Secretary of Education

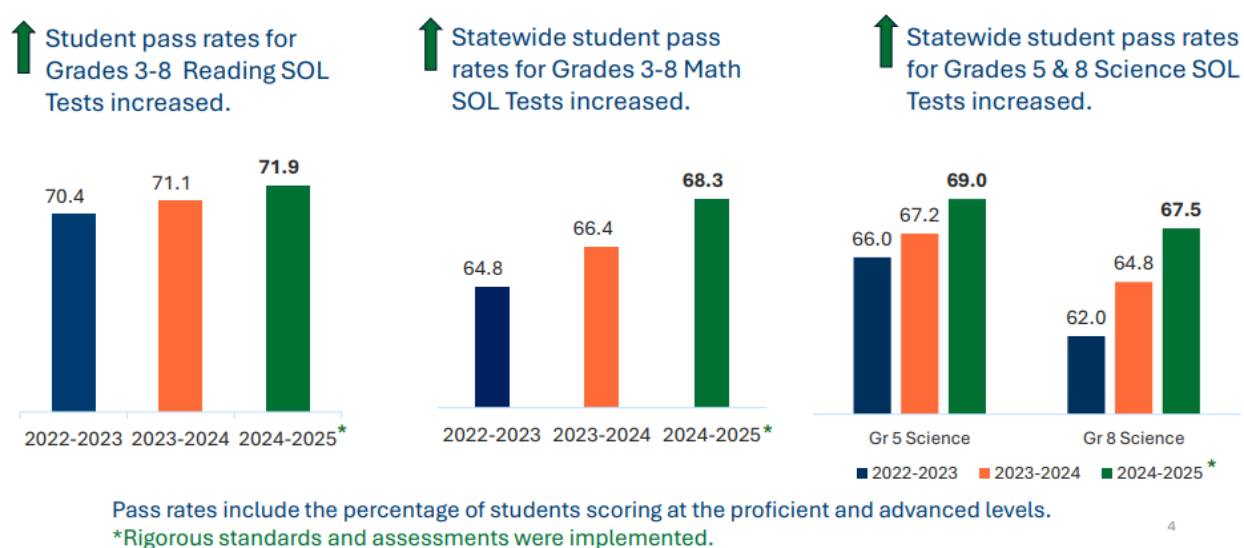
Condition and Needs of Public Education in the Commonwealth:

A report on the Condition and Needs of Virginia’s public schools must begin with a report on the condition and needs of Virginia’s students. The 2025 results from the ALL IN initiative, the spring 2025 Standards of Learning (SOLs) Assessments, and the first year of the improved accountability system under the School Performance Support Framework (SPSF) all point to a collection of actions and supports by the Governor, General Assembly, this Board, and the Virginia Department of Education that are working.

The improvements are particularly noteworthy considering this year’s SOLs required students to demonstrate their ability to retain and apply knowledge across a set of new, more rigorous standards intended to improve grade level knowledge along students K-12 journey.

The results also speak to the importance of sustaining what works. From nearly a decade of work to improve early learning access and quality to three years of urgent work to rescue Virginia’s students from low expectations and a lack of focus on postsecondary readiness, students deserve a sustained focus on what works.

Figure 1; Virginia Students Increased Statewide Pass Rates in Reading, Math, and Science SOL Tests for the Third Consecutive Year



Student and School Outcomes:

The vision of Governor Youngkin and the bipartisan efforts of the General Assembly provided the Virginia Board of Education unprecedented opportunity to improve learning and update the conditions under which students learn.

For the last three years, the Virginia Board of Education (the Board), in partnership with the Virginia Department of Education (the Department), have partnered to implement ALL IN Virginia strategies and funding supports, redesigned school accountability and accreditation to be more transparent and improvement focused, while also helping schools transition to innovative, student-centered models that bring personalized and effective strategies directly to schools and classrooms.

Simultaneously, there has been a multi-year effort to raise expectations and adopt rigorous grade-level standards that ensure students learn what is necessary to matriculate to the next grade and leave high school ready for lifelong learning, professional training, or military service.

This relentless focus to give every student in the Commonwealth an excellent school and a chance at a bright future is bearing fruit.

With a broad consensus amongst the Board, Department leadership, and policymakers of what was needed to restore Virginia's system of public schools and, therefore, a promising future for every student, we can report that the condition of Virginia's public schools is much improved, relevant and increasingly effective.

More Kids are Participating in Quality Early Childhood to Prepare for Kindergarten

[VQB5](#) Quality Ratings are based on results from teacher-child interactions and curriculum measurements gathered from every eligible birth-to-five classroom. These measures are predictive of school readiness; research suggests that children in classrooms that score higher will likely learn more. VQB5 Quality Ratings are awarded on an annual basis and are valid for one year. Here's a summary of statewide information for VQB5 for 2024-2025.

Overall Quality Ratings 2024-2025

- 3,293 sites will receive a VQB5 Quality Rating for 2024-2025, which is 172 more sites than last year (6% increase).
- 99% of sites met or exceeded the state's quality expectations, which is higher than last year when 98% of sites met or exceeded expectations.
- Fewer sites are receiving a Needs Support rating – down from 51 last year to 25 this year.

Quality Rating	# of Sites 20242025	% of Sites 2024- 2025	# of Sites 20232024	% of Sites 20232024	Change in 2024- 2025
Exceeds Expectations (700-800 points)	101	3%	79	2%	+22
Meets Expectations (400-699 points)	3,167	96%	2,991	96%	+176
Needs Support (100-399 points)	25	1%	51	2%	-26

2024-2025 Quality Ratings by Site Type

- There were high performers across site types.

Site Type	# of Sites	# Exceeds Expectations	# Meets Expectations	# Needs Support
Public Schools*	868	39	829	0
Family Day Homes	819	36	768	15
Child Care Centers*	1,606	26	1,570	10

*Includes Head Start grantees

2024-2025 Rating Improvement by Site Type

- Average rating scores increased across all site types, with family day homes. demonstrating the highest average improvement from the previous year.

Site Type	Average Rating (2024-2025)	Average Rating (2023-2024)	Change
Public Schools*	628	626	+2
Family Day Homes	570	559	+11
Child Care Centers*	583	580	+3
All Sites	592	588	+4

*Includes Head Start grantees

For questions about VQB5 Quality Ratings and Honor Roll results contact vqb5@doe.virginia.gov.

2024-2025 Quality Ratings by Ready Region

- There were high performers across the state, with slight variation across regions.

Ready Region	# of Sites	# Exceeds Expectations (%)	# Meets Expectations (%)	# Needs Support (%)
1 - Southwest	212	9 (4%)	203 (96%)	0 (0%)
2 - West	178	8 (4%)	170 (96%)	0 (0%)
3 - Southside	153	7 (5%)	146 (95%)	0 (0%)

Ready Region	# of Sites	# Exceeds Expectations (%)	# Meets Expectations (%)	# Needs Support (%)
4 - Central	434	12 (3%)	421 (97%)	1 (<1%)
5 - Southeastern	487	12 (2%)	472 (97%)	3 (1%)
6 - Chesapeake Bay	225	1 (<1%)	219 (97%)	5 (2%)
7 - Capital Area	877	38 (4%)	826 (94%)	13 (1%)
8 - North Central	511	11 (2%)	498 (97%)	2 (<1%)
9 - Blue Ridge	216	3 (1%)	212 (98%)	1 (<1%)

NOTE: Percentages in this document may not sum to 100 due to rounding.

2024-2025 VQB5 Honor Rolls

For the first time, Virginia has awarded VQB5 Honor Roll designations to sites across the Commonwealth based on three categories.

- 497 unique sites will receive one or more VQB5 Honor Rolls based on 2024-2025 performance.
- 15% of all VQB5 rated sites will be recognized on one or more Honor Roll
- A list of all honor roll sites can be found on the VQB5 Profile Website's Download Data page.

Honor Roll Categories	Center	Family Day Home	Public School	Total All Sites
Excellence: Sites who receive an Exceeds Expectations Rating	26	36	39	101
Top Improvement in Interactions: Returning Sites in the Top 10% for Interactions Point Improvement (CLASS Score Improvement)	103	131	60	294
Top Infant and Toddler Quality: Sites in the Top 10% for Infant/Toddler Interaction Points (Infant and Toddler CLASS Scores)	103	113	0	216

Honor Rolls by Ready Region

Honor Roll sites are located across Virginia with multiple sites in every Ready Region.

Region	Center	Family Day Home	Public School	Total Sites on Honor Roll	Total VQB5 Sites	% of Sites on Honor Roll
Southwest	9	1	13	23	212	11%
West	12	7	9	28	178	16%
Southside	16	5	7	28	153	18%
Central	28	15	13	56	434	13%

Southeastern	36	25	8	69	487	14%
Chesapeake Bay	9	3	7	19	225	8%
Capital Area	51	132	18	201	877	23%
North Central	25	16	16	57	511	11%
Blue Ridge	12	3	1	16	216	7%
Virginia Total	198	207	92	497	3,293	15%

A New Era of School Support

In 2025, the Department launched a bold, research-based redesign of how school improvement is supported across the Commonwealth. This new approach represents a strategic shift to use outcomes and data from the School Performance and Support Framework to inform customized support to schools and divisions to measurably improve student outcomes at scale.

Developed with extensive input from parents, educators, industry partners, and higher education leaders across Virginia, the new [School Performance and Support Framework](#) offers a transparent and comprehensive view of how well schools are supporting student learning, academic growth, and readiness for life after high school. Importantly, this framework reframes accountability as a lever for improvement, making strengths visible, identifying where support is needed, and highlighting effective practices that can be scaled statewide.

Under the new School Performance and Support Framework, schools are categorized as Distinguished, On Track, Off Track, and Needs Intensive Support. Over 600 elementary, middle, and high public schools were categorized as Off Track or Needs Intensive Support, reflecting the scope and complexity of improvement needs across the Commonwealth. Of these schools, more than 400 carry federal designations, underscoring the importance of a coordinated, research-aligned approach to school improvement especially for targeted student groups. Over 400 schools were identified as Distinguished and more than 700 schools were identified as On Track, highlighting areas of strong performance worth studying and learning from across the state. The Department began examining contributing factors that led to Distinguished and On Track designations and shared initial findings through [Regional Snapshots](#).

Highlights from the 2024–2025 Outcomes:

- Achievement Across the Commonwealth: Two-thirds of Virginia’s public schools are On Track or Distinguished.
- High School Excellence: Over 60% of high schools are exceeding expectations, driven by strong performance in the 3E Readiness Framework, preparing students for Enrollment, Employment, or Enlistment after graduation.
- Middle Schools Remain On Track: Middle schools have the highest percentage of On Track schools with improved performance in advanced coursework, a decline in absenteeism, and strong reading outcomes as contributing factors.
- Elementary schools demonstrated significant student growth in reading and mathematics. 35% of elementary schools achieved 75% or higher growth in reading and 38% of

elementary schools achieved 75% or higher growth in math. This is a large testament to efforts like ALL In VA and the significant investments in the Virginia Literacy Act.

- **Graduation Rates Remain Steady:** Virginia's four-year graduation rate held steady at 89.5%.

The revised School Performance and Support Framework is designed to more accurately reflect student performance by counting every student. This shift in accountability increases the number of schools identified for support and allows for more precise targeting of resources, particularly for students with disabilities, English learners, and students from low-income households. These changes underscore the need for a revised school improvement model, one that is appropriately scaled, strategically aligned, and designed to deliver high-impact support that accelerates student achievement statewide.

Research is clear that successful school improvement cannot be executed by a single office or team operating in isolation. High-performing state education agencies position school improvement as a shared, agency-wide responsibility, leveraging expertise, data, and resources across the entire agency. Under the new era of school support, the Department works collaboratively across offices to leverage subject matter expert to deliver customized support directly to schools and divisions.

Strong accountability and governance are central to the effectiveness of the Department's revised school improvement model. The Virginia Board of Education now includes a standing agenda item at every Board of Education meeting to review strategy implementation and school improvement actions taken each month. This structure increases Department accountability for improving school performance and enables more consistent and informed Board oversight of school improvement efforts.

Chronic Absenteeism Decreasing, More Students Engaged

Research shows that missing as few as two days every month, or 10 percent of the school year, can have a significant impact on students. Students who miss 10 percent of the school year for any reason are considered to be chronically absent. The data from 2023-2024 indicates that chronically absent students in Virginia performed 19 percentage points below their peers in reading and 26 percentage points below in math. Attendance is integrated into the Readiness component of the School Performance and Support Framework, ensuring that attendance best practices can continue to be highlighted and scaled, and that support can be targeted to schools and students with the greatest need.

Chronic absenteeism decreased from 20% in 2022-2023 to 14.7% in 2024-2025, which is a 26.5% reduction to date. This improvement resulted in over 2 million fewer student absences, equivalent to over 14 million additional hours of instruction for Virginia students. Progress has been driven by a coordinated statewide approach focused on removing barriers to attendance, increasing student engagement, and supporting schools through consistent guidance, professional learning, and public awareness efforts. The statewide Chronic Absenteeism Dashboard, coming online in March, will provide timely, actionable data to support earlier identification of attendance challenges, guide targeted interventions, scale best practices, and sustain continued improvement.

Regional Snapshots, provided in the Appendices, demonstrate the impact of the ALL IN focus on chronic absenteeism as well as the amazing work of schools and divisions to create student and community centered solutions to bring students back to school and support sustained attendance.

Identification of Schools for Increased Support

For the 2024-2025 school year, there are more schools federally identified for support. This is primarily due to increasing “n” counts and including more students in our measures of learning. These designations should not be viewed as punitive, but as opportunities to support schools and designated student groups to improve and meet their full potential.

- 80 schools are identified for comprehensive support and improvement
- 346 schools are identified for targeted support and improvement
- 8 schools are identified for additional targeted support and improvement.

Schools are making progress towards exiting federal identification status. 38 comprehensive support and improvement schools were ineligible to exit in fall 2025 because the Virginia Consolidated State Plan requires schools to demonstrate two consecutive years of growth. However, **63% (24 of 38) of these schools demonstrated significant growth** this past year and can exit in fall of 2026 if this progress continues.

Elementary schools represent the largest opportunity for growth and support, with 467 schools (41%) categorized as off track or needs intensive support. This reinforces the importance of improving preK quality via VQB5 to ensure students enter school ready, implementing the Virginia Literacy Act to strengthen early literacy, tackling chronic absenteeism, and ensuring high-quality instructional materials are available in every classroom. Middle schools are also a key focus area, with 101 of 313 schools (32%) identified as off track or needs intensive support. High schools showed strong performance, with only 25 schools (9%) needing additional support.

These designations highlight where focused support is needed to help schools meet key benchmarks, while also showcasing updates to the accountability system that better inform how resources are distributed.

Please visit [here](#) to learn more about the recent [SPSF rollout](#) and to see Regional SPSF outcomes by Region.

Support for Sustainable Student Success

To maintain this trajectory of statewide performance, effective initiatives such as VLA, HQIM, and flexible learning models much be sustained and supported. Strategic customized professional development is also necessary. As such, the Board and Department have worked to prioritize the public conversations and transparency regarding a wider portfolio of supports within the Department and reorganized the operations of the agency to break down silos and consolidate the supports available across teams.

Further, available state and federal funding distribution has been rethought to ensure direct support for struggling students while ensuring every opportunity to improve and rethink content delivery positively supports school communities more broadly.

Some of the state and federal resources allocated to the Department for school improvement and instructional excellence, and identified schools includes:

- \$13 million in School Improvement Grants and \$10 million in Direct Student Services Grants to empower local innovation and improvement.
- \$7 million in Comprehensive Literacy State Development funds to strengthen reading outcomes in schools receiving comprehensive or targeted support.
- \$10 million in Math Innovation Grants to boost achievement in federally identified and high-need schools.
- An additional \$1 million in state funds will support professional learning networks for teachers and school leaders through the Principal Leadership and Teachers in Action Networks.

Going forward, state leaders must continue to prioritize funding for personalized student learning, school supports, the distribution of effective practices across the Commonwealth. access to more public options that support individual learning styles and educator supports. As Virginia advances its commitment to educational excellence and innovation through a shared vision for student success, the Board remains steadfast in its mission to support schools, equip educators, and ensure all students are prepared for lifelong success.

Accreditation 2.0

In addition to the SPSF Accountability System changes, the revised accreditation system offers a clearer picture of how well schools meet the state’s Standards of Accreditation or operating requirements, as established in state regulations and the Code of Virginia.

School accreditation, under 8VAC20-132, focuses on compliance with curriculum and graduation standards, instructional programs, staffing and leadership, facilities and safety, and long-range planning and improvement. Schools may be Fully Accredited, Conditionally Accredited, Accreditation Denied, New School, and Accreditation Withheld.

The Virginia Board of Education is also working to expand accreditation to school divisions to better account for finances, operations, and compliance with state and federal laws.

Nearly all Virginia schools achieved full accreditation for the current academic year, with 94% of schools meeting all requirements outlined in the Standards of Accreditation. While most schools met the rigorous benchmarks, a small number are working toward full compliance:

- 113 schools have been designated as *conditionally accredited*, indicating minor deficiencies or insufficient progress that is being addressed through approved improvement plans.
- Six schools have received a “*New School*” status, a one-year designation for newly established schools serving students from previously existing institutions.

The Board has worked closely with the Department to ensure principals play a larger role in school accreditation and is starting a new conversation to ask schools to produce evidence of

compliance on the accreditation requirements most critical to student safety, academic outcomes and financial stability.

Revised standards and innovative assessments

Accumulating critical knowledge as students matriculate through Virginia's public schools requires a shared understanding of what grade level content should be taught and learned.

Agreeing on benchmarks that define proficiency and prepare each student for what comes next is critical to a robust system of schools that keeps their promise to provide every student a bright future. In partnership with experts in the field, Virginia educators, workforce development professionals, and higher education, we have and will continue to:

- Ensure critical reading and math content is taught at the developmentally and academically appropriate time. For example, ensuring students begin learning critical math concepts in the 5th grade that they will need to tackle middle school and high school math rather than waiting and requiring too much of students too late. This is just one example of how the work captured in this report matters.
- Design excellent assessments. This means:
 - Using Standards of Learning (SOL) exams that are responsive to individual student's depth of knowledge so that results are accurate and can help parents and educators support their students to catch up, stay on track or accelerate.
 - Not only do we have confidence in the most current assessment, we continue to push and to partner with the assessment field to deliver assessments that allow students to *demonstrate* knowledge using real life scenarios, versus guessing.
 - Design assessments to track student performance against national benchmarks.

Delivered on multiple efforts to support school and classroom redesign

This includes relevant learning models aligned to life after high school. Seat time flexibility, lab schools, charter schools, improvements to support for extended school year, and 3E-driven learning options are just some examples of innovations in demand by schools, students, and families.

Relevant, hands-on learning in every grade, with access to early college and job training in high school, improve engagement, learning, and outcomes. Much of this work has been accomplished through bi-partisan policy enactments and funding, alongside policy and regulatory supports by the Board. Further, in recent months, restructuring within the Department to provide thought partnership, effective practice support, and connection to exemplars was implemented to sustain and accelerate these options for willing schools and divisions.

To help ensure an effective transition to this future of learning, students will need state leaders to keep a steady eye on the following:

- A hyper-focus on strategies to help students access these options including transportation and enrollment freedom.
- Fund ongoing support to divisions and principals from the Department and other partners with expertise in effective innovation.
- Support and systems of replication for lab schools and lab school strategies within divisions.

- Protect and increase targeted start-up funding such as innovation grants, and performance based Extended School Year grants.
- Ensuring accountability and teacher preparation align with this evolution
- Thoughtful reviews of 3E to ensure students have access to value-add learning and experiences that improve readiness and not just check boxes in a framework.

Better leveraged federal flexibilities and eliminated regulatory hurdles

The Board was very supportive of Virginia’s pursuit to have greater flexibility from the federal government, including:

- Revise ESSA state plan and school improvement components to align to proven evidence-based practices, permit multiyear grants, and to focus on what works for students.
- [Ed-Flex and Waivers](#) empower Virginia public schools and the state agency to innovate by redirecting funds or flexibility to address specific challenges, like learning loss or improving math and reading outcomes, without needing to seek federal approval for every change.

The Board will continue to receive updates on waivers being pursued, how its informing efficiency, and most importantly the academic progress for students as a result.

Infrastructure: Intentional conversation on how infrastructure impacts student access and innovative school design are necessary to progress. This year, we have moved forward to:

- Modify the Board approved guidelines for the School Construction Assistance Program to allow access to school divisions, school based CTE programs and regional CTE programs.
- Ensure that literary loans approved for school divisions ensure that funding distributions occur for divisions that certify the requested projects will provide new construction or renovated spaces for schools that will maintain or see increased student enrollment.
- Deepen partnership with SCHEV on a [direct admissions portal](#) aimed to help provide better information for parents and prospective students, including information on cost and aid, and help eliminate access to enrollment barriers for Virginia K-12 students.

A modernized organization and expanded supports for sustainable student success

In response to the Board and Governor’s portfolio of work to improve conditions for students and schools, the Department has launched a bold, research-based redesign, including how school improvement is supported across the Commonwealth. To inform this approach, the Department conducted a comprehensive review of high-performing state education agencies across the nation. The analysis identified key practices associated with improved student outcomes. Drawing on these insights, the Department is focused on the following critical elements:

Modernizing the organization to better support schools and students’ needs

In the summer and fall of 2025, the Department began implementing on a [strategic realignment of offices](#), roles, and responsibilities to improve coherence, collaboration, and operational efficiency. These structural adjustments are designed to ensure that schools and divisions experience a coordinated and responsive system of support from the Department.

The Board has advised and reviewed these efforts at their regular meetings and the outcome is a modernized agencies ready to leverage all of the good programmatic, policy and funding supports put forth for students and schools.

There is no longer a single office with a dozen staff members responsible for supporting the needs of nearly 2,000 schools. Student success is the work of the entire agency. The new organization structure enables leadership to leverage all the subject matter experts to be in the field and better support schools to improve. As such, the Department streamlined all core functions around teaching, learning, and leadership into a single branch of Academics and Innovation

- The *Division of Student Outcomes and School Quality* connects assessment data, accountability measures, educator preparation, instruction, best practices, and school improvement to provide a comprehensive system of support to all school divisions.
- The *Division of Innovation, Student Pathways, and Opportunities* is new and built off of numerous requests from employers, military leaders, higher education institutions, school board members, superintendents, and principals on having a one-stop hub for readiness support from elementary through high school advanced coursework, flexible and innovative student-centered public models, and high-quality 3E Readiness opportunities.
- The new branch of Operations serves as a one-stop hub for all external and internal operational needs. These teams shifted from compliance-centered approaches to solutions and innovation that help school divisions think outside the box. They are working to develop new methods to transport students and reduce access barriers to attendance. They are advancing strategies that aim to further improve student attendance and are continuing to launch school facilities grant opportunities to support divisions with individual and regional CTE programs. They also are exploring ways to rethink and redesign school spaces to better facilitate student learning and competency-based models.
- The new branch of Early Learning and Specialized Populations supports the unique learning and care needs of children, students and learners in diverse settings – focused on preparing all of them to fulfill their potential and achieve success. To better serve our highest need students, special education and specialized populations such as adult learners, were also added to this branch.

CONCLUSION:

As you read on from this overview, we hope you appreciate the depth and breadth of the work needed to support students. Every action implemented, and decision made, involved months, if not years, of study, research, outreach, design and redesign.

The deep commitment by the Board and Department teams to make this work happen, and effective, will require an equal commitment to sustain - both as individual, independently evaluated strategies but as a thoughtfully developed portfolio of public policies, regulations, and programs delivered for the benefit of Virginia's students and the schools that serve them.

As such, this report should not just be thought of just another freestanding document but as a collection of work we have likely reported out on previously in other mandated reports. To consider it all here together is important and speaks to the reality of success as a collection of decisions and programs thoughtfully designed, executed and sustained over time. It is equally important to consider this report in tandem with the Board's Strategic Plan also due during the start of the new year.

Together, these reports combine to make the longitudinal study of what is working and what more can be done to ensure an enduring and healthy public school system for the children and educators of the Commonwealth.

The Work of the Board of Education

The work highlighted above to support strong student outcomes requires ongoing attention to what want students should know when they graduate and how to scaffold that knowledge from grade-to-grade. This technical, uncelebrated work is taken on by a dedicated team of professionals at the Department and nurtured by the Board and the broader community of Virginians who have high expectations for our children's future.

Delivering on High Expectations

Academic Standards

History and Social Sciences Implementation & Instructional Guides

- [Presentation](#) on March 26, 2025
- [Presentation](#) on May 21, 2025

Mathematics Standards of Learning

Implementation of Standards

- [Presentation](#) on May 21, 2025
- The Board received the Department's annual [Report on Activities and Strategies Used to Impact Student Mathematics Outcomes](#) on October 31, 2025 which further expands on implementation efforts to date.

Textbook Adoption

- [Textbook Adoption on February 27](#)
- [Additional textbooks](#) on March 27

Computer Science and AI

- Presentation on implementation efforts to date on May 21, 2025

Science

Implementation of Standards

- [Presentation](#) on May 21, 2025

Additional High School Advanced Science Course *Standards of Learning*

- [First Review](#) on July 31, 2025
- [Final Adoption](#) on December 11, 2025

Stakeholder feedback and educator committee input indicated that the existing 2018 Science Standards of Learning are rigorous, reflect high expectations for students, and should remain the same. The standards were expanded to include the eleven Board of Education-approved high school courses without current standards.

The Draft 2025 Expanded High School Science Standards of Learning describe the Commonwealth's expectations for student learning and achievement in eleven high school science courses that are approved by the Board but do not have current academic standards.

This includes Environmental Science, Biology II: Anatomy and Physiology, Biology II: Ecology, Biology II: Genetics, Biology II: Advanced Survey of Biology Topics, Earth Science II: Astronomy, Earth Science II: Geology, Earth Science II: Oceanography, Earth Science II: Advanced Survey of Earth Science Topics, Chemistry II: Advanced Survey of Chemistry Topics; Physica II: Advanced Survey of Physics Topics.

The expansion of the standards to include these eleven new courses will provide a coherent and vertically articulated set of expectations to educators and families, support instruction, and improve the ability for students to access postsecondary success in the workplace, higher education, and our democracy. Strong academic standards ensure readiness for all learners in successful postsecondary pursuits.

Advanced Learning

- [Gifted Education Update](#) on May 21, 2025
- The Board had a robust discussion on November 12, 2025 about Advanced Learners and the need for a [universal screener for gifted learners](#).
- The Board received an update from the chair of VACAL, the Virginia Advisory Committee for Advanced Learning, which serves as the Board's advisory body on the needs of Advanced Learning, Governor's Schools, and Gifted Education to inform the work of the Board. VACAL met twice in 2025 (May 16 and October 24) and informed the Board's work on accelerated math pathways, dual enrollment transfers, and accelerated science pathways. The December 2025 update to the Board outlined issues for discussion as well as commendations on the Board's actions, such as supporting divisions in implementing automatic enrollment for accelerated middle school courses and focusing on increased rigor and access to advanced learning in the School Performance and Support Framework. [Additional recommendations](#) were provided to the Board for 2026 actions, including a universal screener for second grade students, improved identification of gifted students with special education needs, and more professional development for counseling staff.
- The annual report by VACAL is [here](#).

High-Quality Instructional Material (HQIM) - Creating Instructional Excellence

Teachers are the single most important in-school determinant of students' success, and the curricular materials teachers use shape what and how they teach. Research shows that using a strong curriculum with fidelity causes significant increases in student learning; however, research also shows that few teachers use their division's curriculum frequently or faithfully. The Board focused on a shift in Virginia to adopting High-Quality Instructional Materials after a deep

dive on how Virginia teachers are using curriculum in the classroom as a critical policy lever for reversing learning loss and positively impacting student outcomes.

- National Expert Series spotlight: Johns Hopkins University report on [Virginia Teacher Survey of Curriculum Use](#) results on July 30, 2025

The majority (63%) of K-12 ELA teachers reported that they most frequently use HQIM for their ELA lessons. A minority (10%) of K-12 ELA teachers reported that they most frequently used HQIM for their math lessons. The Board received recommendations and a roadmap for improving on HQIM adoption and use in every classroom in the Commonwealth by the nation's top experts on HQIM, including:

- Provide ongoing professional learning on HQIM in math and ELA (including Science of Reading) to support division-level implementation and effective instruction.
- Ensure that curriculum-aligned professional development is at least 20 hours, spans at least three months, and engages with colleagues from the same school or division to support sustainability.
- Support teachers' understanding of how HQIM can support students who are below-grade-level, have IEPs, or are English language learners.
- Repeat the survey annually to gather higher response rates from larger divisions with students from under-resourced communities and diverse populations.
- Support regional teams in identifying and elevating exemplar divisions that have designed high-quality instruction materials in math and ELA.
- Enable regional support systems to build templates and resources for comprehensive, division-level math and ELA plans, and to provide cycles of continuous improvement of division-created materials.
- Design and deliver high-impact professional development for superintendents and chief academic officers on the value of rigorous instruction in core subjects.
- Host annual curriculum institutes for principals and teachers to build momentum and alignment around high-quality instruction. This should include the use of teacher ambassadors and success stories drawn from high-performing divisions.
- Fund competitive grants to incentivize the consistent use of high-quality materials (whether adopted or division-created), including a commitment to the effective use of assessment data and curriculum-aligned classroom walk-throughs.
- Work with regional and division leadership on the effective use of diagnostic assessments to ensure multi-tiered levels of support for differentiated student groups (Tier 1, Tier 2, personalized learning, and tutoring).
- Support regions and divisions in providing ground-level, high-impact interventions to create stronger outcomes for students in underperforming schools and divisions.

The Board had access to the Department's report to the General Assembly in November 2025 on updates to the [textbook review process by the Board](#), which was last approved by the Board in 2011. Through this consultation with educators who had engaged in recent review processes, as well as those who are division leaders, teachers, or other educators who have not engaged in review processes, the Department was able to gather information to inform updates to the current textbook review process. This report first reviews the evaluation of changes to the current textbook review and approval process, followed by an identification and consideration of best

practices for textbook review and approval processes. Finally, the report makes recommendations on (1) revising Virginia’s Textbook Review Process, (2) improving the selection and training process for statewide textbook review committees, (3) increasing opportunities for public comment on review and approval of textbooks and other high-quality instructional materials, and (4) updating Department procedures to support the process of reviewing and approving textbooks and other high-quality instructional materials.

The Board will receive an updated Board-Approved Textbook and High-Quality Instructional Materials Process for first review at the January 8, 2026 meeting.

HQIM Foundations and Progress: VLA Implementation/ELA Standards Implementation

- [VLA Intervention Instructional Program Guide and Supplemental Instructional Program Guide](#) on March 27, 2025
- Deep dive on [ELA and VLA Updates](#) by VDOE and UVA Virginia Literacy Partnerships on May 20, 2025

The Virginia Literacy Act (VLA)—passed by Governor Youngkin and the General Assembly in 2022 and expanded in 2023—focuses on improving literacy outcomes for all students in the Commonwealth. The VLA requires that “each local school board shall provide a program of literacy instruction that is aligned with science-based reading research and provides evidenced-based literacy instruction to students in kindergarten through grade eight” (§ 22.1-253.13:1 G). To support school divisions to comply with this requirement, the VLA requires the Virginia Department of Education (VDOE) to develop a list of instructional programs in literacy – including core, supplemental, and intervention – that consists of evidence-based literacy instruction (EBLI) aligned with science-based reading research (SBRR). Recommended resources must also be aligned with the Virginia Standards of Learning (SOL). The Virginia Board of Education (VBOE) has approved Core, Supplemental, and Intervention Instructional Program Guides for grades K-5. Core instructional programs are required in Kindergarten through Grade 5. Supplemental and intervention instructional programs are required for Kindergarten through Grade 8. VDOE, in partnership with Virginia Literacy Partnerships (VLP) at the University of Virginia, conducted a cycle of reviews for intervention and supplemental programs for Grades 6-8. This is the first review cycle for supplemental and intervention programs for Grades 6-8. A second review cycle for supplemental and intervention programs began following the provider submission deadline of January 28, 2025. The instructional review process is unique to Virginia. Initial rubric drafts for both intervention materials and supplemental materials were developed by VLP and reviewed by national experts, Virginia higher education partners, and Virginia educators. Final rubrics were posted online. The review process was designed to align with Virginia’s textbook adoption process. Reviews were conducted by Virginia educators comprised of competitively selected teams from all eight regions and comprised of administrators, reading specialists, division representatives, and teachers. Teams were led by literacy experts facilitating the process.

Reviewers conducted independent reviews using comprehensive rubrics. Facilitators met with review teams weekly for discussion of norming and building consensus. Facilitators compiled final rubric results, consulting as a facilitator team for consistency across all program

submissions. The review process resulted in two recommended guides: the Intervention Instructional Program Guide 6-8 and the Supplemental Instructional Program Guide 6-8. Intervention programs for grades 6-8 provide systematic, explicit evidence-based instruction aligned to science-based reading research (SBRR) to students who persistently struggle to master literacy skills including phonics and word knowledge, fluency, vocabulary, and comprehension. Supplemental programs for grades 6-8 provide evidence-based instruction aligned to science-based reading research (SBRR) to provide additional practice and/or instruction aligned to student or class needs.

These Program Guides enable school divisions to begin the following:

- Select and implement evidence-based literacy instruction for intervention instructional programs as defined in the VLA;
- Select and implement evidence-based literacy instruction for supplemental instructional programs as defined in the VLA;
- Understand the strengths and challenges of each approved program to guide purchasing decisions and implementation;
- Select the option(s) that best meets the needs of their students, educators and communities; and
- Ensure compliance with the VLA by the 2025-2026 school year as required by the law.

Proficiency Standards

Resetting the Mastery Level/Standard Setting Review Committee Process

- [Presentation on February 26, 2025](#)
- [Mastery Level/Standard Setting Review Committee Process](#) on March 27, 2025
- [Standard Setting Committee Update](#) on May 21, 2025
- [Written Report on Proficiency Standard Setting Process Progress](#) on June 18, 2025

Standard 3 of the Standards of Quality (SOQ) states, in part, that “[t]he Board shall prescribe assessment methods to determine the level of achievement of the Standards of Learning objectives by all students. Such assessments shall evaluate knowledge, application of knowledge, critical thinking, and skills related to the Standards of Learning being assessed. The Board shall, with the assistance of independent testing experts, conduct a regular analysis and validation process for these assessments.” The Board will oversee the process and make critical decisions around the setting of cut scores utilizing both the Technical Advisory Committee and Proficiency Setting Review Committee recommendations. Over the past three years, the Board has prioritized raising expectations for Virginia students through the adoption of more rigorous Standards of Learning (SOL) in History and Social Science, Mathematics, Computer Science, and English Language Arts and through the approval of a new School Performance and Support Framework. VDOE has also re-designed summative assessments to be innovative and more fully measure the rigor of the new academic content standards. Building on this foundation, the Board must set new assessment cut scores on these summative assessments to align proficiency to the increasing demands of the workplace and benchmarked to the highest definitions in the nation.

The *Every Student Succeeds Act* (ESSA) lays the foundation for state summative assessment systems and requires state education agencies to implement statewide assessments. ESSA requires that all students in America be taught to high academic standards that will prepare them

to succeed in college and careers; ensures that vital information is provided to educators, families, students, and communities through annual statewide assessments that measure students' progress toward those high standards; and maintains an expectation that there will be accountability and action to effect positive change in our lowest-performing schools, where groups of students are not making progress, and where graduation rates are low over extended periods of time. The responsibilities of the U.S. Department of Education and the responsibilities of states are outlined in Education Commission of the State's overview of statewide summative assessments.

As part of this federal accountability requirement, states are required to determine cut scores on state exams that signify performance categories. Most importantly, the score to identify whether students have learned grade level math, reading and science. Performance categories, determined by these cut scores, tell schools, parents and the tested students if those students know what they need to know to advance to the next grade level, need help to learn that content, or are advanced in their learning. Having the right cut scores is a critical piece of keeping our promise to families that students in Virginia's public schools are learning what they should in each grade to successfully move on to the next and to eventually graduate prepared for life after high school.

The Board's action to reset proficiency and benchmark it to the highest definitions in the nation is the final and vital step to complete the "high expectations" agenda that Governor Youngkin charged the board to implement in 2022 to ensure schools and students understand the expectation for success and do not slowly fall behind a little bit every year. The proficiency benchmarking and cut score setting process ensures that every student in the Commonwealth will be clear on what they need to learn to graduate prepared.

Since 2013, the definitions of proficiency have been far lower on Virginia tests than that of the Nation's Report Card. Virginia has had the lowest definition of proficiency for the past four years. This systematic lowering of expectations has resulted in Virginia's learning loss (see NAEP results, January 2025). The Board's actions over the past three years—including this last step to re-calibrate proficiency—have aligned standards, assessments, and our School Performance and Support Framework to appropriately increased expectations. The goal of all this work is to improve student learning and outcomes and to be ready for success in life.

Given that Virginia students continue to struggle on NAEP as reported in January 2025, the Board must ensure that statewide definitions meet national expectations to ensure that Virginia students can effectively compete in a national and global workplace, and that the Department is sufficiently resourced to help schools and educators support student success, and adopt personalized teaching strategies and learning models.

After receiving input from the Technical Advisory Committee, the Center for Assessment, and the Executive Director of the National Assessment Governing Board, the Board adopted the following process:

- Committees will be made of 70% educator experts (e.g., teachers, instructional specialists) and 30% community stakeholders (e.g., parents, institutions of higher education, business and industry members).
- Educator experts will complete an application that includes an assessment of their knowledge and understanding of grade level content and assessments. Community

members will not complete this level of application; they will have a selection process that includes the Board and Governor's Office.

- Beginning in late March 2025, VDOE will solicit reading, math, and science educator experts, including higher education experts, and community stakeholders to apply to serve on the Mastery Level/Standard Setting Review Committees.
- Reading, Overall Literacy, Math, and Science Mastery Level/Standard Setting Review Committee members will be selected and notified of acceptance on the committee in April.

Raising Proficiency Standards

- [Proficiency Presentation](#) on August 28, 2025
- [Final Review of Proposed 2025-2026 Proficiency Cut Scores](#) on August 28, 2025
- [Proficiency Recap & Critical Decisions](#) on September 24, 2025
- [Final Review of Proposed 2025-2026 Proficiency Cut Scores](#) on September 25, 2025
- [Technical Advisory Council \(TAC\) Recap](#) on October 22, 2025
- [Roadshow Recap: Proficiency Implementation Plan Decision Points](#) on October 22, 2025
- [Proficiency Implementation Plan](#) on November 13, 2025
- [First and Final Review of Proposed Proficiency Implementation Plan](#) on December 11, 2025

As part of its efforts to raise expectations for students and following its work on revising the mastery level/standard setting review process, the Board has also revised cut scores, which define the minimum score a student must earn to reach a performance level on SOL assessments. Before the Board began this revision in 2025, cut scores reflected proficiency levels for mastery of 2016 mathematics and 2017 English standards. Cut scores tied to the old test were insufficient to reflect the higher expectations for student proficiency from the more rigorous academic standards.

Raising expectations with proficiency cut scores is good for Virginia students for the following reason:

- Sets a high bar for success: Raising cut scores ensures that “proficient” reflects the skills and knowledge students need to be ready for success in college, career ready, or in military pathways after high school.
- Gives families and educators clearer insight: Raising expectations provides a more accurate picture of where students are, helping parents and teachers better target support and celebrate progress.
- Prepares students for future opportunities: Higher expectations equip students with the skills and knowledge needed to thrive after graduation, including the critical thinking and problem-solving skills to compete and succeed in the real world.
- Drives excellence in public schools: When expectations rise, schools excel by improving instruction, implementing effective practices, and leveraging supports, which leads to stronger outcomes for all student groups.

By raising cut scores, it also helps Virginia improve national standing as our state signals it is serious about excellence, increases the likelihood of improved performance on assessments such as the National Assessment of Educational Progress (NAEP), and makes our schools and students more competitive nationwide. Furthermore, it strengthens state competitiveness. Higher

expectations lead to a stronger workforce pipeline, attracting businesses and ensuring our state can compete economically with other states and countries.

The cut scores adopted by the Board in September strengthen identification of students in need of support. It is essential to pair higher cut score revisions with meaningful support that equips educators and families with the time, resources, and guidance necessary to prepare students to meet higher proficiency expectations.

A phased-in implementation of no fewer than four years offers a strategic and manageable approach to revise cut scores while ensuring that proficiency expectations remain rigorous, ambitious, and attainable. Table 2 illustrates a sample 4-Year phased-in cut score model for the grade 5 reading SOL assessment. This model introduces a fifth category of “approaching” to recognize student growth toward proficiency, with the category phased out by Year 4. In this model, for the 2025-2026 school year, it is projected as captured in Table 3 that approximately 39% of students will pass (proficient and advanced) and 21% of students will be in the “approaching” category meaning they are close but not yet proficient.

School Performance and Support Framework Implementation

School Performance and Support Framework

- [SPSF Update](#) on May 21, 2025
- Performance Category outcomes
- Federal Designations
- [Deep Dive on the Results](#) was discussed at the December 10, 2025 Work Session

3E Readiness

- [3E Readiness Indicator](#) presentation on May 21, 2025
- [3E in State Plan](#) on May 22, 2025
- [3E Readiness Spotlight](#) on September 24, 2025

Revised Accreditation System

- [Revised Accreditation](#) in July 2025

In Fall of 2022, the Board began discussing a revision to Virginia’s current accreditation and accountability systems following the publication of Our Commitment to Virginians and the release of the 2022 Nation’s Report Card. These reports showed the Board that Virginia’s students were experiencing declines in both reading and mathematics performance and that the current accreditation system was not adequately setting high expectations for schools and students. In response, the Board held a series of work sessions exploring Virginia’s current accountability system and its difficulties addressing the challenges experienced by students since the pandemic.

The Board made the decision to separate academic accountability and school accreditation in public reporting to improve how schools and students are supported. This creates more transparency regarding school performance for student outcomes as well as how schools are aligned on operational compliance to best serve their students. This bifurcation provides clarity

and improves the supports needed for students, schools, and divisions. The Board will continue to develop an accreditation system that focuses on the critical inputs aligned to the elements in § 22.1-253.13:3 of the Code of Virginia: student outcome and growth measures, as well as compliance with the standards for student achievement, school instructional programs, school and instructional leadership, school facilities and safety, and school and community communications.

For decades, principals and superintendents have been required to document, report, and certify to the Department they have met Accreditation standards. The revised Virginia Standards of Accreditation (2024) made only one new requirement in documentation from the prior Regulations Establishing Standards for Accrediting Public Schools in Virginia (8VAC20-131) approved in 2017. This change was for Comprehensive Support and Improvement Schools (CSI) to demonstrate on their support plan how the plan is being implemented with fidelity. The completion of a School Needs Assessment was already required in 8VAC20-131-400 A.; and actions prescribed for schools based on performance now focuses only on federally identified schools versus previous state performance levels. In 2018, the Joint Legislative Audit and Review Commission (JLARC) approved a resolution in 2018 directing staff to review the Department because (i) it is a large state agency that plays a critical role in educating Virginia's children and (ii) it had not been reviewed by JLARC in many years. The final report was published on October 5, 2020, and the first recommendation from the study stated: "VDOE could do more to effectively supervise local divisions" (p. i). The report continued that "given the substantial amount of funding the state provides to the public education system, the extensive standards schools must comply with, and the importance of providing a quality education to each child, consideration should be given to strengthening VDOE's supervision of school divisions" (pp. i-ii).

The Virginia Accreditation System Report for School Year 2024-2025 synthesizes the accreditation requirements into one document to provide clearer and more transparent reporting on schools adhering to the regulations. In places where data is already collected, it is noted at the end of each section. This data collection will provide the Department with more detailed information to better support divisions and schools in the accreditation process. The Department is continuing to develop the Accreditation Reporting Process for school year 2025-2026 to follow the recommendation from JLARC to strengthen its supervision and support of school divisions. Future Board presentations and discussions will provide updates on this critical work to improve student outcomes by ensuring each school in the Commonwealth is demonstrating how it meets expectations defined in the Virginia Standards of Accreditation.

SPSF and the Federal Consolidated ESSA State Plan

The Board voted in [August 2024](#) to approve the full School Performance and Support Framework and Amendment VII to the Consolidated State Plan noting it would continue conversation on revisions to the School Performance and Support Framework to consider after the first year of implementation and data review. Following a comprehensive review of data and consideration of stakeholder feedback, the Department has made updates to the Consolidated State Plan to strengthen alignment with current practices, Framework outcomes, and stakeholder feedback. This includes the inclusion of high-quality work-based learning in [May 2025](#) and continued discussion on the Enlistment section of 3E Readiness ([July 25, 2024](#)).

Previously, the Board also discussed the inclusion of Civics ([June 20, 2024](#)) and expanding Advanced Coursework beyond Mathematics ([July 25, 2024](#); [August 28, 2024](#)) in the School Performance and Support Framework.

Ongoing presentations to the Board on proposed changes on Amendment IX have occurred:

- [June 18, 2025](#);
- [October 22, 2025](#);
- [November 12, 2025](#); and
- [December 11, 2025](#)

Early Childhood Care and Education

VQB5

Revised VQB5 Guidelines

- [Revised Guidelines](#) in June 2025

The Virginia Quality Birth to Five (VQB5) Guidelines were established in June 2021 and have been submitted to the Board of Education for review and approval annually. The review of the 2025-2026 VQB5 Guidelines mark the fifth time the Board has reviewed such guidelines.

As in prior years, the 2025-2026 VQB5 Guidelines include the protocols and expectations for participation in VQB5, as well as the requirements for determining annual quality rating results so that families have clear and comparable information about publicly-funded early childhood options. These guidelines reflect the learnings and data gathered from previous years and continue to set forth the strategies in which all programs will be supported to continuously improve the quality of care and education for Virginia's youngest learners to ensure all can enter school ready.

The 2024-2025 VQB5 Guidelines largely reflect similar expectations and protocols for program measurement and improvement as compared to prior years. However, the 2025-2026 Guidelines do provide updates to the following four key areas which will clarify expectations for the field and strengthen VQB5's impact on improved school readiness:

- Migration of LinkB5 into VAConnects with Other Key Data Systems (Section 2.6.1)
 - Integration of LinkB5, VKRP, and VALLSS data systems will strengthen the use of data to systematically improve child outcomes, including school readiness as required by state law.
- Prepare for Change in Curriculum (Section 5.1.4b)

- To strengthen the use of curricular materials across all classrooms, starting in the 2026-2027 year, sites will only receive optional curriculum points if they are using an approved curriculum in every classroom. No change for 2025-2026.
- Enhance VQB5 Quality Profiles (Section 4.7)
 - VDOE will launch a statewide “Honor Roll” to recognize the top performing sites and sites who show significant annual improvement. VQB5 website will include historical ratings information to show performance over time.
- Changes to Recognize B5 (Sections 6.2.3a and 6.3)
 - While the FY2026 Virginia Budget represents the largest-ever state investment in early childhood, there are no funds for RecognizeB5 in 2025-2026. This means that there will not be a financial incentive for educators in 2025-2026.

Other Notable Progress

The first VQB5 Quality Profiles were released in October 2024, via the new EarlyChildhoodQuality.doe.virginia.gov website which includes quality profiles for 3,121 public and private early childhood sites across the Commonwealth. Since launching in the fall, the website has been viewed more than 80,000 times as of May 2025.

During the 2023-2024 year, 98% of 3,121 sites met or exceeded the state’s quality expectations, with a statewide average of 588 points. These results demonstrate that Virginia’s public and private programs positively impact more than 130,000 children under age five by providing quality classroom experiences that actively promote learning. 79 sites received an Exceeds Expectations rating for providing the highest quality learning and skills development and include public schools, child care centers, family day homes, and Head Starts. 51 sites received a Needs Support rating which requires them to participate in VDOE Site Improvement Planning (See Section 7.3).

As of the current 2024-2025 year, 3,371 sites completed annual registration for 2024-2025 VQB5 participation which represents 1,648 centers, 856 family day homes, and 867 public schools. VQB5 quality rating results for the 2024-2025 year will be posted publicly in the fall of 2025.

General Procedures

- [General Procedures](#) in June 2025

The Board approved the proposed regulation for the General Procedures for Licensure and Background Checks (8VAC20-821) at the meeting held on October 20, 2022. The proposed regulation was the result of a comprehensive review of the regulations that were necessary to implement the programs in accordance with Chapter 860 and 861 of the Acts of Assembly (2020), and to incorporate substantive policy changes to align with the Code of Virginia and revised program policy and procedures.

The proposed regulation represents a single regulatory chapter that contains the components of the General Procedures and Information for Licensure (8VAC20-820), the Background Checks for Child Day Programs and Family Day Systems (8VAC20-770), and the Fee Requirements for

Processing Applications (8VAC20-830) regulations. The proposed regulation was submitted for executive branch review, pursuant to the requirements of the Administrative Process Act. The 60-day public comment period ended on November 8, 2024.

The Virginia Department of Education staff began a review of the proposed General Procedures for Licensure and Background Checks (8VAC20-821) regulation at the conclusion of public comment. The proposed regulation reflects the Department's response to public comment and technical edits as well as minimal revisions where necessary in response to public comment to clarify requirements or include unintended omissions. The proposed regulation received endorsement from the Early Childhood Advisory Committee on April 17, 2025.

In contrast to the prior version, the proposed regulation:

- Eliminates informational and redundant language;
- Defers to statutory structures to reduce conflicts and the need to update regulatory text; and
- Streamlines processes for administrative convenience that will ultimately benefit the public.

The proposed regulation also includes the following changes:

- Definitions added to clarify requirements and language regarding administrative sanctions;
- Consistent language added to reflect updated applications for licensure;
- Clarification of the Department's authority to issue a provisional license in lieu of denial of the application for licensure;
- Clarification of background check requirements and documentation;
- Clarification of the Department's discretion regarding consent agreements and allowable variances; and
- Addition of the timeframe for appealing the superintendent's refusal to issue, renew, or revoke a license.

The proposed regulation has significantly reduced regulatory text and improves clarity without reducing protections for young children in care or childcare providers.

Child Day Center Regulations

The Board has also continued its revision of the Standards for Licensed Child Day Centers (8VAC20-780), which describes health and safety requirements and provides standards to protect children under the age of 13 years who are separated from their parents during part of the day by reducing risks in centers and ensuring that activities, services, and facilities of centers are conducive to the well-being of children.

The proposed chapter incorporates several improvements to the Standards for Licensed Child Day Centers. The regulation is grounded in goals established by the Department in collaboration with stakeholders and the Early Childhood Advisory Committee. The goals of the regulatory action are to (i) improve the health and safety of children in care in licensed child day programs; (ii) increase flexibility for child care providers; (iii) lift burdensome requirements and increase flexibilities without compromising the health and safety of children in care; (iv) provide clarity and reduce duplicative requirements; (v) ensure alignment with the federal Child Care and

Development Fund (CCDF) regulation and compliance with all applicable state laws, and (vi) comply with the Governor's Executive Order 19.

The proposed regulatory action involves a comprehensive review of the chapter and was endorsed by the Early Childhood Advisory Committee in 2024 and 2025. As part of the process, minor amendments were agreed to, and the proposed regulation received endorsement by the majority of members. General areas addressed in the new regulation include the following:

- Restructuring and reformatting of content by subject matter;
- Clarifying terms and requirements;
- Removing duplicative requirements;
- Condensing sections to incorporate more clear and concise language;
- Alignment with national health and safety standards;
- Incorporating requirements based on consultation with and recommendations provided by state partners and agencies;
- Addressing current and relevant child care challenges by increasing options for program director and lead teacher qualifications;
- Clarifying and streamlining staff training requirements;
- Aligning requirements and incorporating technical amendments to ensure consistency with the Code of Virginia; and
- Updating requirements to address ever-changing national health and safety guidelines and practices.

Overview of New Requirements

Requirements added to better align the standards with federal requirements, best practices, and building a unified early childhood care and education system. Examples include replacing "program leader" and "program director" with "lead teacher" and "director"; adding "fall height" and replacing "fall zones" and "resilient surfacing" with "use zones" and "protective surfacing"; replacing "department-approved orientation" with "preservice training"; and replacing "first responder training" with "emergency medical responder training."

New requirements have been added to better protect children, typically based on state or federal requirements or evidence-based practices. Examples include enhancing requirements around choking, handwashing, safe sleep practice, swim safety and outdoor play areas; and adding lead assessments in buildings built before 1978.

Additional requirements added to enhance the safety and well-being of children:

- Enhanced training requirements. Staff are now required to receive training on emergency preparedness and response and child abuse and neglect, not just direct care staff. Driver training requirements added and additional orientation requirements for directors.
- Orientation for staff on policies for food service, safety, and storage; inclusion of children with special needs; stock epinephrine; behavior guidance; and emergency preparedness and response during a pandemic.
- Lead risk assessments required for buildings built before 1978. Additional requirements for playground safety include equipment and resilient surfacing.
- Specific requirements to prohibit infants from sleeping in car seats, or play equipment, restrictive clothing, and adaptive equipment without a signed statement from a physician.

Revised requirements align with updated American Academy of Pediatrics (AAP) sleep guidelines.

- Requirements to address children with special needs and requirements for ensuring that children with special needs receive care and activity opportunities appropriate to needs.
- Requirements to strengthen parent involvement and require communication and notification regarding emergencies, behavior concerns, daily care of children, and transportation.
- Safeguards for children during swimming and wading activities to include requirements for active supervision and accountability. Requirement added for one lifeguard to be on duty during swimming and wading activities for every 25 children.
- Requirements for safe handling of body fluids and handwashing.
- Requirements added for the safe storage of medication and adds flexibility for self-administered medication.

Overview of Removed Standards

Standards unrelated to child health and safety (i.e., activity requirements, emergency contact information for staff, certain qualification requirements, requirement for adult sized toilets); standards that were duplication of Code (i.e., operational responsibilities, background checks); standards duplicated in other regulations applicable to child day centers (i.e., references to General Procedures regulation); and standards that required unnecessarily burdensome administrative practices (i.e., reference checks, staff information, elements of parent and emergency contact information) that were irrelevant, were removed.

Requirements not directly specific to the safety of children and more related to business practice removed to provide relief of burdensome standards for child care providers and families:

- Enrollment procedures of therapeutic child day programs and special needs child day programs (Section 8VAC20-780-100).
- Physical and mental health of staff and volunteers (Section 8VAC20-780-170).
- General qualifications (Section 8VAC20-780-180).
- Aides (Section 8VAC20-780-220).
- Independent contractors (Section 8VAC20-780-230).

Prioritizing Teacher Quality

Teacher Salaries and Vacancies

The Board continues to monitor [investments in teacher salaries](#) and teacher vacancies by region and endorsement area. The Board received an update from VDOE staff in December 2025 that the 2025-2026 school year started with more teachers in the classroom. The number of teaching vacancies declined for the third consecutive year based on positions and exit data submitted by divisions. Since 2023-2024, this represents a 35.9% decrease in teacher vacancies statewide in just two school years. Most Superintendent's Regions saw teacher vacancy rates decline.

Region	Location	2023-2024	2024-2025	2025-2026
1	Central Virginia	5.6%	5.1%	4.1% ↓
2	Tidewater & Eastern Shore	6.0%	5.4%	4.6% ↓
3	Northern Neck & Middle Peninsula	3.7%	5.2%	4.4% ↓
4	Northern Virginia	3.4%	2.5%	1.2% ↓
5	Blue Ridge & Valley	2.5%	1.1%	1.4% ↑
6	Western Virginia	1.5%	1.6%	1.3% ↓
7	Southwest	1.7%	1.1%	1.1% →
8	Southside	3.7%	4.1%	4.6% ↑
*Total	Virginia	3.9%	3.4%	2.5% ↓

**Using Fall 2025 Positions & Exits Report data submitted by divisions, total vacancy rate was determined by dividing the Fall unfilled Full Time Employment (FTE) teacher positions by the total number of available FTE teacher positions.*

The Board also received an update that on top of the historic increase by more than 50% in K-12 funding, state funded teacher pay raises have increased under the Youngkin Administration by 18%, which is a compounded growth rate of 19.3% over the last 4 years. Additional teacher pay was allotted in the Governor's introduced budget in December 2025.

Amended Guidelines for Distributing National Board Certification Incentive Awards

- February 27, 2025 [First and Final Adoption](#)

Innovative Career Pathways

- [Presentation](#) on May 21, 2025 by iteach
- Presentation on November 12, 2025 spotlighting [Imagine Learning and Superintendent 7 Teacher Partnerships](#)

Removing regulatory barriers

- [Regulatory action for ECSE Endorsement](#) on May 21, 2025

Over the past two years, Virginia has seen a 24% increase in the number of children identified with a disability for ages 2- 5 attending preschool. The need for additional teachers with the Early Childhood Special Education (ECSPED) endorsement has been longstanding, with the percentage of vacancies or individuals teaching out of their endorsed area ranging from 7% to 9% over the past 6 years. This ECSPED endorsement is a combination of the two top-10 critical shortage areas. Data from 2024-2025 identifies Elementary Education PreK-6 and Special Education PreK-12 as the top two critical shortage areas on the list of ten endorsement areas. In response to this problem, the Board decided in May 2025 to remove an arbitrary graduate-level course requirement, as opposed to undergraduate-level, for those wishing to add The ECSPED endorsement to their license outside of an approved program pathway. This change and the other proposed future change could fill at least 70 hard-to-fill positions in the future. Furthermore, this change would align the requirements with all other special education endorsements.

Addressing Critical Shortage Teaching Endorsement Areas

- March 27, 2025 Update on the Commonwealth of Virginia’s [Critical Shortage Teaching Endorsement Areas for the 2025-2026 School Year](#)
- Adoption of [New Education Programs](#) on March 27, 2025
- May 22, 2025 Board received a [written report](#) on additional Praxis Test options for teacher licensure aligned to critical shortage endorsement areas
- August 28, 2025 Board adoption of new [Praxis Family and Consumer Sciences Test](#) and Cut Score
- August 28, 2025 the Board received an update on Prescription Five – [Pipeline Development to Date](#). Slides 23 to 28 capture actions the Board has supported for recruitment and retention of high-quality teachers.
- September 25, 2025 Board adopted new [PRAXIS Bridge Alternative Assessment Programs](#) opportunity for teachers.

Adding this assessment option provides an additional pathway, allowing current and prospective teachers to substitute a passing score for the required curriculum in the Code of Virginia after completing supplemental training in the subject areas in which a passing score was missed by no more than one Standard Error of the Mean

- October 23, 2025 Board adoption of [New Education Endorsement](#) Programs
- Additional General Assembly reports accessible to the Board capture work underway including:
 - [Industry-Recognized Credentials and Dual Enrollment Tuition Scholarship Awards](#) (June 2025)
 - [Annual Report on Teacher Residency Partnership Grants](#) (November 2025)
 - [Recruiting and Retaining Special Education Teachers](#) (November 2025)

Educator Preparation Program Evaluation

- The Board received a written report on annual [Education Preparation Programs](#) on October 23, 2025.
- The Board had a deeper discussion on the [evaluation process](#) of Education Preparation Programs at the December 10, 2025 work session. The Board expressed interest in partnering closer with SCHEV to include EPP statistics in their higher education institution fact packs to help aspiring teachers and principals have a better understanding of the value and long-term success rates of programs they are considering.

Creating Innovative Pathways

In 2025, the Commonwealth advanced a series of innovative instructional and operational pathways designed to strengthen student achievement, expand workforce readiness, and modernize the delivery of public education. These initiatives were undertaken pursuant to statutory requirements, Board of Education directives, and statewide policy priorities, and were implemented in coordination with local school divisions, state agencies, and community partners.

College Partnership Laboratory Schools

In accordance with §§ 22.1-349.1 through 22.1-349.3 of the Code of Virginia, the Department continued implementation of the College Partnership Laboratory School program. The 2025 reporting year included significant progress in the growth and impact of the existing Board-approved 15 College Partnership Lab Schools. As of the 2025-2026 academic year, the network's enrollment exceeds 3,800 students. This scale underscores the network's momentum and its projected impact, which is set to affect more than 5,000 students over the next four years and scaling innovative opportunities for students across Virginia.

A review of the demand and sustainability of these innovative models can be found here in the [College Partnership Laboratory Schools Sustainability Update](#) and the [Center for Education Innovation an Opportunity 2024-2025 Review](#) highlighting the tremendous work of this portion of the Lab School network over the past year.

Here is just one excerpt from this powerful report:

What is emerging across Virginia's Lab Schools Network is far more than a collection of isolated experiments. Together, they are building a coordinated, scalable model of how public schools can act as incubators of innovation-testing bold instructional strategies, linking academic content to local industries, and anchoring education firmly in economic resilience.

To ensure ongoing growth and access for students across the Commonwealth, new Lab Schools continued to be a priority for the Board and our postsecondary partners in every region. The approved 15 College Partnership Laboratory Schools expanded access to career-connected pathways, STEM and computer science programs, and competency-based instructional models consistent with the Commonwealth's workforce development priorities.

The Department provided technical assistance to applicants and operating schools to ensure compliance with reporting, accountability, and performance expectations established by the Board.

The Board of Education advanced a [Material Change Policy](#) in November 2025 to ensure consistent oversight of Virginia's College Partnership Laboratory Schools, as required under the Code of Virginia. The policy defines what constitutes a significant change to a lab school's mission, operations, or financial stability and establishes a clear process for requesting approval of such changes. This framework strengthens accountability, supports statutory compliance, and promotes transparency across the lab school network.

Public Charter School

Following an overhaul of the Board's charter school review process, in 2025, the Public Charter School Standing Committee continued its role as the Virginia Board of Education's technical review panel for public charter school applications.

Most recently, the Committee held a publicly noticed meeting on May 8, 2025. The Committee evaluated submissions using Board-approved criteria and ensured that all reviews reflected high

standards for academic, operational, and financial quality. Composed of charter school experts from both the Board and community, the Committee provided informed feedback that supported the Commonwealth's goal of expanding high-quality charter school options. Its efforts in 2024 and 2025 strengthened the application process and advanced Virginia's broader vision for innovative public education and saw new interest in starting public charter schools.

Local parents and educators are seeking ways to launch new relevant models that meet the needs of their children and communities. Most hope to do that in partnership with their local division.

Despite this grassroots interest in launching new schools, no new charter schools have been approved or formed by divisions since 2016. Where there is demand and need in the community, yet no interest or action by a division, ~~the~~ the Board option should be an independent launchpad for innovative, community schools. The General Assembly is encouraged to ensure this independent pathway is available and not just a longer path to divisions eventually ignoring or rejecting the opportunity.

Seat Time Flexibility

In accordance with Board of Education authority under § 22.1-253.13:3 of the Code of Virginia and related regulations, the Board and Department advanced initiatives to provide divisions with increased flexibility regarding instructional time and delivery models.

The Board issued guidance permitting divisions to implement competency-based instructional models in which student progression is based on demonstrated mastery rather than traditional seat time requirements and to move towards personalized engaging models that focus on student achievement versus minutes on the clock.

Flexibility provisions were aligned with Board regulations governing instructional hours, alternative schedules, and innovative program waivers.

Divisions participating in pilot programs were required to submit implementation plans, progress monitoring data, and assurances of alignment with the Standards of Learning and the Standards of Accreditation. Under the Department's reorganization to improve focus on what works, the new Office of New Learning Models and School Redesign is ramping up its support for schools and divisions with an eye toward the future of instruction and to help schools identified for support use innovative models to accelerate school improvement and student engagement in their learning.

- [Seat Time Flexibility Notice](#) on May 22, 2025
- [Local Alternative Paths to Standard Units of Credit](#) on August 28, 2025
- [High-Quality Work-Based Learning](#) on August 28, 2025

Perkins Plan V and Industry-Aligned Pathways

Virginia’s Perkins V State Plan sets a clear vision for advancing Career and Technical Education (CTE) to meet the needs of students, employers, and communities. The plan outlines key components—cover page, narrative descriptions, assurances, budget, and performance levels—designed to ensure accountability and continuous improvement. The plan sets ambitious goals for graduation, academic proficiency, and post-program placement, while prioritizing equity and access for all learners.

Beyond these core indicators, the plan opens the door for **innovative pathways** that allow students to personalize their learning experiences. By leveraging **seat-time flexibility**, schools can move beyond traditional schedules and create competency-based models where progress is measured by mastery, not minutes. This flexibility enables students to accelerate learning, engage in work-based experiences, and earn recognized postsecondary credentials while still in high school.

Innovative pathways might include:

- **Blended and virtual learning options** that expand access to specialized CTE programs.
- **Dual enrollment and early college models** that allow students to earn college credit and industry certifications simultaneously.
- **Work-based learning and apprenticeships** integrated into flexible schedules, ensuring real-world experience without sacrificing academic progress.

These strategies position Virginia as a leader in preparing students for high-skill, high-demand careers. By combining rigorous academics, technical skill development, and flexible learning structures, the Perkins V State Plan ensures that every learner can chart a personalized path to success.

The State Plan development process reflects a strong commitment to collaboration and transparency. Key milestones include targeted stakeholder meetings in fall 2025, followed by public hearings in December to gather broad input. After these sessions, the full draft plan will be released for a 60-day public comment period, ensuring ample opportunity for feedback from educators, workforce partners, and community representatives. Final approval will occur after review by the Board of Education and the Governor, reinforcing an inclusive process that prioritizes stakeholder voices and shared accountability.

Academic Year Governor’s Schools

Revised Procedures for Initiating an Academic Governor’s School

- [Revised approval process](#) on May 22, 2025

At the beginning of 2025, there were nineteen Academic Year Governor’s School programs operating throughout the Commonwealth of Virginia. These schools vary in focus area, size, and length of daily program. These schools are sponsored by the Virginia Department of Education and participating localities.

Programs are operated by joint boards as detailed in 8VAC20-281-20, colloquially known as Regional Governing Boards. The Regional Governing Board oversees the creation and adoption of the bylaws and policies that govern an Academic Year Governor's School program.

In 1998, the Board of Education approved the process outlined in the Procedures for Initiating an Academic Year Governor's School. Although several code and regulatory changes have been made to Code of Virginia Section 22.1-26 and 8VAC20-281-20 since 1998, the original Board approved process has not been updated. The 1998 document included outdated contract language that was not in compliance with current regulations and had potential to create confusion in the field.

As a result, the Board revised its *Procedures for Initiating an Academic Governor's School* at its meeting in May 2025. This marked a significant step toward facilitating new applications to serve students in the Commonwealth.

Approval of New River Vally Governor's School Proposal

- [Approval of New River Valley Governor's School Proposal](#) on July 31, 2025

About two months after revising its *Procedures for Initiating an Academic Governor's School*, the Board considered its first Governor's School application since 2009. Multiple school divisions—including Giles, Montgomery, Floyd, Radford, and Pulaski—asked the Board to approve the New River Valley Governor's School, which would be a half-day Academic Year Governor's School focused on serving gifted and advanced students in Southwest Virginia with an emphasis on the arts and humanities. The New River Valley Governor's School would operate on the campus of Radford University.

A Planning Committee, consisting of division superintendents, parents, school board members, and Radford University faculty, met regularly beginning in August 2023 to gather stakeholder feedback and plan a program to meet the needs of gifted and advanced students in their area. The proposal documented the existence of a Governing Board, the designation of a fiscal agent, the overall mission, goals and objectives, the proposed program administration, the proposed student selection criteria, and the proposed site location. Additionally, the proposal provided descriptions of the program's curricular focus on arts and humanities and offered letters of support from business/industries, higher education and community leaders.

The Board approved the proposal at its meeting in July 2025, which allowed the New River Valley Governor's School to move forward with essential preparations, including curriculum design, faculty planning, and outreach to prospective families to open Fall 2026.

Recovery School

- [Board resolution](#) on March 27, 2025

In Special Session I, 2024, the General Assembly appropriated funds to support the establishment of year-round high schools that are open to any student residing in the defined region who is in the early stages of recovery from substance use disorder or dependency. Students enrolled in recovery high schools are provided academic, emotional, and social support

needed to progress toward earning a high school diploma and reintegrating into a traditional high school setting. Funding was provided to Virginia Beach Public Schools to support the establishment of a school for students residing in Superintendent's Region II.

The Appropriation Act requires Virginia Beach Public Schools to submit a report regarding the planning, implementation, and outcomes of the recovery high school to the Chairs of the House Appropriations Committee and Senate Finance and Appropriations Committee annually. The first report, detailing the actions of the Region II Recovery School Steering Committee, was submitted in November 2024.

In January 2025, school boards from Virginia Beach, Chesapeake, Norfolk, Portsmouth, and Suffolk approved the program proposal for Harbor Hope Center with an anticipated start date of August 2025. Harbor Hope Center has secured a central site at Chesapeake's Educational Services Center. The participating divisions have been working to develop the program's purpose, mission, goals and objectives aligned with each division's strategic plan. During planning, the divisions have collaborated with the Virginia Opioid Abatement Authority (VOAA), Region 1's recovery school located in Chesterfield, the Chesapeake Integrated Behavioral Health (CIBH), and other state agencies to establish academic and clinical approaches to serving the unique needs of students who will be attending Harbor Hope Center. At its meeting on March 27, 2025, the Board adopted a resolution supporting the creation of the Harbor Hope Center as a Region II Recover School.

Transportation Modernization

The General Assembly passed, and the Governor subsequently signed HB2720, permitting school boards that govern school divisions with a total fall membership enrollment of fewer than 4,500 students to pursue certain student transportation alternatives for the next two school years. This bill provides needed flexibility to assist rural and small school divisions that struggle with providing traditional transportation services due to budget constraints and school bus driver shortages. The bill permits the use of vehicles with a capacity of less than 10 passengers and smaller capacity school buses ranging from eleven to fifteen passengers that comply with the Federal Motor Vehicle Safety Standards (FMVSS) for school buses and State school bus specification requirements for student transportation services. Any vehicle designed to carry more than 10 passengers that is used to transport students to or from school or school-related activities that does not meet the FMVSS school bus requirements, are not approved for student transportation services. The Board's [amended Virginia Public School Bus Specifications](#) from July 31, 2025 and Chapter 70. 2 [Regulations Governing Pupil Transportation](#) provide guidance on compliant vehicles that may be used for student transportation pursuant to this bill.

See Appendix E for more on virtual learning options.

Advancing Safe and Vibrant Learning Communities

Students must be safe to feel safe, which supports focused and engaged learning. This includes their built space and providing support for the security equipment to prevent, respond to, and communicate with the school community about campus emergencies. In future years, leaders and the General Assembly should provide resources to the Department to support divisions on the availability and use of these funds, and to consider ongoing updates to the conditions under which divisions qualify. As school face declining enrollment and school closures, they will still have campus security needs as buildings live out their used life cycle. Additionally, updated learning models that prioritize flexibility and personalization should also inform advancements to the design of learning space.

School Security Equipment Grants

The purpose of the Public School Security Equipment Grant Act of 2013 is to help school divisions purchase and install security equipment inside their school buildings, including nonstructural building modifications for erecting security vestibules, security-related devices located outside of the school building on school property, and security-related devices installed inside school buses to improve and ensure the safety of students attending public schools in Virginia.

School divisions and regional programs apply annually for grants for their individual schools and facilities. School divisions must identify the security equipment for which grant funds are being requested from the approved list found in the application, as well as the estimated costs to purchase and install the security equipment. Applications are evaluated and funding is awarded based on competitive criteria developed by the Virginia Department of Education (VDOE) in collaboration with the Virginia Department of Criminal Justice Services (DCJS).

The legislation and appropriation act provision authorized \$6.0 million per year in grant funding through five-year equipment notes issued by the Virginia Public School Authority, with the debt service paid from the Literary Fund. \$12.0 million in funding was continued by the General Assembly for the 2024-2025 school year, the twelfth year of the program.

In the 2024-2025 grant year, applications for security equipment funding were received from 803 schools totaling \$31,817,013.69 in school security equipment requests. The grant funds were awarded based on a rank ordering of applications' point, from most points earned in aggregate on the competitive application criteria outlined above. The \$12 million in available grant funds were awarded to 473 schools from 96 school divisions. A full list of school divisions receiving school security equipment grants is [here](#).

The following school security equipment items were most purchased in 2024-2025 school year by awarded school divisions for their approved schools:

- Surveillance equipment and camera systems
- Electronic access control systems
- Mass notification and intercom systems
- Security Scanning Equipment
- Two-way radios

- Visitor I.D. badging system
- Security vestibules
- Interior cameras and two-way talk radios for school buses
- Classroom Door Hardware

Supporting Student Well-Being:

- Adopted amended [School-Connected Overdose Parent Notification Guidelines](#) on July 31, 2025
- Adopted revisions to the [Model Policy Concerning Internet Safety](#) on July 31, 2025

The amended policy added [safeguards](#) for Artificial Intelligence to reiterate to divisions the need to:

- Define authorized AI tools
- Protect Student Personally Identifiable Information (PII)
- Prepare students for the future of technology

The amendments also focused on upskilling to encourage well-vetted professional development for educators on responsible AI use and to expand essential skills to better mitigate phishing threats and strengthen personal information and institutional security. The policy also updated laws and executive actions including the Take It Down Act. The amended policy also better promotes digital wellness and balance, including structured guidelines for screen time in elementary school, clear daily limits and frequent breaks, and other recommendations informed by state and national medical authorities.

Adopted amended [Guidelines for Policies on Concussions](#) on August 28, 2025

- Adopted revisions to the [Guidelines on Heat-Related Illness Prevention](#) on August 28, 2025
- Adopted the [Virginia Board of Education Guidelines for Policies on Sudden Cardiac Arrest Prevention and Response in Schools](#) on December 11, 2025

The Board heard for First Review the [Guidelines for Selecting Parent Materials Related to Student Safety Concerns](#) which will be up for further discussion at the January 8, 2026 meeting.

Literary Loans awarded

\$200.0 million in Literary Fund construction loan authority was available in FY 2025. The first \$5.1 million in loan authority was used to satisfy excess demand from the 2024 loan application process, leaving \$194.9 million for new loans in the 2025 application window. The Department of Education conducted an application process from March 20, 2025, through May 22, 2025, during which school divisions submitted applications for school construction loans up to \$25.0 million per school project. Loan applications from three school divisions for eight school projects were received during the first FY 2025 application period requesting a total of \$72.5 million in loans. None of the loan applications received in either FY 2025 application period involved a school consolidation project.

- [February 27, 2025](#)
- [March 27, 2025](#)
- [May 22, 2025](#)

- [June 18, 2025](#)
- [August 28, 2025](#)
- [September 25, 2025](#)
- October 2025 report to the General Assembly capturing the Board’s actions in 2025 is [here](#).

School Construction Assistance Program

Funding for the School Construction Assistance Program was continued for the 2024-2026 biennium in the 2024 Appropriation Act (i.e., Chapter 2, Item 125, Paragraph C.42). \$80.0 million in funding was appropriated for the program in FY 2025 and FY 2026 from the School Construction Fund for the Virginia Board of Education to award grants on a competitive basis to local school boards and regional Career and Technical Education (CTE) programs that demonstrate poor building conditions, commitment, and need for them to fund the construction, expansion, renovation, or modernization of public school buildings. During the 2025 General Assembly session, an additional \$120.0 million in funding was appropriated for FY 2025 plus an additional \$50.0 million is to be transferred from the Literary Fund for a total of \$250.0 million in funding for SCAP FY25 and allows for \$110.0 million in available funding for SCAP FY26. The current FY25.2 grant award totals \$170.0 million.

Grant Awards in 2025

- [Grant awards](#) in June 2025
- [Grant awards](#) in December 2025

Using the April 23, 2024, Board criteria, the Board awarded the following grant funds:

- Awarded the Pittsylvania County, Union Hall Elementary School project, an amount of \$555,496. This represents the unfunded balance from the original project award eligible amount. The project could not be completely funded due to lack of available grant funding after the original grant awards.
- Awarded Giles County, Eastern Elementary School project, the entire eligible grant amount of \$2,616,796. This project scored 69 points.
- Awarded Richmond City, Bellevue Elementary School project, the entire eligible grant amount of \$274,000.

The Virginia Department of Education (“Department”) conducted an open application process from October 28, 2025, through November 24, 2025, for school divisions and regional CTE program boards to apply for grants from the School Construction Assistance Program, with 61 grant applications submitted from 42 divisions and 1 regional CTE program. Following the close of the open application period, Department staff reviewed the submitted grant applications and scored all applications against the 13 updated competitive criteria in the approved guidelines, shown in Attachment 1. All projects are required to meet the 65-point minimum to qualify for award.

The Department will conduct another open application period in March 2026 to allow for additional school divisions and regional CTE programs to submit applications for consideration.

Revised SCAP Guidelines

- [Revised Guidelines](#) on September 25, 2025

Funding for the School Construction Assistance Program was continued for the 2024-2026 biennium in the 2024 Appropriation Act (i.e., Chapter 2, Item 125, Paragraph C.42). \$80.0 million in funding is appropriated for the program in FY 2025 and FY 2026 from the School Construction Fund for the Virginia Board of Education to award grants on a competitive basis to local school boards and regional Career and Technical Education (CTE) programs that demonstrate poor building conditions, commitment, and need for them to fund the construction, expansion, renovation, or modernization of public school buildings.

During the 2025 General Assembly session an additional \$120.0 million in funding was appropriated for FY 2025 plus an additional \$50.0 million is to be transferred from the Literary Fund for a total of \$250.0 million in funding for SCAP FY25. This allows for \$110.0 million in available funding for SCAP FY26. Any unobligated appropriation balance for the SCAP program on June 30, 2025, must be reappropriated for expenditure in FY2026 for the same purpose.

Additionally, legislation passed at the 2024 General Assembly Session, HB 462 and SB 474, designates regional Career and Technical Education (CTE) programs as eligible for grant awards under the program effective July 1, 2024.

The legislative intent of School Construction Assistance Program is to provide funding for major school construction, renovation, or additions projects, giving priority to high-need school divisions, regional CTE programs, and localities. Funding is intended for planned projects or those being planned that lack sufficient funding and that are not yet in the construction phase. Program funding is awarded based on competitive criteria through an application process. The Board is required to develop guidelines for the administration of this program to include establishing competitive criteria used in scoring applications for funding eligible school projects. The competitive criteria must reflect the categories of commitment, need, and poor school building conditions, and a minimum qualifying criteria score established for a project to qualify for funding. The current guidelines include various criteria reflecting these three categories and assigned point values. Department staff have updated the data used for several of the selection criteria so that the latest data available is used for upcoming application processes. A minimum of 65 criteria points on a 100-point scale was previously adopted by the Board as the minimum qualifying score for a project to qualify for funding under the program.

School divisions and regional CTE programs apply to the Department of Education (VDOE) for grant funding during designated open application periods. Awarded funding is based on 10, 20, or 30 percent of approved project costs, depending on the division composite index and the locality fiscal stress category.

The Board adopted the following key changes to the guidelines for 2024-2026:

- School divisions and regional CTE programs may apply for up to three school projects during each open application period with awards going to the highest scoring project

from each division first due to increased level of funding for the program and to enable more schools or regional CTE programs to receive funding.

- The total project cost eligible to receive a grant award must be a minimum of \$500.0 thousand for an individual school-based project, and \$1M for similar equipment replacement or upgrade project at multiple schools.
- Adjustment to the points score for poor building conditions to enable some schools and divisions that were short of qualifying points previously to potentially qualify for funding consideration.
- Increase in possible total score for the Identified Student Percentage (ISP) to enable some divisions that were short of qualifying points previously to potentially qualify for funding consideration.
- Adjustment to the points awarded for the Local Composite Index to enable some divisions that were short of qualifying points previously to potentially qualify for funding consideration.
- Adding school-based CTE programs to be eligible to score points if they meet criteria 7. Language added to encouraging divisions to explore CTE program specific funding sources, the use of in-kind business partnership support, and/or other sources to support funding needs.
- Adjustment to the points awarded for the Fiscal Stress Designation, Poverty Percentage, and condition of all buildings to enable some divisions that were short of qualifying points previously to potentially qualify for funding consideration.
- Lowering of the total awarded points for Debt Capacity because only two school divisions were eligible to receive the highest points, allowing for the increase in points awarded in the ISP criteria.
- Requiring reporting on the status of a funded project, every 6 months for the duration of the project. Reports to include funding sources, percentage of SCAP allocation used, status of overall project (percent complete), and anticipated completion date.
- Adding language requiring schools funded by the SCAP grant to be scheduled to remain open for at least five more years including in locations where decreasing enrollment may result in school consolidation or closings.
- Added language encouraging innovative and creative use of underutilized space, flexible learning models such as school-within-school concepts or public microschools and considering consolidation of under capacity school as a means to best use available resources.
- Provide divisions the opportunity to earn points if they are renovating space or leveraging flexible models after school consolidations and closures.
- Change in the Quarterly Reimbursement dates to align with the end of the VDOE fiscal year.
- A reminder that all projects must be submitted into the School Building Construction and Renovation (SBCR) application located in VDOE's Single Sign-On Web Systems (SSWS) portal and have a project number assigned prior to construction to be in compliance with Code of Virginia §22.1-140.

Moving toward a student-based funding formula

- [Presentations](#) in July 2025
- Adoption as a top priority in December [2025 Standards of Quality Prescriptions](#) in November 2025

Regulatory Reduction

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, in 2024, the Board began initiating periodic reviews of its regulatory chapters. 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.

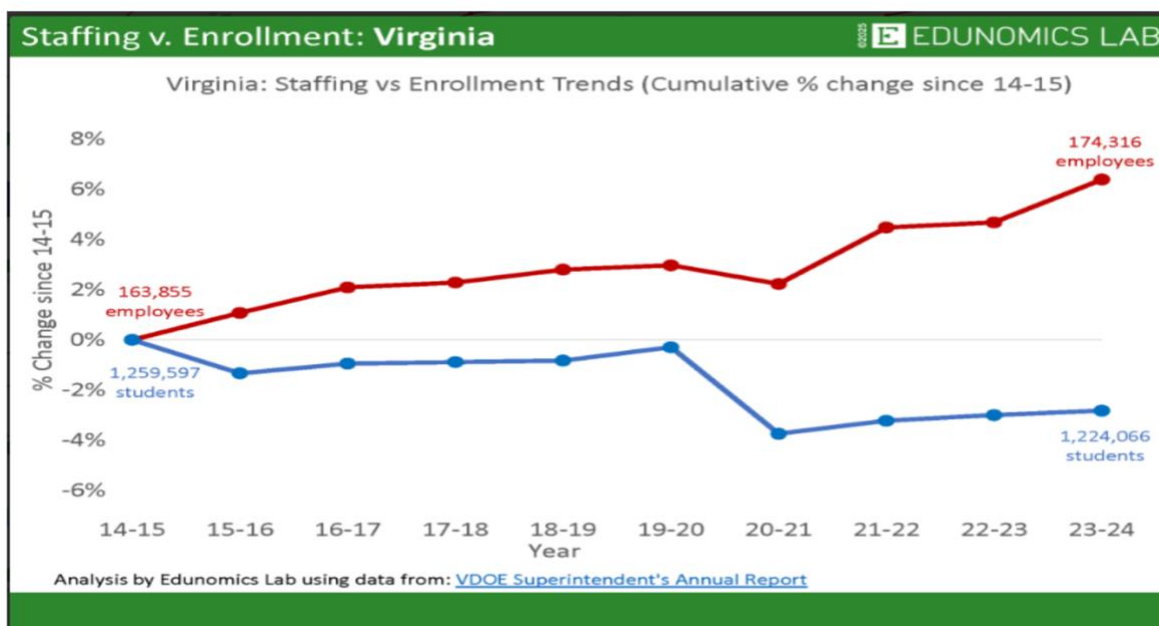
Since 2024, the Board has completed periodic reviews on 46 of 54 (or 85%) of its regulatory chapters that are subject to periodic reviews (i.e., the chapter was not promulgated within the last four years or is not currently being repealed and replaced with a new chapter), including 20 in 2025. This process has allowed the public an opportunity to comment on each regulatory chapter as well as provide subject-matter experts within the Department an opportunity to thoroughly review each regulation and make recommendations to the Board.

Through the periodic review process and other regulatory actions, the Board has already acted to eliminate 61.45% of its discretionary requirements. The agency has initiated other actions that will reduce its discretionary requirement count by an additional 1.24%, which brings the total discretionary requirement reduction to 62.69% or 37.69% above the goal set by Governor Youngkin in EO 19.

The Board has also removed 50 documents from its list of guidance documents that it certifies as active and publishes on the Virginia Regulatory Town Hall. These documents accounted for 472,036 words, or 28.75% of the total guidance document word count in January 2022. This exceeds the regulatory reduction goal set by Governor Youngkin in EO 19 by 3.75%. Additionally, the Board has been able to initiate actions to eliminate or streamline the total number of regulatory chapters in the Board’s 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 thus far has repealed 19 regulatory chapters (or 32%) either because the content was no longer necessary or the content could be consolidated into another chapter. In total, the Board has initiated 38 regulatory actions since 2024 and has overseen 52 total actions in that period.

Focus Area for Board Action in 2026: Solutions for Student Enrollment

- As part of its National Expert Series, the Board heard on July 30, 2025 from leading state and school district finance policy expert Dr. Marguerite Roza who directs the Edunomics Lab at Georgetown University. Notably, Dr. Roza spotlighted for the Board the increase in K-12 funding and in recent historic investments in K-12 funding alongside math and reading declines over the past decade, including prior to the pandemic. The Board was very interested in the chart displayed below which noted Virginia schools have added 10,000+ staff over the last decade and schools are staffed at the highest level ever – despite a decline in K-12 student enrollment since 2019.



- On November 12, 2025 VDOE Staff presented the Board with a 10-year trend update on K-12 student enrollment. This included an update on Weldon Cooper's latest projections, which is the long-standing K-12 demographics evaluator in Virginia as part of the University of Virginia. An April 2024 projections report shows that by 2028, K-12 enrollment will fall by more than 30,000 students statewide. The presentation in November 2025 included [preliminary solutions](#) to support school divisions facing shifts in student populations.
- Additional [K-12 student enrollment trend data](#) was brought to the Board at the December 10, 2025 meeting during the Re-Benchmarking presentation.
- In January, the Board will receive an update on student enrollment best practices and next steps for supporting divisions with student enrollment shifts.

Appendices

Appendix A: Constitutional and Statutory Requirements.....	43
Appendix B: Summary of Compliance and Non-Compliance with the Standards of Quality for 2024-2025.....	45
Appendix C: School Divisions Reporting Full Compliance with the Standards of Quality for 2024-2025	46
Appendix D: School Divisions Reporting Noncompliance with One or More Provisions of the Standards of Quality for 2024-2025SY	49
Appendix E: Innovative Public School Models and Information on Parent and Student Options by Division	59
Appendix F: Analysis of School Division Report Requirements	88
Appendix G: Status Report Regarding Multidivision Online Providers.....	100
Appendix H: Virtual Virginia Report	112
Appendix I: Chronic Absenteeism Brief.....	118

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. The Board 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.

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

G. Each local school division superintendent shall regularly review the division's submission of data and reports required by state and federal law and regulations to ensure that all information is accurate and submitted in a timely fashion. The Superintendent shall provide a list of the required reports and data to division superintendents annually. The status of compliance with this requirement shall be included in the Board's annual report to the Governor and the General Assembly as required by § 22.1-18.

§ 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 2024-2025

Legal requirement for reporting compliance

Section § [22.1-18](#) of the *Code of Virginia* requires the Board of Education to “identify any school divisions and the specific schools therein that have failed to establish and maintain schools meeting the existing prescribed standards of quality.” Each year, the Virginia Department of Education (VDOE) 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 VDOE 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 2024-2025 school year, under the Standards of Quality (SOQ) in effect as of July 1, 2024, 98 school divisions reported full compliance with all provisions of the SOQ. 34 school divisions reported noncompliance with one or more of the SOQ provisions during the 2024-2025 school year.

[Appendix C](#) provides the list of the 98 reporting full compliance with the standards of quality for 2024-2025.

[Appendix D](#) provides all reporting noncompliance with one or more provisions of the Standards of Quality for 2024-2025SY.

School Divisions Reporting Noncompliance with the Standards of Quality in 2024-2025	
STANDARD	NUMBER OF NONCOMPLIANT DIVISIONS
Standard One – Instructional Programs	6
Standard Two – Instructional, Administrative, and Support Personnel	17
Standard Three – Accreditation & Other Standards and Evaluation	10
Standard Four – Student Achievement and Graduation Requirements	3
Standard Five – Quality of Classroom Instruction and Educational Leadership	1
Standard Six – Planning and Evaluation	2
Standard Seven – School Board Policies	2
Standard Eight – Compliance	0

Appendix C: School Divisions Reporting Full Compliance with the Standards of Quality for 2024-2025

School Divisions Reporting Full Compliance for 2024-2025	2024 - 2025 Was Division Fully Compliant?	2023 - 2024 Was Division Fully Compliant?	2022 - 2023 Was Division Fully Compliant?	2021 - 2022 Was Division Fully Compliant?
Albemarle County (002)	Yes	Yes	Yes	Yes
Alleghany Highlands (003)	Yes	Yes	Yes	Yes
Amelia County (004)	Yes	Yes	No	Yes
Amherst County (005)	Yes	No	No	No
Appomattox County (006)	Yes	Yes	Yes	Yes
Arlington County (007)	Yes	Yes	No	No
Augusta County (008)	Yes	Yes	Yes	Yes
Bath County (009)	Yes	Yes	Yes	Yes
Bland County (011)	Yes	Yes	Yes	Yes
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
Charlotte County (020)	Yes	Yes	Yes	Yes
Chesapeake City (136)	Yes	No	Yes	Yes
Chesterfield County (021)	Yes	Yes	Yes	Yes
Clarke County (022)	Yes	Yes	Yes	Yes
Colonial Beach (202)	Yes	No	Yes	Yes
Colonial Heights City (106)	Yes	Yes	Yes	Yes
Craig County (023)	Yes	No	No	Yes
Cumberland County (025)	Yes	Yes	Yes	Yes
Danville City (108)	Yes	Yes	Yes	No
Dickenson County (026)	Yes	Yes	Yes	Yes
Fairfax County (029)	Yes	Yes	Yes	Yes
Fauquier County (030)	Yes	Yes	No	Yes
Floyd County (031)	Yes	Yes	Yes	Yes
Fluvanna County (032)	Yes	Yes	Yes	Yes
Franklin County (033)	Yes	Yes	Yes	Yes
Frederick County (034)	Yes	Yes	Yes	Yes
Galax City (111)	Yes	Yes	Yes	Yes

School Divisions Reporting Full Compliance for 2024-2025	2024 - 2025 Was Division Fully Compliant?	2023 - 2024 Was Division Fully Compliant?	2022 - 2023 Was Division Fully Compliant?	2021 - 2022 Was Division Fully Compliant?
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
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
Henry County (044)	Yes	Yes	Yes	Yes
Isle of Wight County (046)	Yes	Yes	Yes	No
King George County (048)	Yes	Yes	Yes	Yes
King William County (050)	Yes	Yes	No	No
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
Madison County (056)	Yes	No	No	Yes
Manassas City (143)	Yes	Yes	Yes	Yes
Mathews County (057)	Yes	Yes	Yes	Yes
Mecklenburg County (058)	Yes	Yes	Yes	Yes
Middlesex County (059)	Yes	Yes	Yes	No
Nelson County (062)	Yes	Yes	Yes	Yes
Newport News City (117)	Yes	No	Yes	Yes
Northampton County (065)	Yes	No	Yes	Yes
Northumberland County (066)	Yes	Yes	Yes	Yes
Norton City (119)	Yes	Yes	No	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	Yes	No
Pittsylvania County (071)	Yes	Yes	Yes	Yes
Poquoson City (142)	Yes	Yes	Yes	Yes
Prince Edward County (073)	Yes	Yes	Yes	No
Prince George County (074)	Yes	Yes	Yes	Yes
Pulaski County (077)	Yes	Yes	Yes	Yes

School Divisions Reporting Full Compliance for 2024-2025	2024 - 2025 Was Division Fully Compliant?	2023 - 2024 Was Division Fully Compliant?	2022 - 2023 Was Division Fully Compliant?	2021 - 2022 Was Division Fully Compliant?
Radford City (122)	Yes	Yes	Yes	Yes
Rappahannock County (078)	Yes	Yes	Yes	Yes
Richmond County (079)	Yes	Yes	Yes	Yes
Roanoke City (124)	Yes	Yes	Yes	No
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
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
Warren County (093)	Yes	No	No	No
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	Yes
Wise County (096)	Yes	Yes	Yes	Yes
Wythe County (097)	Yes	Yes	Yes	Yes
York County (098)	Yes	Yes	No	No

Appendix D: School Divisions Reporting Noncompliance with One or More Provisions of the Standards of Quality for 2024-2025SY

Standard	Code	Requirement	School Division	2024-2025	2023 - 2024	2022 - 2023	2021 - 2022
STANDARD 1	C.1.c.	Proficiency in the use of computers and related technology, computer science and computational thinking, including computer coding.	Franklin City (135)	NO	YES	YES	YES
STANDARD 1	D.3(d)	Annual notice on its web site to enrolled high school students and their parents of the availability of the postsecondary education and employment data published by the State Council of Higher Education on its web site pursuant to section 23.1-204 of the Code of Virginia; and and (ii) the opportunity for such students to obtain a nationally recognized career readiness certificate at a local public high school, comprehensive community college, or workforce center; and..	Powhatan County (072)	NO	YES	YES	YES
STANDARD 1	D.3(e)	Provides, 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.	Falls Church City (109)	NO	YES	YES	YES
STANDARD 1	D.3(e)	Provides, 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.	Lynchburg City (115)	NO	YES	YES	YES

Standard	Code	Requirement	School Division	2024-2025	2023 - 2024	2022 - 2023	2021 - 2022
STANDARD 1	D.15	A program of physical activity available to all students in grades kindergarten through five consisting of at least 20 minutes per day or an average of 100 minutes per week during the regular school year and available to all students in grades six through 12 with a goal of at least 150 minutes per week on average during the regular school year. Such program may include any combination of (i) physical education classes, (ii) extracurricular athletics, (iii) recess, or (iv) other programs and physical activities deemed appropriate by the local school board. Each local school board shall implement such program during the regular school year. Any physical education class offered to students in grades seven and eight shall include at least one.	Harrisonburg City (113)	NO	YES	YES	YES
STANDARD 1	E.3	A process ensuring that the parent of each student who receives reading intervention services pursuant to subdivision 1 receives notice of and has the opportunity to participate in the development of the student reading plan.	Highland County (045)	NO	--	--	--
STANDARD 1	E.3(a)	Ensures, in accordance with § 22.1-215.2, that the parent of each student requiring intervention receives notice before services begin and a copy of the student reading plan.	Highland County (045)	NO	--	--	--
STANDARD 2	B.	The school board employs licensed instructional personnel qualified in the relevant subject areas.	Accomack County (001)	NO	NO	NO	YES
STANDARD 2	B.	The school board employs licensed instructional personnel qualified in the relevant subject areas.	Charles City County (019)	NO	YES	YES	YES
STANDARD 2	B.	The school board employs licensed instructional personnel qualified in the relevant subject areas.	Charlottesville City (104)	NO	NO	NO	NO
STANDARD 2	B.	The school board employs licensed instructional personnel qualified in the relevant subject areas.	Highland County (045)	NO	NO	NO	NO
STANDARD 2	B.	The school board employs licensed instructional personnel qualified in the relevant subject areas.	Hopewell City (114)	NO	YES	YES	YES
STANDARD 2	B.	The school board employs licensed instructional personnel qualified in the relevant subject areas.	Manassas Park City (144)	NO	YES	YES	YES

Standard	Code	Requirement	School Division	2024-2025	2023 - 2024	2022 - 2023	2021 - 2022
STANDARD 2	B.	The school board employs licensed instructional personnel qualified in the relevant subject areas.	Martinsville City (116)	NO	NO	NO	NO
STANDARD 2	B.	The school board employs licensed instructional personnel qualified in the relevant subject areas.	Salem City (139)	NO	NO	NO	NO
STANDARD 2	C.(iii)	25 to one in grades four through six with no class being larger than 35 students;	Henrico County (043)	NO	NO	NO	YES
STANDARD 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.	Henrico County (043)	NO	YES	NO	NO
STANDARD 2	H.2	Assistant principals in elementary schools, one half-time at 600 students, one full-time at 900 students; assistant principals in middle schools, one full-time for each 600 students; assistant principals in high schools, one full-time for each 600 students. School divisions that employ a sufficient number of assistant principals to meet this staffing requirement may assign assistant principals to schools within the division according to the area of greatest need, regardless of whether such schools are elementary, middle, or secondary.	Essex County (028)	NO	YES	YES	YES
STANDARD 2	H.3	Librarians in elementary schools, one part-time to 299 students, one full-time at 300 students; librarians in middle schools, one-half time to 299 students, one full-time at 300 students, two full-time at 1,000 students; librarians in high schools, one half-time to 299 students, one full-time at 300 students, two full-time at 1,000 students. Local school divisions that employ a sufficient number of librarians to meet this staffing requirement may assign librarians to schools within the division according to the area of greatest need, regardless of whether such schools are elementary, middle, or secondary.	Culpeper County (024)	NO	NO	NO	NO

Standard	Code	Requirement	School Division	2024-2025	2023 - 2024	2022 - 2023	2021 - 2022
STANDARD 2	H.3	Librarians in elementary schools, one part-time to 299 students, one full-time at 300 students; librarians in middle schools, one- half time to 299 students, one full-time at 300 students, two full-time at 1,000 students; librarians in high schools, one half-time to 299 students, one full- time at 300 students, two full-time at 1,000 students. Local school divisions that employ a sufficient number of librarians to meet this staffing requirement may assign librarians to schools within the division according to the area of greatest need, regardless of whether such schools are elementary, middle, or secondary.	Fredericksburg City (110)	NO	NO	NO	YES
STANDARD 2	H.3	Librarians in elementary schools, one part-time to 299 students, one full-time at 300 students; librarians in middle schools, one- half time to 299 students, one full-time at 300 students, two full-time at 1,000 students; librarians in high schools, one half-time to 299 students, one full- time at 300 students, two full-time at 1,000 students. Local school divisions that employ a sufficient number of librarians to meet this staffing requirement may assign librarians to schools within the division according to the area of greatest need, regardless of whether such schools are elementary, middle, or secondary.	Greensville County (040)	NO	YES	YES	YES
STANDARD 2	H.3	Librarians in elementary schools, one part-time to 299 students, one full-time at 300 students; librarians in middle schools, one- half time to 299 students, one full-time at 300 students, two full-time at 1,000 students; librarians in high schools, one half-time to 299 students, one full- time at 300 students, two full-time at 1,000 students. Local school divisions that employ a sufficient number of librarians to meet this staffing requirement may assign librarians to schools within the division according to the area of greatest need, regardless of whether such schools are elementary, middle, or secondary.	Montgomery County (060)	NO	YES	YES	YES

Standard	Code	Requirement	School Division	2024-2025	2023 - 2024	2022 - 2023	2021 - 2022
STANDARD 2	H.3	Librarians in elementary schools, one part-time to 299 students, one full-time at 300 students; librarians in middle schools, one-half time to 299 students, one full-time at 300 students, two full-time at 1,000 students; librarians in high schools, one half-time to 299 students, one full-time at 300 students, two full-time at 1,000 students. Local school divisions that employ a sufficient number of librarians to meet this staffing requirement may assign librarians to schools within the division according to the area of greatest need, regardless of whether such schools are elementary, middle, or secondary.	New Kent County (063)	NO	NO	NO	NO
STANDARD 2	H.4	School counselors, one full-time equivalent position per 325 students in grades kindergarten through 12. However, in order to meet the staffing requirements set forth in this subdivision, any local school board (i) 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, any professional counselor licensed by the Board of Counseling, clinical social worker licensed by the Board of Social Work, psychologist licensed by the Board of Psychology, or other licensed counseling professional with appropriate experience and training, provided that any such individual makes progress toward completing the requirements for..	Accomack County (001)	NO	YES	YES	YES
STANDARD 2	H.4	School counselors, one full-time equivalent position per 325 students in grades kindergarten through 12. However, in order to meet the staffing requirements set forth in this subdivision, any local school board (i) 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, any professional counselor licensed by the Board of Counseling, clinical social worker licensed by the Board of Social Work, psychologist licensed by the Board of Psychology, or other licensed counseling professional with appropriate experience and training, provided that any such individual makes progress toward completing the requirements for..	Culpeper County (024)	NO	NO	NO	YES

Standard	Code	Requirement	School Division	2024-2025	2023 - 2024	2022 - 2023	2021 - 2022
STANDARD 2	C.(iv)	24 to one in English classes in grades six through 12.	Dinwiddie County (027)	NO	NO	YES	NO
STANDARD 2	H.4	School counselors, one full-time equivalent position per 325 students in grades kindergarten through 12. However, in order to meet the staffing requirements set forth in this subdivision, any local school board (i) 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, any professional counselor licensed by the Board of Counseling, clinical social worker licensed by the Board of Social Work, psychologist licensed by the Board of Psychology, or other licensed counseling professional with appropriate experience and training, provided that any such individual makes progress toward completing the requirements for..	Essex County (028)	NO	YES	YES	YES
STANDARD 2	P.3	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 positions not included in subsection O of section 22.1-253.13:2;	Highland County (045)	NO	NO	NO	YES
STANDARD 2	H.4	School counselors, one full-time equivalent position per 325 students in grades kindergarten through 12. However, in order to meet the staffing requirements set forth in this subdivision, any local school board (i) 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, any professional counselor licensed by the Board of Counseling, clinical social worker licensed by the Board of Social Work, psychologist licensed by the Board of Psychology, or other licensed counseling professional with appropriate experience and training, provided that any such individual makes progress toward completing the requirements for..	Shenandoah County (085)	NO	NO	NO	NO

Standard	Code	Requirement	School Division	2024-2025	2023 - 2024	2022 - 2023	2021 - 2022
STANDARD 2	P.4	Instructional personnel support, including professional development positions and library and media positions not included in subdivision H 3;	Greensville County (040)	NO	YES	YES	YES
STANDARD 2	P.4	Instructional personnel support, including professional development positions and library and media positions not included in subdivision H 3;	Highland County (045)	NO	YES	NO	YES
STANDARD 2	P.5	Technology professional positions not included in subsection J;	Highland County (045)	NO	YES	NO	YES
STANDARD 2	F.	The school division employs ratios of instructional positions to English language learner students, based on each such student's English proficiency level, as established in the general appropriation act, positions may include dual language teachers who provide instruction in English and in a second language. To provide flexibility in the instruction of English language learners who have limited English proficiency and who are at risk of not meeting state accountability standards, school divisions may use state and local funds from the Standards of Quality Prevention, Intervention, and Remediation account to employ additional English language learner teachers or dual language teachers to provide instruction to identified limited English proficiency..	Culpeper County (024)	NO	NO	NO	YES
STANDARD 2	G.	In addition to the full-time equivalent positions required elsewhere in this section, each local school board employs one reading specialist for each 550 students in kindergarten through grade five and one reading specialist for each 1,100 students in grades six through eight. Each such reading specialist has had training in science-based reading research and evidence-based literacy instruction practices. In addition, each such reading specialist shall have training in the identification of and the appropriate interventions, accommodations, and teaching techniques for students with dyslexia or a related disorder and shall serve as an advisor on dyslexia and related disorders. Such reading specialist shall have an understanding of the definition of dyslexia and a working.	Essex County (028)	NO	--	--	--

Standard	Code	Requirement	School Division	2024-2025	2023 - 2024	2022 - 2023	2021 - 2022
STANDARD 2	F.	The school division employs ratios of instructional positions to English language learner students, based on each such student's English proficiency level, as established in the general appropriation act, positions may include dual language teachers who provide instruction in English and in a second language. To provide flexibility in the instruction of English language learners who have limited English proficiency and who are at risk of not meeting state accountability standards, school divisions may use state and local funds from the Standards of Quality Prevention, Intervention, and Remediation account to employ additional English language learner teachers or dual language teachers to provide instruction to identified limited English proficiency..	Greensville County (040)	NO	NO	YES	YES
STANDARD 2	P.8.	School-based clerical personnel in elementary schools; part-time to 299 students, one full-time at 300 students; clerical personnel in middle schools; one full-time and one additional full-time for each 600 students beyond 200 students and one full-time for the library at 750 students; clerical personnel in high schools; one full-time and one additional full-time for each 600 students beyond 200 students and one full-time for the library at 750 students. Local school divisions that employ a sufficient number of school-based clerical personnel to meet this staffing requirement may assign the clerical personnel to schools within the division according to the area of greatest need, regardless of whether such schools are elementary, middle, or secondary.	Montgomery County (060)	NO	YES	YES	YES
STANDARD 3	A.1.	All schools are fully accredited by the Board of Education.	Alexandria City (101)	NO	NO	NO	YES
STANDARD 3	A.1.	All schools are fully accredited by the Board of Education.	Culpeper County (024)	NO	NO	YES	YES
STANDARD 3	A.1.	All schools are fully accredited by the Board of Education.	Essex County (028)	NO	NO	NO	YES
STANDARD 3	A.1.	All schools are fully accredited by the Board of Education.	Franklin City (135)	NO	NO	NO	YES
STANDARD 3	A.1.	All schools are fully accredited by the Board of Education.	Henrico County (043)	NO	NO	NO	YES
STANDARD 3	A.1.	All schools are fully accredited by the Board of Education.	Norfolk City (118)	NO	NO	NO	YES

Standard	Code	Requirement	School Division	2024-2025	2023 - 2024	2022 - 2023	2021 - 2022
STANDARD 3	A.1.	All schools are fully accredited by the Board of Education.	Petersburg City (120)	NO	NO	NO	YES
STANDARD 3	A.1.	All schools are fully accredited by the Board of Education.	Portsmouth City (121)	NO	NO	NO	YES
STANDARD 3	A.1.	All schools are fully accredited by the Board of Education.	Richmond City (123)	NO	NO	NO	YES
STANDARD 3	A.1.	All schools are fully accredited by the Board of Education.	Spotsylvania County (088)	NO	NO	NO	YES
STANDARD 4	C.1.	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 (120)	NO	NO	YES	YES
STANDARD 4	C.1.	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 (075)	NO	NO	NO	NO
STANDARD 4	D.1	The school board has policies and requires each high school principal or his designee to notify each English language learner of the availability of testing accommodations prior to the student's participation in any career and technical education credential certification, which may include an industry certification, a state licensure examination, a national occupational competency assessment, or the Armed Services Vocational Aptitude Battery.	Falls Church City (109)	NO	YES	YES	YES
STANDARD 5	D.1.	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.	Bedford County (010)	NO	YES	YES	YES
STANDARD 6	B.2.(ii)	Planning & Evaluation: Completed assessment of the extent to which these objectives are being achieved;	Essex County (028)	NO	YES	YES	YES
STANDARD 6	B.2.(iii)	Planning & Evaluation: Completed a forecast of enrollment changes;	Essex County (028)	NO	YES	YES	YES

Standard	Code	Requirement	School Division	2024-2025	2023 - 2024	2022 - 2023	2021 - 2022
STANDARD 6	B.2.(iv)	Planning & Evaluation: Completed a plan for projecting and managing enrollment changes including consideration of the consolidation of schools to provide for a more comprehensive and effective delivery of instructional services to students and economies in school operations;	Essex County (028)	NO	YES	YES	YES
STANDARD 6	B.2.(vii)	Planning & Evaluation: Completed 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 (103)	NO	NO	YES	YES
STANDARD 7	B.	The school board maintains and follows up-to-date policies that have been reviewed at least every five years and revised as necessary.	Stafford County (089)	NO	YES	YES	YES
STANDARD 7	E.	An annual announcement is made at the beginning of the school year and, for parents of students enrolling later in the academic year, at the time of enrollment, advising the public that the policies are available.	Greensville County (040)	NO	YES	YES	YES

Appendix E: Innovative Public School Models and Information on Parent and Student Options by Division

Virginia’s school divisions are at the forefront of educational innovation, offering a wide array of models designed to meet the diverse needs of students and families. These models reflect a commitment to public options, and excellence, ensuring that every learner has access to pathways that prepare them for success in college, career, and life.

Across the Commonwealth, 131 school divisions are embracing creative approaches to instruction. This includes Regional Governor’s Schools, which provide advanced academic opportunities to students in 118 divisions, fostering collaboration and access to specialized programs. Lab Schools, in partnership with over 60 Virginia school divisions and more than 20 colleges and universities, offer hands-on, experiential learning environments that connect classroom instruction to real-world applications.

Virginia also demonstrates leadership in special education services, with public special education centers in 75 divisions and private options available statewide. These programs ensure that students with unique learning needs receive tailored support and resources.

The state’s commitment to digital learning is equally strong. Students in 48 divisions can enroll in Virtual Virginia, while 24 divisions operate their own virtual programs, and 60 divisions participate in Multi-Division Online Provider Programs (MOP). One division even offers a hybrid virtual model, blending online and in-person instruction for maximum flexibility. These options empower families to choose learning environments that best fit their circumstances.

Additionally, Alternative Schools are available in all 131 divisions, providing personalized pathways for students who thrive in nontraditional settings. Career and technical education (CTE) programs—both public and private—further expand opportunities, equipping students with skills for high-demand careers. Public preschool programs in 22 divisions underscore Virginia’s commitment to early learning and school readiness.

The strong demand for the VDOE Webinar Series: Rethinking Time, Reimagining Learning in partnership with Virginia Association of School Superintendents (VASS) underscores the urgency and interest among Virginia educators in exploring seat time flexibility. With nearly 600 participants registered across the three sessions—Session 1: “Beyond the Bell: Understanding Seat Time Flexibility in Virginia” (202 registered), Session 2: “Innovation in Action: Seat Time Flexibility Across Virginia and the Nation” (213 registered), and Session 3: “Design Lab: Reimagining Seat Time in Your Division” (179 registered)—the response reflects a clear recognition that traditional instructional time models are evolving. Division leaders and school administrators are eager to understand the new legislative framework, learn from innovative practices across Virginia and the nation, and begin designing local models that prioritize competency-based learning over clock hours. This level of engagement demonstrates that educators are not only ready to embrace flexibility but are actively seeking practical tools and collaborative opportunities to transform learning experiences for students.

Public Charter Schools

Pursuant to §§ 22.1-212.5 through 22.1-212.16 of the Code of Virginia, the Department of Education continued to administer and oversee the Commonwealth's public charter school program during the 2025 reporting period. In accordance with statutory requirements, the Department reviewed applications, monitored performance contracts, and provided technical assistance to local school boards seeking to establish or operate charter schools consistent with state law.

In accordance with § 22.1-212.12, the Department monitored each school's compliance with academic, financial, and operational performance expectations as defined in its charter agreement. ***100% of public charter schools in Virginia are fully accredited and achieved the top rating of Distinguished in the School Performance and Support Framework.*** Public charter schools are also free and open to any public school student that resides within the relevant school division regardless of zip code and families can enroll through a lottery process on space-available seats. A waiting list is established if adequate space is not available to accommodate all students whose parents have requested to be entered into the lottery process and parents must be informed of their student's position on the list.

Technical assistance was provided to divisions seeking to develop new charter proposals, particularly those focused on expanding access to high-demand workforce pathways, alternative instructional models, and innovative approaches for underserved student populations.

During this period, seven public charter schools were operating in Virginia, each approved under the authority granted to local school boards in § 22.1-212.6 and subject to the performance contract requirements outlined in § 22.1-212.13. These schools include:

- **Community Lab School, Albemarle County (6-12)**
CLS serves as a hub for innovation, testing evidence-based, student-centered methods for the larger education landscape in partnership with esteemed institutions like the University of Virginia and MIT. This model offers an International Baccalaureate program within an innovative, inquiry-based framework and is leading Virginia with new ways to measure student success through a Mastery Transcript.
 - Student Enrollment: 177
 - School Performance and Support Framework Summative Rating: Distinguished
 - Accreditation Rating: Fully Accredited
- **Green Run Collegiate, Virginia Beach (9-12)**
GRC opened in 2013 with a focus on college readiness based on the International Baccalaureate philosophy and best practices with support of Advancement Via Individual Determination (AVID). GRC offers flexibility and quality international education programs designed to empower students for college and career readiness, with Middle Years Program to prepare students for the IB Diploma Program and new IB Career-related Certificate program.
 - Student Enrollment: 391
 - School Performance and Support Framework Summative Rating: Distinguished

- Accreditation Rating: Fully Accredited
- **Hillsboro Charter Academy, Loudoun County (K-5)**
HCA was established in 2016 as an innovative model focused on Science, Technology, Engineering, Arts, and Mathematics (STEAM) education and Project-Based Learning. This public charter school focuses on critical thinking, communication, collaboration, and creativity as key skills to achieve the very best 21st Century education through elementary school and beyond.
 - Student Enrollment: 144
 - School Performance and Support Framework Summative Rating: Distinguished
 - Accreditation Rating: Fully Accredited
- **Middleburg Community Charter School, Loudoun County (K-5)**
This public charter school focused on Place-Based Education, where students are active participants in their immediate community with the ability to identify problems and solve them. The school opened in 2014 as the first public charter school in Northern Virginia and has an arts integration-based curriculum taught in blended classrooms (grades K, 1/2, 3/4, and 5).
 - Student Enrollment: 145
 - School Performance and Support Framework Summative Rating: Distinguished
 - Accreditation Rating: Fully Accredited
- **Patrick Henry School of Science and Arts, Richmond City Public Schools (K-5)**
PHSSA was founded as part of the revitalization of the Woodland Heights neighborhood and returning the vacant Patrick Henry School to a school for all K-5 students in the city. The public charter model focuses on a deep appreciation for nature, including hands-on environmental science and learning as a core subject, interdisciplinary teaching of all subjects, and arts instruction woven throughout all instruction.
 - Student Enrollment: 310
 - School Performance and Support Framework Summative Rating: Distinguished
 - Accreditation Rating: Fully Accredited
- **Richmond Career Education and Employment Academy, Richmond City Public Schools (9-12)**
RCEEA provides an intensive functional life skills curriculum that is oriented toward career education and competitive employment for Richmond students age 14 to 22 with varying cognitive disabilities. RCEEA also focuses on developing communication, social, and independent living skills to ensure all students, despite disability, are able to achieve post-secondary success and participate in social engagement.
 - Student Enrollment: 32
 - School Performance and Support Framework Summative Rating: Distinguished
 - Accreditation Rating: Fully Accredited
- **York River Academy, York County (9-12)**
YRA operates by York County School Division on the campus of Yorktown Middle School. Opened in 2002, the public charter school provides selected students in grades 9-

12 with an innovative academic and career-preparatory education with an emphasis on computer technology and web design.

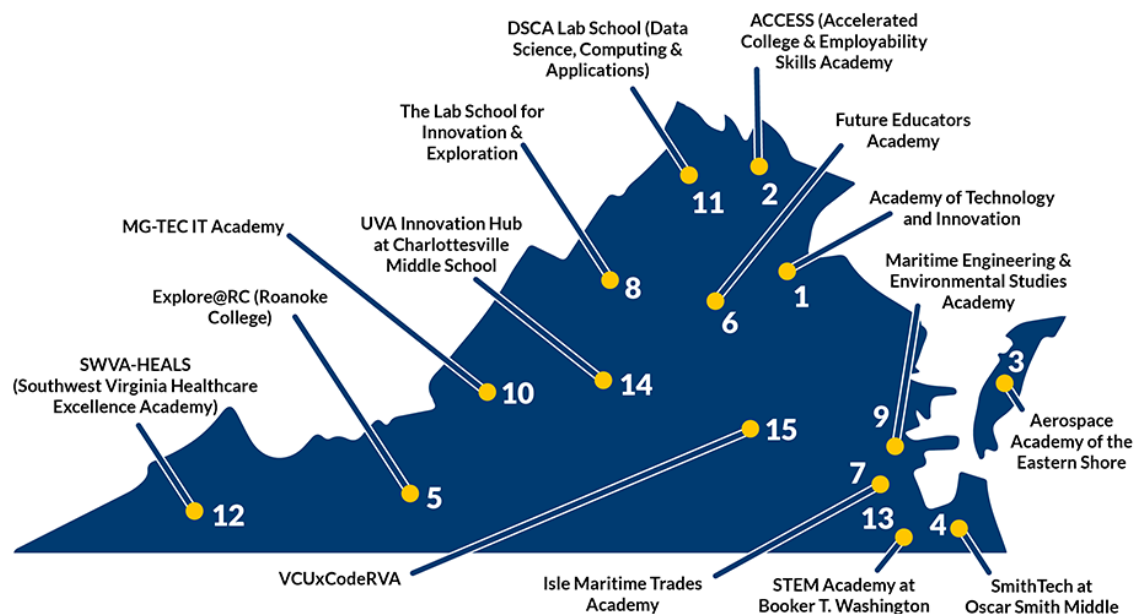
- Enrollment 72
- School Performance and Support Framework Summative Rating: Distinguished
- Accreditation Rating: Fully Accredited

College Partnership Laboratory Schools

During this school year, fifteen College Partnership Laboratory Schools were operating in Virginia, each approved pursuant to the authority granted in § 22.1349.1 through 22.1349.3 of the Code of Virginia and subject to the governance, accountability, and reporting requirements established therein.

College Partnership Lab Schools are free and open to any public school student resident in the Commonwealth – whether their home school division is a school partner or not and regardless of where their home zip code is. Enrollment is based on a lottery, space-available basis, with a waitlist for specific programs or grade levels.

Virginia College Partnership LAB SCHOOLS



These laboratory schools include:

- **Academy of Technology and Innovation (ATIUMW) (2024)**
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. Focused on the increasingly integrated relationship between computer and data science as applied across content areas, students attending ATI-UMW will learn the technology skills and innovative thinking approaches to help them succeed in careers that matter to them
Higher Education Partner: University of Mary Washington

School Division Partners: Caroline County, Fredericksburg City, King George County, Orange County, Stafford County
- **Accelerated College and Employability Skills Academy (ACCESS) (2025)**
Designed to give students an alternative educational pathway that expands access to information technology (IT) education and skills essential for IT careers.
Higher Education Partners: George Mason University, Northern Virginia Community College

School Division Partner: Loudoun County
- **Aerospace Academy of the Eastern Shore (AAES) (2025)**
The Aerospace Academy of the Eastern Shore (AAES) is dedicated to empowering at-risk and underrepresented students by providing them with the knowledge, skills, and abilities needed to thrive in aerospace and related industries. Our mission is to inspire future leaders, foster a laboratory of educational innovation, and drive collaborative research that advances transformative practices. Through our commitment to access and opportunity, we aim to build a pathway for students to shape the future of the aerospace industry.
Higher Education Partners: Old Dominion University, Eastern Shore Community College

School Division Partners: Accomack County, Northampton County
- **Computer Science Lab School of Oscar Smith Middle (SmithTech) (2025)**
Dedicated to seamlessly integrating computer science into the curriculum through a human-centered design thinking framework.
Higher Education Partners: Old Dominion University, Tidewater Community College

School Division Partner: Chesapeake
- **Explore@RC – The Lab School at Roanoke College (2025)**
Allow local high school students in grades 10-12 to participate in a dual-enrollment program, taking 12 free college-level courses on Roanoke's campus and getting a jump start on earning a four-year degree. Allows students to earn free college credits through half days on Roanoke's campus and half day back at school division.

Higher Education Partners: Roanoke College; Old Dominion University

School Division Partners: Salem City, Roanoke City

- **Future Educators Academy (FEA) (2024)**

Offers an academically rigorous and rewarding challenge for exceptional, college-ready high school students looking at becoming educators. Participants work toward their high school diploma and transferable associate degree from Germanna at the same time.

Higher Education Partners: Germanna Community College, Laurel Ridge Community College, Old Dominion University

School Division Partners: Culpeper County, Orange County, Madison County, Rappahannock County, Clarke County, Fauquier County, Frederick County, Page County, Shenandoah County, Warren County, City of Winchester

- **Isle Maritime Trades Academy (IMTA) (2025)**

Educate and train a significant and sustainable number of students in maritime trades annually, through innovative, integrated, experience and project-based career technical education, so that academy graduates are workplace ready upon high school graduation.

Higher Education Partners: Paul D. Camp Community College, Old Dominion University

Business Partner: Newport News Shipbuilding

School Division Partner: Isle of Wight County

- **Lab School for Innovation & Career Exploration (2024)**

Intent of this initiative is to provide high school students with interdisciplinary, hands-on, project-based learning opportunities that allow students to engage in real-world application of problem-solving. Students will be able to use these learning experiences to explore a variety of careers, in order to inspire and empower their own individual career readiness pathway.

Higher Education Partners: James Madison University, Blue Ridge Community College

School Division Partner: Rockingham County

- **Maritime Engineering and Environmental Studies Academy (MEESA) (2025)**

Focuses on maritime and environmental studies, emphasizing experiential learning and community partnerships. The academy aims for academic excellence, innovation, and preparing students to meet the growing demands of the Maritime industry.

Higher Education Partner: Old Dominion University

School Division Partner: Newport News

- **Mountain Gateway TEC IT Academy (MG-TEC) (2025)**
 Aims to provide high school students with a thorough education in Information Technology (IT). Once students complete their selected pathway, they will receive an industry-recognized certificate, setting them on a fast track to a career in IT right after high school.
Higher Education Partners: Mountain Gateway Community College, Old Dominion University

School Division Partners: Rockbridge, Buena Vista, Bath, Alleghany Highlands, Botetourt
- **Shenandoah Valley Rural Regional College Partnership Lab School for Data Science, Computing, and Applications (DSCA Lab School) (2025)**
 Programming will cover data science and computing, research opportunities, apprenticeships and internships, experiential and project-based learning, certifications and microcredentials in data analytics, opportunities to earn an associate’s degree and college credits, as well as work-based learning opportunities.
Higher Education Partners: George Mason University, Laurel Ridge Community College

School Division Partners: Frederick County, Clarke County, Fauquier County, Page County, Shenandoah County, Warren County, and Winchester Public Schools
- **Southwest Virginia Healthcare Excellence Academy Lab School (SWVA-HEALS) (2024)**
 Serves as a pipeline preparing future healthcare professionals to meet the workforce shortages in Southwest Virginia. Focuses on career exploration in the many disciplines of healthcare professions—including nursing and mental health—with hands-on clinical skills development and shadowing opportunities.
Higher Education Partners: Old Dominion University, Emory & Henry College, Virginia Highlands Community College, Wytheville Community College, the Southwest Virginia Higher Education Center and the A. Linwood Holton Governor’s School

School Division Partners: Smyth County, Wythe County, Washington County, Bristol City
- **STEM Academy at Booker T. Washington (2025)**
 The STEM Academy at Booker T. Washington (SABTW) revolutionizes education for the youngest learners by promoting experiential learning led by master educators in a nurturing environment. The Lab School focuses on community- and field-based learning to address real-world issues, preparing students for an innovative and STEM-focused future. The Academy is an inclusive environment catering to diverse learning styles and backgrounds.

Higher Education Partner: Old Dominion University

School Division Partner: Suffolk

- **UVA Innovation Hub (2024)**

Engage all students in personal meaningful, computationally rich, and interdisciplinary learning experiences. Fuel innovation, and empower students to solve problems and pursue lifelong learning to create a collaborative and inclusive educational space using a push-in model

Higher Education Partner: University of Virginia

School Division Partner: Charlottesville Public Schools

- **VCUxCodeRVA (2023)**

Help provide an innovative computer science-focused comprehensive high school education to a diverse student body at CodeRVA, serve as a training site for teacher residents, and afford professional learning opportunities for educators across the state.

Higher Education Partner: Virginia Commonwealth University

School Division Partners: Amelia, Charles City, Chesterfield, Colonial Heights, Cumberland, Dinwiddie, Hanover, Henrico, Hopewell, New Kent, Petersburg, Powhatan, Prince George, Richmond City, Sussex

A review of the demand and sustainability of these innovative models can be found here in the [College Partnership Laboratory Schools Sustainability Update](#) and the [Center for Education Innovation an Opportunity 2024-2025 Review](#) highlighting the tremendous work of this portion of the Lab School network over the past year.

Academic-Year Governor's Schools

The Virginia Department of Education, in conjunction with localities, sponsors regional Academic-Year Governor's Schools ("AYGS") that serve advanced high school students during the academic year. The AYGS programs strive to create a community of advanced learners and offer accelerated coursework and merit-based regional models targeted for gifted and advanced learner's needs.

The nineteen Academic-Year Governor's Schools provide students with opportunities to explore specialized focus areas that consider regional needs. The Virginia Department of Education conducts a full evaluation of each AYGS program on a rotating six-year cycle. Maggie L. Walker Governor's School, Jackson River, and Piedmont Governor's School had full evaluations completed in 2024-2025. Roanoke Valley Governor's School, Central Virginia Governor's School, Governor's School at Innovation Park, and Southside Virginia Governor's School will have full evaluations in 2025-2026.

In 2025, the Board of Education approved an updated *Procedures for Initiating an Academic Year Governor's School* and in July 2025, approved the proposal for New River Valley

Governor's School for the Arts and Humanities, the first proposal for an Academic Year Governor's School in over ten years. This school will host 10th, 11th, and 12th graders from Floyd County, Giles County, Montgomery County, Pulaski County, and Radford City on the campus of Radford University, beginning in 2026-2027.

- **A. Linwood Holton Governor's School**

Serves students in grades 10, 11, and 12 through a virtual platform and in-person labs at the Southwest Virginia Higher Education Center.

School Division Partners: Cities of Bristol, Fredericksburg, Galax and Norton; and the counties of Bland, Buchanan, Carroll, Dickenson, Grayson, Highland, Lee, Russell, Scott, Smyth, Tazewell, Washington, Wise and Wythe.

- **Appomattox Regional Governor's School for Arts & Technology**

Serves students in grades 9 through 12 at a single site at the renovated Petersburg High School campus in Petersburg, Virginia.

School Division Partners: cities of Colonial Heights, Franklin, Hopewell, Petersburg, and Richmond; and the counties of Amelia, Charles City, Chesterfield, Dinwiddie, Powhatan, Prince George, Southampton, Surry and Sussex.

- **Blue Ridge Virginia Governor's School**

Serves students in grades 9 through 12 at multiple sites in local high schools throughout the Central Virginia area.

School Division Partners: Counties of Fluvanna, Goochland, Greene, Louisa, Madison, Nelson, and Orange.

- **Central Virginia Governor's School for Science & Technology**

Serves students in grades 11 and 12 at a single site next to Heritage High School in Lynchburg, Virginia.

School Division Partners: City of Lynchburg; and the counties of Amherst, Appomattox, Bedford, and Campbell.

- **Chesapeake Bay Governor's School for Marine & Environmental Science**

Serves students in grades 10, 11, and 12 at three sites – two sites on the campuses of Rappahannock Community College and one site within a Caroline County Public School.

School Division Partners: Town of Colonial Beach; the counties of Caroline, Essex, Gloucester, King George, King & Queen, King William, Lancaster, Mathews, Middlesex, New Kent, Northumberland, Richmond, and Westmoreland.

- **Commonwealth Governor's School**

Serves students in grades 9 through 12 at multiple sites in area high schools.

School Division Partners: Counties of Caroline, King George, Spotsylvania, and Stafford.

- **Governor's School for the Arts**

Serves students in grades 9 through 12 at the renovated Monroe Building, now referred to as the Perry Family Arts Center, and the renovated Shulman Building on Granby Street in Norfolk.

School Division Partners: Cities of Chesapeake, Franklin, Norfolk, Portsmouth, Suffolk, and Virginia Beach; and the counties of Isle of Wight and Southampton.

- **Jackson River Governor's School**

Serves students in grades 11 and 12 at Mountain Gateway Community College.

School Division Partners: Cities of Buena Vista and Covington; and the counties of Alleghany, Bath, and Botetourt.

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

Serves students in grades 9 through 12 at a single site at the renovated historic Maggie L. Walker High School in Richmond, Virginia.

School Division Partners: cities of Colonial Heights, Hopewell, Petersburg, and Richmond; and the counties of Charles City, Chesterfield, Dinwiddie, Goochland, Hanover, Henrico, King & Queen, New Kent, Powhatan, and Prince George.

- **Massanutten Governor's School for Integrated Environmental Science & Technology**

Serves students in grades 11 and 12 from the high schools in the city of Harrisonburg and the counties of Page, Rockingham, and Shenandoah. The school is located in a local high school in southern Shenandoah County.

- **Mountain Vista Governor's School**

Serves grades 10, 11, and 12 from the high schools in the city of Winchester and the counties of Clarke, Culpeper, Fauquier, Frederick, Rappahannock, and Warren. The program operates in conjunction with Laurel Ridge Community College at the Middletown and Warrenton sites.

- **New Horizons Governor's School for Science & Technology**

Serves students primarily in grades 11 and 12 at a single site within the New Horizons Regional Education Center.

School Division Partners: cities of Hampton, Newport News, Poquoson, and James City/Williamsburg; and the counties of Gloucester, Isle of Wight, and York.

- **Piedmont Governor's School**

Serves students in grades 11 and 12 at the campuses of Patrick & Henry Community College and The Institute for Advanced Learning and Research.

School Division Partners: cities of Danville and Martinsville; and the counties of Henry and Pittsylvania.

- **Roanoke Valley Governor's School for Science & Technology**
Serves students in grades 9 through 12 at a single site in Roanoke, Virginia.
School Division Partners: Cities of Roanoke and Salem; and the counties of Bedford, Botetourt, Craig, Franklin, and Roanoke.
- **Shenandoah Valley Governor's School**
Serves students in grades 11 and 12 at multiple sites located at Valley Career Technical Center and in the Waynesboro and Staunton area.
School Division Partners: cities of Staunton and Waynesboro, and Augusta County.
- **Southwest Virginia Governor's School for Science, Mathematics & Technology**
Serves students in grades 11 and 12 at a single site.
School Division Partners: the cities of Galax and Radford; and the counties of Carroll, Floyd, Giles, Montgomery, Pulaski, Smyth, and Wythe.
- **The Governor's School at Innovation Park**
Serves students in grades 11 and 12 at a single site on the George Mason University Science and Technology (SciTech) Campus.
School Division Partners: Cities of Manassas and Manassas Park; and the county of Prince William.
- **The Governor's School of Southside Virginia**
Serves students in grades 11 and 12 at Southside Virginia Community College – John H. Daniel and Christanna Campuses.
School Division Partners: Counties of Amelia, Brunswick, Buckingham, Charlotte, Cumberland, Greensville (includes Emporia), Lunenburg, Mecklenburg, Nottoway, and Prince Edward.
- **Thomas Jefferson High School for Science & Technology**
Serves students in grades 9 through 12 at a single site in Fairfax County.
School Division Partners: city of Falls Church; and the counties of Arlington, Fairfax, Loudoun, and Prince William.

Summer Residential Governor's Schools

There are seven (7) Summer Residential Governor's Schools which provide high school juniors and seniors with intensive educational experiences in visual and performing arts, humanities, mathematics, science, and technology, or through mentorships in marine science, medicine and health sciences, or engineering. Each Summer Residential Governor's School focuses on one special area of interest.

Students live on a college or university campus for three weeks each summer. During this time, students are involved in classroom and laboratory work, field studies, research, individual and group projects and performances, and seminars with noted scholars, visiting artists, and other professionals. In the three mentorship programs, students are selected to work side-by-side with research scientists, physicians, and a variety of other professionals. A director and student-life staff provide supervision of students 24 hours per day throughout the program.

Summer Regional Governor's Schools

There are twenty-one (21) Summer Regional Governor's Schools that exist in a variety of formats. Most often, groups of school divisions design these programs to meet the needs of their local gifted elementary and middle school students. However, a few programs are designed for 9th, 10th, and 11th grade students. These schools provide exciting opportunities in the arts, sciences, humanities, and in career and technical advancement. The Department of Education approves each Summer Regional Governor's School and evaluates each program as funding permits.

Summer Regional Governor's Schools typically are housed at a public school or on the campus of a college, community college, or university. The lengths of programs vary, with some lasting a week or less while others may last three weeks. Most students return to their homes at the end of each day's activities; however, the University of Virginia's College at Wise, and Hanover Regional Governor's School for Career and Technical Advancement are residential programs. During the summer of 2025, eighteen of the Summer Regional Governor's School programs operated.

Governor's Science, Technology, Engineering, and Mathematics (STEM) Academies

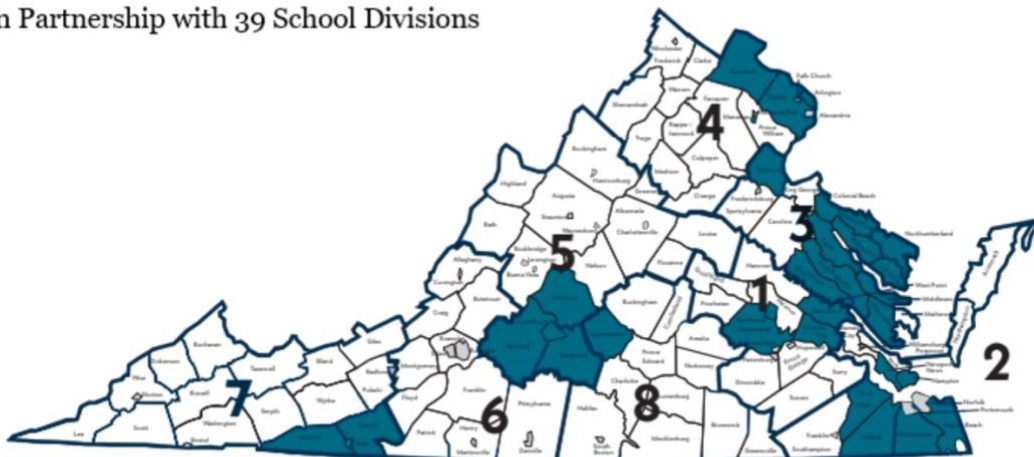
Governor's STEM Academies are programs designed to expand options for the general student population to acquire STEM literacy and other critical skills, knowledge, and credentials that will prepare them for in-demand, high-wage, or high-skill careers in Virginia. Each academy is a partnership among school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

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

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

21 GOVERNOR'S STEM ACADEMIES

In Partnership with 39 School Divisions



STEM ACADEMIES & DIVISION PARTNERS

The Governor's STEM Academy is designed to expand opportunities for the general student population to acquire STEM literacy and other critical skills, knowledge, and credentials that will prepare them for high-skill, high-wage, and in-demand careers.

There are currently 21 Governor's STEM Academies:

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

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

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

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

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

Partnership Members: The College and Career Academy at Pruden; Suffolk Economic Development; Paul D. Camp Community College; Hampton Roads Research Partnership; Suffolk City Public Schools, City of Suffolk Public Works-

GIS, Storm Water, and Planning Divisions; Old Dominion University; MYMIC, Virginia Cyber Alliance; and VMASC.

- **Stafford Academy for Technology (STAT) – Brooke Point High School and North Stafford High School**

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

Partnership Members: Stafford County Public Schools; Germanna Community College; United States Naval Surface Warfare Center Dahlgren Division; Quantico Marine Corps Systems Command; GCubed, Incorporated; Cyber Bytes Foundation; Defense Acquisition University; Diversified Educational Systems; FredTech STEM16; Employment Resources, Inc.; Fredericksburg Regional Alliance; Fredericksburg Regional Chamber of Commerce; Mary Washington Hospital/Medicorp; Rappahannock Region Small Business Development Center; Autodesk, Inc.; Stafford County Economic Development; Stafford County Career and Technical Education Advisory Committee; Stafford Rotary; University of Mary Washington; Virginia Employment Commission; Weldon Cooper Center; Workforce Investment Board, Inc.; and Workforce NOW.

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

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

Partnership Members: Loudoun County Public Schools, Amazon Web Services, Arc 3 Gases, Ashby Ponds, Baker Concrete Construction, Blue Cloak LLC, Caliber Collision, Capitol Productions Television Inc., Central Intelligence Agency, Chantilly Autobody, Children's Science Center, Code Ninjas, Eclips Salon, General Dynamics Information Technology, Northern Virginia Community College, George Washington University, Hair Cuttery, Heritage Hall, Howard Hughes Medical Institute, INOVA, Internal Revenue Service, IT Cadre, Jerry's Ford Leesburg, Leesburg, Metropolitan Washington Airports Authority, The Claude Moore Charitable Foundation, Mindframe Education, MIT Beaverworks, MITRE Emerging Technologies, Moore Cadillac of Chantilly, Northern Virginia Technology Council, Northrop Grumman Space Systems Group, NOVA SySTEMic, Project Horse Empowerment Center, ProJet Aviation, Raytheon Intelligence & Space, Rooster's Mens Grooming Center, Rosendin, Salamander Resort and Spa, Salon Khouri, Smithsonian Air and Space Museum - Udvar Hazy, STEMTree, Stream Valley Veterinary Hospital, Telos Corporation, The Coder School, The Compounding Center, Tint World, Virginia Tire and Auto, and Winchester Metals, Inc.

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

Program Focus: This program offers students two opportunities to pursue engineering studies. There is a science and mathematics pathway for those who want to pursue an engineering career and the engineering technology program.

Partnership Members: Chesterfield County Public Schools; American Society of Civil Engineers; VCU School of Engineering; Architecture, Construction, and Engineering of RVA; Brightpoint Community College; Super Radiator Coils; ONYX; Thomas Jefferson National Accelerator Lab; Virginia Space Grant Consortium/NASA; IQ Spectra Inc; HKS; Gilbane; Balzer & Associates; ITAC.

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

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

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

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

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

Partnership Members: Carroll County Public Schools; Galax City Public Schools; Grayson County Public Schools; the Crossroads Institute; Wytheville Community College; Virginia Tech; Virginia Cooperative Extension Agency; New River/Mount Rogers Workforce Investment Board; Chestnut Creek School of the Arts; Red Hill General Store; The Turman Group; Lowe's Home Improvement; Vanguard Furniture; Thomas Automation Management; Southern States; Virginia

Produce, Soil, and Water Conservation District; Natural Resource Conservation Service; Virginia Department of Forestry; Office of Building Official; Guardian; MOOG Industries; G. E. Aviation; and future partners: Radford University, Medfit Systems, Professional Networks, Magnolia, Hansen Turbine, and Mohawk Industries.

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

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

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

- **The Grassfield High School Governor’s STEM Academy – Chesapeake City**

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

Partnership Members: Chesapeake City Public Schools; Virginia Commonwealth University, Virginia Tech, Rochester Institute of Technology, City of Chesapeake Economic Development, Lockheed Martin Center for Innovation, NASA Langley Research Center, Phoenix Group, Clark Nexsen, Girl Scouts of the Colonial Coast, Project Lead the Way, MITRE, Barnes and Noble, VEX Robotics, Southeastern Virginia Food Bank, Lead4Change.org, Cdyne, US Coast Guard Exchange, MI Technical Solutions, AERMOR.

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

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

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

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

Program Focus: The program at the Burton Center for Arts and Technology focuses on engineering and technology, facility and mobile equipment maintenance, and journalism and broadcasting. Student learning and achievement are enhanced through integration of academic, STEM curriculum, applied technology, and increased participation in student organizations.

Partnership Members: Roanoke County Public Schools; Virginia Western Community College; University of Northern Ohio; Universal Technical Institute; Virginia Tech University; Roanoke Regional Partnership; Balzer and Associates, Inc.; Development Initiatives, Inc.; Western Virginia Workforce Development Board; Carilion Biomed Institute; Novozymes; Plastics One; East West DyeCom; General Electric; Wireless Medcare; Lionberger Construction; Precision Steel; Hughes Associates; Carilion Physics; Accellent Cardiology; Spectrum Engineers; AECOM; Hill Studios; Salem Specialties, Inc.; Synchrony; Shenandoah Machine & Maintenance Co., Inc.; Graham- White Manufacturing; Sematco, Inc.; E & W Machine; Valley Machine; J. C. Nordt; Roanoke-Times; Access Advertising; Renaissance Contract Lighting; Gridpoint & Valcom; Salem Red Sox; Roanoke Railway Dawgs; Carilion Strategic Communication; Roanoke County-Salem Chamber of Commerce; Virginia Career Works; Berglund Center; Greg Roberts Live; Blue Ridge Racing; Jefferson Center; Howards Precision Machining, TW Controls; Ferris Automotive; Mattern and Craig Engineering; Burns McDonnell Engineering; Cundiff Architecture; Froehling and Robertson Engineering; Blue Ridge PBS; Arcet; Overfelt & Son Welding; Lincoln Electric; New Millennium Steel; Thermal Dynamics; Miller Welders; NASCAR; Tread Corporation; Mountain Land Machine; DRP Racing; Berglund Automotive.

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

Program Focus: Bridging Communities Governor’s STEM Academy will provide opportunities for students to acquire STEM literacy and other critical skills, knowledge, and credentials that will prepare them for postsecondary education

and in-demand, high-wage, and high-skill careers. Students enrolled in the Academy will receive academic and technical training in career preparation in the following career clusters: Health Sciences; and Information Technology.

Partnership Members: Bridging Communities Board of Control, New Kent County Public Schools, Charles City County Public Schools, King and Queen County Public Schools, King William County Public Schools, Middlesex County Public Schools, West Point Public Schools, Rappahannock Community College, Town of West Point Town Council, and Dominion Resources.

- **Lynchburg Regional Governor’s STEM Academy – Lynchburg City**

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

Partnership Members: Amherst County Public Schools, Appomattox County Public Schools, Bedford County Public Schools, Campbell County Public Schools, Lynchburg City Public Schools, Central Virginia Community College, Region 2000 Technology Council, Region 2000 Workforce Investment Board, AECOM, Appalachian Power, AMG, AMTI, BWX Technologies, Centra Health, CloudFit Software, Delta Star, Inc., Framatome, Greif, I3, Harris Corporation, Liberty University, Lynchburg Morning Rotary Club, Lynchburg Regional Business Alliance, Master Engineers & Designers, Moore’s Electrical & Mechanical, StallWorks, Successful Innovations, Swissomation, Union Bank, Verizon Foundation, Virginia Metal Fabrication, Wegmann USA, Wells Fargo, and Future Focus Foundation.

- **Heritage High School Governor’s STEM Academy – Newport News City**

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

Partnership Members: Newport News Public Schools, Newport News Shipbuilding, NASA Langley Research Center, Norfolk State University, Old

Dominion University, Jefferson Lab, Mid-Atlantic Regional Maintenance Center (MARMC), Virginia Peninsula Community College, Christopher Newport University, Hampton University, Bryant & Stratton College, Peninsula Council of Workforce Development, Virginia Peninsula Chamber of Commerce, Jacobs Technology, and Pepsi Bottling Group.

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

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

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

- **Pulaski County Public Schools Governor’s STEM Academy – Pulaski County High School**

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

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

- **Governor’s STEM Academy at George C. Marshall High School – Fairfax County**

Program Focus: George C. Marshall High School Governor’s STEM Academy offers premium elective programs in engineering and information technology pathways to interested students in grades 9–12. Many students earn valuable industry certifications such as AutoCAD, CompTIA A+, Network +, Server +, Security +, Cisco CCENT, college credit through dual enrollment, and participate in valuable career experiences through business and industry partnerships. Students work independently and collaboratively in project-based learning environments that encourage finding creative solutions to authentic and complex problems. Engineering projects include building fully functioning robots that compete in VEX and FIRST robotics competitions and using 3- D printers to build prosthetic hands for the e-NABLE organization. Students in information technology build and troubleshoot networks, study software programs such as Ubuntu, Linux, Microsoft Windows, and compete in the CyberPatriot competitions. An active advisory and planning committee comprised of academia from Virginia Tech, George Mason University, Marymount, NVCC, and industry representatives from MITRE, Northrop Grumman and Copper River are committed to building our future STEM workforce.

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

- **Governor’s STEM Academy at Harrisonburg High School – Harrisonburg City**

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

Partnership Members: Harrisonburg City Public Schools, James Madison University, Blue Ridge Community College, Blackwell Engineering, Rockingham Group, Shenandoah Valley Electric Cooperative, Serco, Kawneer, Shenandoah Valley Technology Counsel, Stanford Research Institute, Eastern Mennonite University, Bridgewater College, Virginia Mennonite Retirement Community, and Sentara RMH Laboratory Schools.

- **Governor’s STEM Academy at Christiansburg High School – Montgomery County**

Program Focus: The Montgomery County Governor’s STEM Academy, in collaboration with its partners, offers a program of study to expand students’ knowledge and skills in STEM literacy as it relates to advanced manufacturing. Students will gain the knowledge and skills needed to succeed in the

technologically rich workplace by learning how to work in teams, communicate effectively, and apply the principles and skill sets in STEM fields.

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

- **Governor’s STEM Academy of Architecture, Environment, and Engineering at Kecoughtan High School – Hampton City**

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

Partnership Members: Hampton City Public Schools, XIGAE Architecture, Virginia Tech Hampton Roads Agricultural Research and Extension Center, ECPI College of Technology, Hampton University, New Horizons Regional Education Center, Newport News Shipbuilding, Peninsula Council for Workforce Development, NASA Langley Research Center, and Virginia Peninsula Community College; The Virginia Living Museum, CES Consulting LLC, Virginia Department of Transportation, Centennial Contractors Enterprises Inc.

- **Governor’s STEM Academy at Osbourn High School - Manassas City**

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

Partnership Members: Manassas City Public Schools, Aurora Flight Sciences, Lockheed Martin, Micron Technology, Northern Virginia Community College, Cowork LLC/DBA Centerfuse, Manassas Regional Airport; SWIFT, and OmniRide.

Governor's Health Sciences Academies (9)

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

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

Governor's Health Sciences Academies actively partner with employers to design and provide high-quality, dynamic programs. These programs are delivered through comprehensive courses of study that prepare students for successful transition to postsecondary education and careers. These specialty programs include partnerships of public-school divisions, business and industry, health care institutions, higher education institutions, and may include local government, including local workforce and economic development entities. All programs include significant work-based learning experiences or training beyond the classroom.

There are currently nine Governor's Health Sciences Academies:

- **Monticello Governor's Health Sciences Academy – Monticello High School**

Program Focus: The program will empower students to use 21st century skills while exploring health science career opportunities. The program will provide students with a foundation for postsecondary education or work force readiness in certified health-related professions. Students will explore core content with technology through integrated projects, case studies, and focused learning experiences.

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

- **Chesterfield County Public Schools Governor's Health Sciences Academy – Chesterfield Technical Center, Cosby High School & Monacan High School**

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

Partnership Members: Chesterfield County Public Schools, Chippenham-Johnston Willis Medical Center, Virginia Commonwealth University, Brightpoint Community College, ECPI, Bon Secours Sports Medicine, Sheltering Arms Hospital, St. Francis Hospital, St. Mary's Hospital, Brandermill Woods Retirement Facility, West End Orthopedic, South University, Virginia Commonwealth University.

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

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

Partnership Members: Fairfax County Public Schools, Annandale Chamber of Commerce, Falls Church Chamber of Commerce, George Mason University – Department of Nursing, Northern Virginia Community College, Howard University College of Dentistry, University of Maryland School of Dentistry, Virginia Commonwealth University - School of Pharmacy, American Association of Colleges of Pharmacy, Association of American Medical Colleges—Aspiring Docs Program, Inova Health System, Capital Caring (hospice & palliative care), Walgreens Pharmacy, U.S. Department of Homeland Security--Secret Service, County of Fairfax, Virginia (Fairfax County Police Department, Fairfax County Fire and Rescue Department, Fairfax County Sheriff's Office), Arlington County Fire Department, Sterling Fire and Rescue, Occoquan- Woodbridge-Lorton Fire and Rescue, James Madison Fire and Rescue, Virginia Tech Fire and Rescue, Prince William County Fire and Rescue – Paramedics, International Association of Fire Fighters, Falls Church Early Childhood Class Based Special Education Center, Northern Virginia Dental Clinic, Mission of Mercy–Northern Virginia Dental Association, Donate Life Virginia, Allegra Dental, Brother's Brother Foundation, Patterson Dental, Pace Dental Federal Bureau Investigations, FEMA-Community Emergency Responder Team(CERT), Giant Foods- Pharmacy Operations, Heartland Dental, INOVA Cares Clinic for Women and Children, Quest Diagnostics, U.S. Naval Bureau of Medicine and Surgery (BUMED).

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

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

facilities, as well as federal government facilities close to FCPS give the students unique access to these professionals.

Partnership Members: Fairfax County Public Schools; Northern Virginia Community College Medical Education Campus; Howard University College of Dentistry; Virginia Commonwealth University School of Pharmacy; Columbia University College of Dental Medicine; University of Maryland School of Dentistry; Virginia Dental Association; Inova Health System; Capital Caring Hospice and Palliative Care; Walgreens; INOVA Mt Vernon Hospital; Brother's Brother Foundation; Health Occupation Students of America; Patterson Dental; and Mission of Mercy, Virginia.

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

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

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

- **Hampton City Public Schools Governor's Health Sciences Academy – Bethel High School**

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

Partnership Members: Hampton City Public Schools, Virginia Peninsula Community College, ECPI University, Riverside School of Health Careers, Orthopedic and Spine Center, New Horizons Regional Education Center, and Sentara Healthcare.

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

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

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

- **Bedford County Public Schools Governor’s Health Sciences Academy – Bedford Science and Technology Center**

Program Focus: The mission of the Bedford County Governor’s Health Sciences Academy is to provide students with a clear educational pathway that will prepare them to meet their career goals in in-demand, high-wage, and high-skill health sciences careers in Virginia. Each program will provide students with entry-level and college preparatory skills, creating a strong foundation toward attainment of their career/educational goals. Students will gain marketable skills as well as develop strong workplace readiness skills through emphasis placed on the Virginia Workplace Readiness Skills. Students will have access and exposure to 21st century technology resources specific to their program of study.

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

- **Alexandria City Public Schools Health Sciences Academy – Alexandria City High School**

Program Focus: The mission of the Alexandria City Governor’s Health Sciences Academy is to prepare the next generation of healthcare career-seekers for in-demand, high-wage, and high- skills health careers locally in Alexandria, regionally with the Commonwealth, and nationally. The Academy will provide high-quality, dynamic health science plans of study which offer work-based

instruction in collaboration with industry partners, and include a combination of clinical experiences, internships, service learning, mentorships, and job shadowing.

Partnership Members: Alexandria City Public Schools, The George Washington University School of Medicine and Health Sciences, Northern Virginia Community College, Inova Health Systems, Goodwin House, Woodbine Rehabilitation Center, CVS, STEM for Her, Pathways Mentors, and the Alexandria City Fire and Rescue Department.

Recovery High Schools (4)

Recovery high schools support students recovering from substance use disorders by offering a full range of academic services in a structured environment that promotes recovery. Recovery high schools are typically small schools that offer both academic and diverse therapeutic services, including individual and group counseling, chemical dependency education, family support, and random drug testing. Academic supports range from transitional help for students to earn credits and catch up for missed opportunities, to the provision of high school curricula. Recovery support programs enhance a person's "recovery capital," a concept that encompasses all resources related to the recovery process, including financial, human, social, and community factors. Recovery high schools attempt to support a student's recovery and academic achievement by creating connectedness and social capital in a context that supports the building of their recovery capital.

- **Chesterfield Recovery Academy (Chesterfield)**

Program Focus:

Virginia's first recovery high school, Chesterfield Recovery Academy is a year-round program serving high school students from central Virginia who are recovering from drug addiction. The program receives assistance from health agencies, local and state government programs, police and legal agencies to help students navigate through recovery while working toward their high school diploma. The program is funded through legislation approved by the Virginia General Assembly and Virginia's governor in June 2022.

Partnership Members: Chesterfield County and serving school divisions in Region 1

- **River Ridge Learning Center (Waynesboro)**

Program Focus

The River Ridge Learning Center (RRLC), which opened in August of 2025, provides academic coursework aligned with Virginia Department of Education standards and graduation requirements for standard and advanced diplomas. RRLC provides students with small group academic instruction (3:1 student teacher ratio), coupled with individualized recovery programming and support. To support students' post-graduate goals, RRLC provides a mentoring program for vocational and academic support, including partnerships with local businesses and 2- and 4-year colleges and universities.

Partnership Members: Waynesboro, Augusta County, and Staunton, and serving school divisions in Region 5.

- **Loudoun Recovery School (Loudoun)**

Program Focus

Loudoun County Public Schools (LCPS) announced the launched the Recovery, Inspiration, Strength, and Empowerment (R.I.S.E.) Academy in August of 2025. It is a specialized educational program designed to support high school students in recovery from substance use disorders. It is co-located at the North Star School in Leesburg and offers students the opportunity to earn their high school diplomas while benefiting from additional layers of care. The school is staffed by LCPS educators and professionals trained to address both academic and emotional needs, ensuring students are equipped for long-term success.

Partnership Members: Loudoun County and serving school divisions in Region 4.

- **Harbor Hope Center (Virginia Beach)**

Program Focus

The Harbor Hope Center opened in September of 2025 and is a full-day substance abuse recovery center geographically located in the city of Chesapeake and serving divisions on the Southside of Virginia. Students accepted to the program work with a program coordinator, teacher, teacher assistant, and licensed clinical staff, including a clinical coordinator and peer recovery specialist, to receive a range of academic and therapeutic services.

Partnership Members: Chesapeake, Norfolk, Portsmouth, Suffolk and Virginia Beach, and serving school divisions in Region 2.

Regional CTE Centers (6)

- **Amelia-Nottoway Technical Center**

- *Partnership Divisions:* Amelia County, Nottoway County

- **Bridging Communities Regional Career & Technical Center**

- *Partnership Divisions:* Charles City County, King William County, King & Queen County, Middlesex County, West Point, New Kent County

- **Massanutten Technical Center**

- *Partnership Divisions:* Harrisonburg City, Rockingham County

- **New Horizon Regional Education Centers**

- *Partnership Divisions:* Gloucester County, Hampton City, Newport City, Poquoson City, Williamsburg/James City County, York County

- **Northern Neck Technical Center**

- *Partnership Divisions:* Essex County, Lancaster County, Northumberland County, Richmond County, Westmoreland County, Colonial Beach

- **Rowanty Technical Center**

- *Partnership Divisions:* Dinwiddie County, Prince George County, Sussex County

Additional regional centers and programs are captured on the Department's dashboard [here](#).

Public School Enrollment Flexibility: Out-of-Zone and Open Enrollment Policies

Virginia's focus on public school enrollment flexibility reflects a deliberate commitment to stability, opportunity, and student success, especially for military-connected families who face frequent moves, deployments, and transitions beyond their control. By expanding out-of-zone attendance and open enrollment options, the Commonwealth reduces disruptions to learning and allows students to remain in schools that best meet their academic and readiness needs. These policies support continuity in coursework, special programs, and peer relationships, while also empowering families with meaningful options rather than forcing reassignment based solely on zip code or relocation requirements. For Virginia, expanding public options where open seats are available helps the system modernize to better serve a mobile workforce, strengthen military readiness, and ensure that public schools adapt to families' realities and student needs.

Dual Enrollment & Accelerated Pathways

As VDOE works to implement the redesign of K-12 readiness experiences outlined in HB1087, the 3E Readiness indicator of the School Performance and Support Framework, career exploration, Academic and Career Plan (ACP), and high-quality work-based learning, VDOE will work to provide training, resources, and technical assistance to school divisions. These opportunities will be in close coordination with SCHEY and VCCS. This includes better preparing students as early as middle school on scholarships and grant opportunities for technical training, dual enrollment options, college, apprenticeships, and other upskill experiences that they can use in high school and beyond to support their pathway goals.

The current vision of Virginia is that all students graduate having earned high-demand, high quality industry credentials, transferable college credits, and/or qualified for enlistment through ASVAB performance as indicated in the Virginia 3E Readiness indicator measured in the new 2024 Virginia School Performance and Support accountability system. Through Virginia's participation in LAUNCH, the following key areas have been identified for strategic action toward long-term scalability and sustainability of career pathways:

- Systematic and coordinated alignment of high-demand industry-recognized credential offerings with regional workforce demand in collaboration with postsecondary and workforce systems, employers, and a cross-functioning group of stakeholders;
- Use of VOEE data base to determine regional labor market demand and Prioritization among K-12, postsecondary, and workforce systems of quality and demand of industry credentials, transferable dual enrollment and other college credit bearing course offerings, and qualifying standards for high-quality careers within military enlistment;
- Redesign of Virginia's work-based learning framework to better align with workforce needs toward meaningful, high-quality, and connected experiences that facilitate the

"wann hand off" to enrollment, employment, and/or enlistment postsecondary life experiences;

- Creation of consistent, systematic advising resources for K-12 and postsecondary advising staff that includes clear, accessible information that engages students in pursuit of postsecondary opportunities through dual enrollment; and
- Development of common language for key workforce terms throughout K-12, higher education and workforce.

Appendix F: Analysis of School Division Report Requirements

Background

This report is responsive to portions of Chapters 521, 469, and 235 that amend § 22.1-17 and § 22.1-18 respectively. Specifically:

Chapter 521 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.

Chapter 469 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.*

Chapter 235 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 Department collects a variety of data on public education in the Commonwealth, including information on enrollment, demographics, student achievement, finances and safety. Collection procedures are intended to ensure the usefulness, timeliness, accuracy, and comparability of education data that inform key policy decisions in Virginia.

Most collections fulfill specific state and federal statutory requirements and are reported to the Department through secure, web-based systems designed to increase accuracy while lessening administrative burdens on local educators.

In September 2025, the Department reviewed all data collections to update its “Calendar of Data Collections,” which lists every collection required of Virginia public school divisions. The calendar is updated annually by polling Department leadership and other data stewards to identify additions, changes, and deletions.

The 2025-2026 Calendar of Collections was finalized in October 2025. For each collection, the calendar includes the due date, name, website of resources, contact, frequency, status, and other pertinent information.

The Calendar of Collections for events that occur during the 2025-2026 school year.

Due Date	Report Name	Report Status	Funding Type	Submission Type	Frequency
31-Jan-25	CTE Credentialing Collection (CTECC)	Revised	Both	Electronic	Annually
9-May-25	Career and Technical Education Financial Report	Revised	State	Electronic	Annually
Window 1 - 15-May-25	VPI Local Criteria Waiver Application	Same	State	Electronic	3x per year
Spring - 15-May-25	Virginia Preschool Initiative	Same	State	Electronic	3x per year
19-Jun-25	STEM Competition Grant Final Report	Same	State	Form	Annually
30-Jun-25	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
1-Jul-25	21st Century Community Learning Centers State Evaluation	Same	Federal	Electronic	Annually
31-Jul-25	Foster Care Enrollment Report	Same	State	Electronic	Annually
31-Jul-25	Adult Education and Family Literacy Act (Federal) and General Adult Education (State) Programs	Same	Both	Electronic	Annually
31-Jul-25	Integrated English Literacy/Civics Education Program Report	Same	Federal	Electronic	Annually
1-Aug-25	School Security Equipment Grant	Revised	State	Electronic	Annually
14-Aug-25	Vendor Test Collection	Revised	Both	Electronic	Annually
14-Aug-25	Educational Registry Application (ERA)	Same	Both	Electronic	Annually
15-Aug-25	Driver Critical Shortage Survey	New	State	Electronic	Annually
Window 2 - 15-Aug-25	VPI Local Criteria Waiver Application	Same	State	Electronic	3x per year

Due Date	Report Name	Report Status	Funding Type	Submission Type	Frequency
First data collection - 21-Aug-25	STEM Teacher Recruitment and Retention Initiatives	Revised	State	Electronic	Annually
12-Sep-25	Homebound Student Services	Same	State	Electronic	Annually
15-Sep-25	Annual School Report -Financial Section	Same	Both	Electronic	Annually
26-Sep-25	Programs for the Gifted, Annual Report	Same	State	Electronic	Annually
29-Sep-25	Certification of School Bus Insurance	Same	State	Electronic	Annually
30-Sep-25	Standards of Quality Compliance Data Collection	Same	State	Electronic	Annually
30-Sep-25	Students with Intensive Support Needs Application	Same	State	Electronic	Annually
September 2025	Human Subjects Research Report	Same	State	Electronic	Annually
September 2025	Learning Needs Dashboard	Same	State/Federal	Dashboard	Annually through July 1, 2029
1-Oct-25	Driver Education Program Approval	Same	State	Electronic	Annually
1-Oct-25	Laboratory FEE approval	Same	State	Electronic	Annually
3-Oct-25	New Teachers Data Collection (NTDC)	Same	State	Electronic	Annually
15-Oct-25	National Board Certification Incentive Award Report	Revised	State	Electronic	Annually
Window 3 - 15-Oct-25	VPI Local Criteria Waiver Application	Same	State	Electronic	3x per year
Fall – 28-Oct-25	Positions and Exits Collection	Both	State	Electronic	3 Times a Year
Fall – 31-Oct-25	Student Record Collection	Revised	Both	Electronic	4 Times a Year
31-Oct-25	K-3 Primary Class Size Reduction Program	Same	State	Electronic	Annually
31-Oct-25	English Learner Proficiency Collection (ELPC)	Revised	State	Electronic	Annually
31-Oct-25	Pupil Transportation Report	Same	State	Electronic	Annually
31-Oct-25 (Due to GA by beginning of the 2026 GA session)	Virginia School Survey of Climate and Working Conditions	Same	State	Electronic	Annually

Due Date	Report Name	Report Status	Funding Type	Submission Type	Frequency
Fall - 7-Nov-25	Virginia Preschool Initiative	Same	State	Electronic	3x per year
November 2025	Special Education Proportionate Set Aside	Same	Federal	Electronic	Annually
November 2025	Parent and Student Choice Survey	Same	State	Electronic	Annually
Fall 2025	Student Record Collection Upload to Pearson Access Next	Revised	State	Electronic	Annually
12-Dec-25	December 1 Child Count	Same	Federal	Electronic	Annually
12-Dec-25	Parentally Placed Private School and Homeschooled Students Survey	Same	Federal	Electronic	Annually
15-Dec-25	Verification of Household Eligibility for Free and Reduced-Price Meals	Same	State	Electronic	Annually
Fall - December 2025	Secondary Enrollment Demographic Form (SEDF)	Revised	State	Electronic	2 Times a Year
Fall - December 2025	Positions and Exits Collection	Both	State	Electronic	3 Times a Year
7-Jan-26	Student Data Collection for Homeless Children & Youth for Subgrantees	Same	Federal	Electronic	Annually
Winter - 9-Jan-26	Virginia Preschool Initiative	Same	State	Electronic	3x per year
31-Jan-26	Count of Children Who Are Neglected or Delinquent (Title I, Part D, Subpart 1 and Subpart 2)	Same	Federal	Electronic	Annually

Due Date	Report Name	Report Status	Funding Type	Submission Type	Frequency
January 2026	Individuals with Disabilities Education Act Maintenance of Effort	Same	State/Local	Electronic	Annually
28-Feb-26	Title I, Part A, Comparability Report	Same	Federal	Electronic	Annually
15-Apr-26	April 1 CEP Identified Student Percentage Report	Same	Federal	Electronic	Annually
Spring – 24-Apr-26	Student Record Collection	Revised	Both	Electronic	4 Times a Year
Spring 2026	Summer EBT Eligible Student Data	Same	Federal	Electronic	Annually
Second data collection - Spring 2026	STEM Teacher Recruitment and Retention Initiatives	Revised	State	Electronic	Annually
Annually between March and May	M-R FIX School building condition data	New	State	Electronic	Annually
May 2026	Special Education Excess Cost	Same	Federal	Electronic	Annually
30-Jun-26	Driver Education Status Questionnaire	Same	State	Electronic	Annually
30-Jun-26	Wellness Related Fitness Report	Same	State	Electronic	Annually
30-Jun-26	School Health Services Survey	Revised	State	Electronic	Annually
June 2026	Mentor Teacher Program Evaluation & Program Reports	Same	State	Electronic	Annually

Due Date	Report Name	Report Status	Funding Type	Submission Type	Frequency
1-Jul-26	School Nutrition Programs Annual Application	Same	Federal	Electronic	Annually
End of Year – 17-July-26	Student Record Collection	Revised	Both	Electronic	4 Times a Year
31-Jul-26	School Nutrition Programs Annual Financial Report for July -June	Same	Federal	Electronic	Annually
31-Jul-26	School Nutrition Programs Food Safety Inspections	Same	Federal	Electronic	Annually
31-Jul-26	Coordinated Early Intervening Services Survey	Same	Federal	Electronic	Annually
End of Year - 14 -Aug-26	Student Behavior and Administrative Response Collection	Revised	Both	Electronic	2 Times a Year
14-Aug-26	Special Education State Performance Report Indicator Data	Same	Federal	Electronic	Annually
Summer – 14-Aug-26	Student Record Collection	Revised	Both	Electronic	4 Times a Year
15-Aug-26	Crash/Incident Report	Same	State	Electronic	Annually
15-Aug-26 (Due to GA Oct.1)	All In and ESSER Survey		State/Federal	Electronic	Annually through 2026
31-Aug-26	Alternative School Breakfast Service Models report	Same	State	Electronic	Annually
End of Year - August 2026	Positions and Exits Collection	Both	State	Electronic	3 Times a Year

Due Date	Report Name	Report Status	Funding Type	Submission Type	Frequency
End of Year - August 2026	Secondary Enrollment Demographic Form (SEDF)	Revised	State	Electronic	2 Times a Year
End of Year - August 2026	Positions and Exits Collection	Both	State	Electronic	3 Times a Year
Summer Survey - August 2026	Positions and Exits Collection	Both	State	Electronic	3 Times a Year
Monthly by end of following month	School Nutrition Programs Monthly Financial Reports	Same	Federal	Electronic	Monthly
Ongoing as applicable	Student Registration Import	Revised	State	Electronic	Throughout the year
Ongoing as applicable	Student Behavior and Administrative Response Persistently Dangerous Event Notification	Revised	Both	Electronic	Throughout the year, reported as applicable
Grant applications reviewed on ongoing basis as necessary	School Construction Assistance Program (SCAP)	New	State	Electronic	Annually
Discontinued as of the 25-26 School Year	ESSER, GEER and EANS Annual Report	Revised	Federal	Form	Discontinued as of the 25-26 School Year
Discontinued as of the 25-26 School Year	ESSER State	Revised	State/Federal	Electronic	Discontinued as of the 25-26 School Year

Findings

In October 2025, a committee comprised of data stewards from 14 school divisions representing each of the eight Superintendent's Regions reviewed and provided updated information on the following:

1. List of each report local school divisions are required to submit to any state agency other than the Board of Education or the Department of Education.
2. List of each report local school divisions are required to submit to the federal government including the name and frequency.

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
# OSHA 300, 300A	Annual	Occupational Health and Safety Administration		No
Impact Aid Report	Annual	Office of Impact Aid		No
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	Biennial	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		

Report Name	Report Frequency	Federal Agency or Organization Name	State Agency or Organization Name	Duplicate Reported?
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
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 Services	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
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
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
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

Report Name	Report Frequency	Federal Agency or Organization Name	State Agency or Organization Name	Duplicate Reported?
Survey of Individual Self-Insurers-Public	Annual		Virginia Worker Compensation Commission	No

Conclusion

In response to Chapter 469 (2016 Acts of Assembly), the Board of Education (the Board) 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 Chapter 521 and 235, the Board will continue annually reviewing reports that the Department requires of local school divisions, with an emphasis on reports that can be eliminated or consolidated with other reports.

As of the most recent reporting cycle, the Department eliminated three additional reports and continues to collect 78 reports required by the Department. The Department also continues to receive 55 non-Department collections.

The Department in partnership with the Board has identified the following reports for consolidation or elimination:

1. 2025 REC Revise Gifted Annual Report

The existing data collection and format of the Gifted Annual Report has not been updated for 27 years. VACAL applauds the effort to make gifted data available in a simple, transparent way through the new Build-a-Table, but it is recommended that the VDOE continues to make improvements to the other portions of the Gifted Annual Report to improve comprehension of the information and usefulness of the available data.

2. Report on School Division Use of Federal Elementary and Secondary School Emergency Relief Fund (ESSER) Formula Funds and State ALL IN VA Funds – Post Fall 2026

In the 2026 reporting cycle, the final ESSER and ALL In VA spending reports will be completed as required by the General Assembly. All federal reporting on ESSER has been eliminated and reporting is no longer required to the federal government. VDOE currently has two reporting requirements: RD586 – Report on School Division Use of Federal Elementary and Secondary School Emergency Relief Funds per [Appropriation Act - Item 137 C.47.c. \(Special Session I, 2024\)](#) and RD587 – Report on School Division Use of Federal Elementary and Secondary School Emergency Relief Funds per [Appropriation Act - Item 125 B.30. \(Regular Session, 2025\)](#).

3. Report on the Alternative School Breakfast ([Appropriation Act - Item 125 C.29.c.3 \(Regular Session, 2025\)](#))

In addition, it is recommended that the reporting on Alternative School Breakfast Service Models be eliminated. This recommendation is due to the program being in place for more than 10 years and the relevance of the reporting becoming less important given that the majority of school divisions have moved towards an alternative school breakfast service model and it is no longer possible to articulate the impact of these

programs given that they have become part of the normal school breakfast delivery process.

4. Board of Education Triennial Report on the Issuance of Three-Year Licenses

This report is outlined in [Code of Virginia - § 22.1-299.6 \(L\)](#) and requires the Virginia Board of Education to report on the number of three-year career and technical education teaching licenses that have been issued. No additional licenses have been issued since 2022 and VDOE has not received any requests for consideration. We recommend this report be eliminated and should any future requests occur, they can be addressed in regular updates to the Board on licenses issued by type.

The Board will continue to annually review reports that the federal government and the Department/Board require of local school divisions and understand the drivers for those 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.

5. Post-graduate opportunities for high school students.

This requirement is outlined in [Code of Virginia- § 22.1-206.2](#) and requires the Virginia Department of Education to:

[C]ollect and distribute to school boards and publicly post on its website information that assists high school students in making more informed decisions about their futures after graduating from high school and in doing so ensure that such students are aware of the costs and benefits of different educational and certificate programs. The Department shall annually collect and compile such information in consultation with the State Council of Higher Education for Virginia (the Council) and any other entity that can assist the Department with collecting and compiling such information and shall update its distribution materials accordingly each year. The Department shall post and distribute the information to school boards, with any relevant updates, no later than October 1 each year, and shall provide an annual update to the General Assembly on how such information was distributed.

With the new [direct admissions portal](#) My Virginia Pathway that is being created this requirement won't be needed and will essentially be obsolete

Appendix G: Status Report Regarding 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 Department of Education continues implementation of the program with established application and course submission windows annually.

Monitoring and Data Collection

During the 2024-2025 academic year, the Virginia Department of Education lists 22 approved Multidivision Online Providers:

- Accel Online, Accelerate Education;
- BYU Independent Study;
- Chesterfield County Public Schools-CCPS Online;

- Edmentum EdOptions Academy/Apex Learning;
- Florida Virtual School;
- Founders Education;
- Greenways Academy, Hampton City Schools Flex;
- Harris Digital Learning (formerly Edoison Learning);
- Imagine Learning (Edgenuity);
- My Virtual Academy;
- Nextide Academy;
- Pearson Connections Academy;
- Proximity Learning;
- RISE Hybrid Academy;
- Schools PLP;
- Stride, Inc.;
- Stride Learning Solutions;
- The Coding School, VHS Learning and Virtual Learning Academy (VLA).

Multidivision Online Providers may submit and update core and elective courses annually for approval based on alignment with the standards of learning. A full list of approved providers and courses may be found at [Approved Multidivision Online Providers: Home Page](#).

Virginia's School Quality Profiles provide information about student achievement, college and career readiness, program completion, school safety, teacher quality and other topics of interest to parents and the general public. Report cards are available for schools, school divisions and for the Commonwealth at [Home Page - Virginia School Quality Profiles - Virginia School Quality Profiles](#).

- The Assessment tab includes reports on student achievement on Standards of Learning tests in English, mathematics, science and history. The Assessment tab on School Quality Profiles for elementary schools, school divisions and the state also include a graph on the performance of kindergarten students on diagnostic assessments measuring knowledge of literacy fundamentals.
- The Enrollment and Demographics tab includes data on Fall Membership (enrollment as reported on September 30 of each school year); information on the racial and ethnic make up of schools, school divisions and the commonwealth's public schools as a whole; and information on other student populations, including students with disabilities and English language learners.

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.

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 2021-2022 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 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	Number of Students in at least one MOP course as reported on the 2024-2025 End-of-Year MSC	Number of Student Enrollments in all courses offered by MOPS in 2024-2025
Accomack County	40	43	20	21	23	25
Albemarle County	5	6	-	-	-	-
Alexandria City	-	-	-	-	-	-
Alleghany Highlands	3	4	10	11	8	10
Amelia County	-	-	-	-	-	-
Amherst County	-	-	-	-	-	-
Appomattox County	-	-	-	-	-	-
Arlington County	189	210	355	403	177	202
Augusta County	-	-	-	-	-	-

Bath County	-	-	-	-	-	-
Bedford County	-	-	37	196	18	110
Bland County	106	591	169	1,001	160	908
Botetourt County	-	-	-	-	-	-
Bristol City	73	360	105	491	77	390
Brunswick County	-	-	-	-	-	-
Buchanan County	31	149	45	220	26	142
Buckingham County	-	-	-	-	-	-
Buena Vista City	-	-	-	-	-	-
Campbell County	-	-	-	-	-	-
Caroline County	-	-	-	-	-	-
Carroll County	34	139	49	191	50	269
Charles City County	66	67	14	15	2	2
Charlotte County	5	12	-	-	-	-
Charlottesville City	-	-	-	-	-	-
Chesapeake City	54	62	25	34	23	37
Chesterfield County	-	-	-	-	-	-
Clarke County	-	-	-	-	-	-
Colonial Beach	136	191	62	79	53	58

Colonial Heights City	-	-	-	-	-	-
Covington City	-	-	-	-	-	-
Craig County	7	30	106	171	66	84
Culpeper County	-	-	-	-	14	55
Cumberland County	-	-	-	-	110	111
Danville City	-	-	-	-	-	-
Dickenson County	56	284	72	353	119	594
Dinwiddie County	139	163	-	-	-	-
Essex County	-	-	-	-	-	-
Fairfax County	-	-	-	-	-	-
Falls Church City	1	1	8	32	-	-
Fauquier County	62	62	48	48	51	52
Floyd County	-	-	-	-	-	-
Fluvanna County	-	-	-	-	-	-
Franklin City	-	-	-	-	-	-
Franklin County	-	-	-	-	70	315
Frederick County	-	-	-	-	-	-
Fredericksburg City	236	1,987	-	-	-	-
Galax City	10	46	13	62	34	98

Giles County	1,276	8,617	1,474	9,371	1,797	10,203
Gloucester County	24	78	41	156	41	165
Goochland County	3	3	-	-	67	108
Grayson County	34	85	29	65	32	93
Greene County	-	-	-	-	-	-
Greensville County	-	-	-	-	-	-
Halifax County	58	221	28	94	14	29
Hampton City	-	-	-	-	-	-
Hanover County	-	-	-	-	-	-
Harrisonburg City	-	-	-	-	-	-
Henrico County	-	-	-	-	279	282
Henry County	49	94	35	110	8	8
Highland County	-	-	-	-	-	-
Hopewell City	-	-	-	-	-	-
Isle of Wight County	-	-	-	-	-	-
King George County	-	-	-	-	-	-
King William County	2	3	-	-	-	-
King and Queen County	226	1,824	249	1,465	-	-
Lancaster County	150	228	79	82	87	89

Lee County	38	121	45	164	107	271
Lexington City	-	-	-	-	-	-
Loudoun County	550	601	652	694	666	709
Louisa County	-	-	-	-	-	-
Lunenburg County	-	-	-	-	-	-
Lynchburg City	240	1,657	21	22	76	84
Madison County	-	-	-	-	89	179
Manassas City	-	-	-	-	-	-
Manassas Park City	150	158	-	-	-	-
Martinsville City	-	-	-	-	-	-
Mathews County	-	-	-	-	-	-
Mecklenburg County	-	-	64	311	46	205
Middlesex County	27	29	45	52	2	2
Montgomery County	-	-	-	-	-	-
Nelson County	-	-	-	-	-	-
New Kent County	-	-	-	-	-	-
Newport News City	370	505	740	1,316	143	147
Norfolk City	-	-	-	-	-	-
Northampton County	-	-	-	-	-	-

Northumberland County	-	-	-	-	-	-
Norton City	6	30	7	39	6	43
Nottoway County	67	67	152	176	77	81
Orange County	438	586	123	290	99	251
Page County	6	12	47	93	76	127
Patrick County	333	1,692	290	1,320	219	1,194
Petersburg City	-	-	-	-	-	-
Pittsylvania County	-	-	-	-	-	-
Poquoson City	-	-	2	11	1	5
Portsmouth City	3,018	4,202	1,581	2,169	379	496
Powhatan County	468	543	416	513	45	57
Prince Edward County	-	-	7	7	45	50
Prince George County	75	145	198	327	36	95
Prince William County	-	-	-	-	-	-
Pulaski County	77	406	681	4,607	678	3,793
Radford City	2,226	13,545	1,725	12,344	2,013	14,159
Rappahannock County	-	-	-	-	-	-
Richmond City	78	78	-	-	-	-
Richmond County	-	-	-	-	-	-

Roanoke City	37	189	130	461	17	51
Roanoke County	-	-	-	-	-	-
Rockbridge County	-	-	-	-	-	-
Rockingham County	-	-	-	-	-	-
Russell County	29	85	57	274	97	313
Salem City	23	111	886	5,925	507	2,868
Scott County	706	7,108	841	9,531	846	5,635
Shenandoah County	-	-	-	-	-	-
Smyth County	50	222	96	493	414	2,310
Southampton County	-	-	-	-	496	506
Spotsylvania County	-	-	-	-	-	-
Stafford County	491	715	-	-	-	-
Staunton City	72	86	17	19	2	2
Suffolk City	231	272	191	198	377	403
Surry County	-	-	-	-	-	-
Sussex County	-	-	-	-	-	-
Tazewell County	108	766	133	825	121	750
Virginia Beach City	48	77	162	254	298	451
Warren County	-	-	-	-	-	-

Washington County	87	479	200	1,247	801	4,446
Waynesboro City	11	33	85	178	92	228
West Point	-	-	-	-	-	-
Westmoreland County	50	50	54	56	46	46
Williamsburg-James City County	-	-	-	-	-	-
Winchester City	-	-	-	-	-	-
Wise County	244	1,078	277	1,758	393	2,246
Wythe County	-	-	39	207	54	221
York County	-	-	-	-	-	-

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

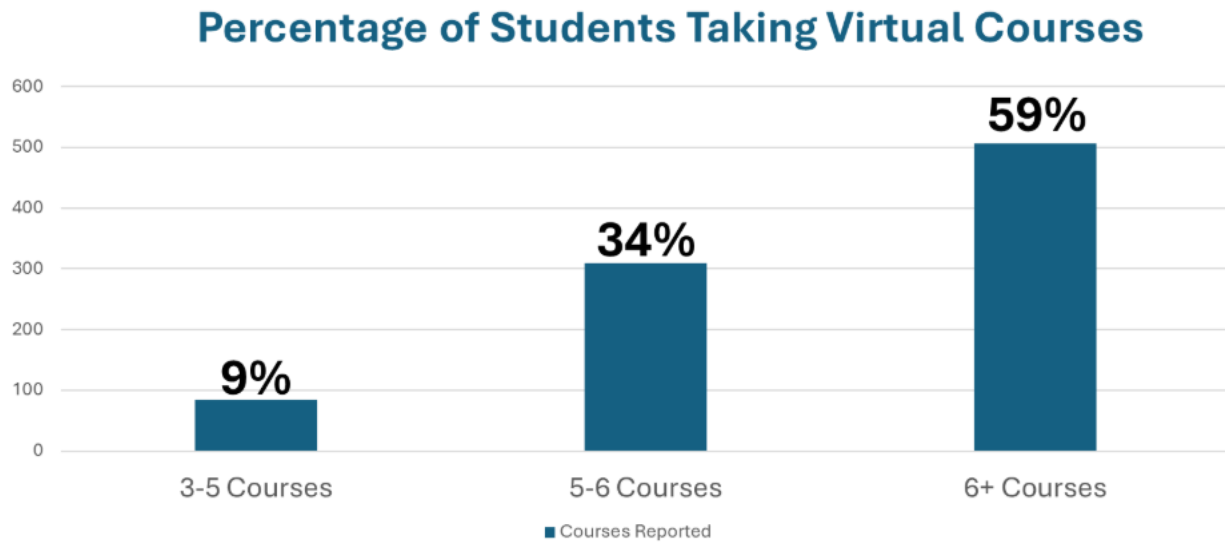
Assessment data for students who took the Virginia Standards of Learning subject area tests, the Virginia Modified Achievement Standards Test, Virginia Alternative Assessment, and Virginia Grade Level Alternative were collected. The Student Record Collection shows the participation rates for all students 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:

- English: 96%
- Mathematics: 96%
- Science: 96%
- History & Social Science: 96%

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.

- English: 74%
- Mathematics: 53%
- Science: 60%

- History & Social Science: 51%



The Department of Education requested all multidivision online providers send program participants links to a parent survey. A total of 901 survey responses were received from twelve of the 22 approved providers who offered instruction during the 2024-2025 school year.

Overall Course Quality

- Ninety-six percent (96%) agreed or strongly agreed that the quality of the online course was good.
- Eighty-five percent (85%) agreed that the online course was appropriately personalized to meet the unique needs of their children.

Communication

- Ninety-seven percent (97%) agreed or strongly agreed that the frequency of communication with teachers met their children's needs.
- Ninety percent (90%) agreed or strongly agreed that the actual communications were productive.

Technical Issues

- Eighty-four percent (84%) reported that their children often did not have, rarely had, or never had any technical issues with the online courses.

- Eighty-six (86%) reported that any technical issues were resolved in an average to very fast period of time.

Appendix H: Virtual Virginia Report

Virtual Virginia Board Report

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.

Virtual Virginia 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.

- 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.
- 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.
- The **VVA Professional Learning Program** offers professional development options to Virginia public school educators at no cost to divisions.
- The **VVA Summer Session Program** provides access to online summer courses to learners throughout the state.

All learners enrolled in VVA's 2024–2025 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.

Virtual Virginia K–12 Instruction Program

In 2024–2025, K–12 students were enrolled through Virginia public school divisions, private schools, homeschools, and globally outside the Commonwealth. In the 2024–2025 academic year, 94% of Virginia public school divisions participated in the K–12 Instruction Program.



Ninety-four percent 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. In the 2024–2025 academic year, 15,799 students enrolled in VVA K–12 instruction; 13,898 were part-time and 1,901 were enrolled as full-time students. VVA served 216 students in grades K–5 and 15,583 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
2024–2025	15,799	1,661	11%	13,898	89%
2023–2024	18,130	2,494	14%	15,636	86%
2022–2023	14,162	1,866	13%	12,296	87%

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 participate in core instructional activities in reading, writing, mathematics, social studies, science, and STEM. In addition to local school options, supplemental lessons are offered in art, dance, computer science, music, physical education, and world languages. For grades 6–12, VVA offered 162 online courses taught by Virginia-certified teachers in 2024–2025, compared to 129 courses in 2023–2024. 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.

2024–2025 Virtual Virginia K–12 Instruction Program Course Offerings

Core and elective courses are updated annually based on alignment with the standards of learning. A full list of approved courses may be found on the Virtual VA website at [Online Course Catalog - Virtual Virginia](#)

Virtual Virginia K–12 Instruction Program Faculty

VVA K–12 faculty are highly qualified instructors and hold Virginia licenses in their subject areas. VVA employed 132 highly qualified, Virginia-licensed instructors, including 57 full-time and 75 adjunct faculty. 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.

In 2024–2025, VVA faculty engaged in a comprehensive program of professional development designed to strengthen instructional quality and align with state and national standards. At the start of the year, all faculty completed online training in the learning management system and related instructional tools, followed by monthly program-level sessions from August through June focused on the National Standards for Quality Online Teaching. Faculty also participated in specialized professional learning, including training on generative artificial intelligence, literacy instruction aligned to the new HQIM reading program for Grades K–5, and professional development modules offered through the University of Virginia. Eight teachers additionally pursued learning opportunities through CHOICE program grants, while professional learning communities supported collaboration in literacy, Advanced Placement courses, and AI integration.

Virtual Virginia 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.

Each school division and organization administers an independent instance of the Statewide LMS. In the 2024–2025 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.

Virtual Virginia 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 2024–2025, Virginia public school divisions can import digital resources and online learning modules for 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.

Virtual Virginia 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 including webinars, courses, certifications, credentials, workshops, and conferences. In the 2024–2025 school year, the VVA Professional Learning Program offerings supported more than 11,351 professional learning enrollments.

The Statewide LMS also supported the execution of fully online professional learning conferences, such as the Annual Conference, presented annually by VVA since 2020. The 2025 VVA Annual Conference had more than 800 registrants for the event, held on February 6th and 8th. Throughout the 2024–2025 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.

Virtual Virginia Summer Session Program

In addition to the academic-year K–12 instructional offerings, VVA provides two Summer Session cohort options for students in grades 6–12. Students could earn original credit or recover

credit during the 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.

In Summer Session 2025, VVA served 8,540 students in grades 6–12. The Summer Session enrollment fee for students was \$375 per student, per course, for credit recovery courses and \$200 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
2025	8,540
2024	6,399
2023	5,916
2022	5,424

Virtual Virginia’s State and National Role in Online 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.

2024–2025 Department of Education VVA 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.

Table 3. YOY Reasons for Virtual Virginia Course Participation

Reason for Participation	Student Responses	Parent/Caregiver Responses
To get ahead	56%	23%
Prefer/ interest in virtual courses	34%	25%
Scheduling conflict	36%	13%
Course not offered at school	44%	27%
To catch up	14%	5%
To raise a previous grade	8%	3%

Survey summaries are provided below.

- **Course Content and Quality:** The quality of courses and course content received high marks from both students and families.
 - 95% of students reported having the necessary reading skills for the course.
 - 81% of families agreed that the quality of their child's course was good.
 - 80% of families agreed that the quality of the course content was good.
 - 88% of students felt comfortable using the online tools and software.
- **Course Availability and Enrollment:** Students and families were largely successful in finding and enrolling in desired courses.
 - 91% of students and 92% of families were able to find and enroll in all the courses they wanted.
- **Student Self-Efficacy and Preparedness:** Students feel well-prepared for the demands of online learning.
 - 88% of students felt prepared for the responsibility and self-direction required for online courses.
 - 85% of families indicated they would enroll their child in a VVA course again.
- **Instructor Communication and Support:** Direct communication from instructors is a strength of the program.
 - 82% of students reported that their VVA instructor responded to questions within 24 hours.
 - 83% of students felt VVA instructors communicated about their progress.

Appendix I: Chronic Absenteeism Brief

Document starts on the next page.

Chronic Absenteeism Regional Snapshots

School Years: 2022-2023 to 2024-2025



Chronic Absenteeism Drops Across the Commonwealth



All 8 Superintendent's Regions **showed improvement** in the 2024-25 School Year.



Roughly **3 out of 4 (74%) school divisions decreased** their chronic absenteeism rates this past school year.



Over the last two years, chronic absenteeism rates dropped from 20% to 14.8%. This **represents a 26% decrease in absences.**

Regular attendance is tied to academic success, graduation rates, and long-term life outcomes. Fewer absences mean more time for learning and building positive relationships.

With more than \$418 million invested in tutoring, literacy, and attendance initiatives, schools are hiring attendance specialists, improving data systems, helping students make up learning time, and partnering with community partners to bring students permanently back to school.

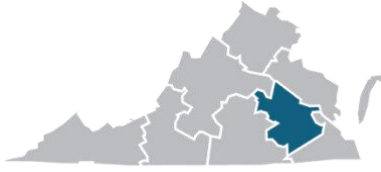
As a result, all eight Superintendent's Regions made meaningful attendance gains when division-level results were combined. Almost 3 out 4 (74%) school divisions decreased their chronic absenteeism rates.

Over the last two years, **Title 1 schools reduced chronic absenteeism by 29.7%**, and non-Title 1 schools reduced chronic absenteeism by 24.3%.

While every grade span showed improvement, the largest decrease in chronic absenteeism rates were among grades K-2. This decrease in chronic absenteeism means that last school year, almost 3,500 early elementary students across Virginia attended school more regularly than the school year before.

However, **18.6% of our 9-12 graders are still chronically absent** and require unique initiatives and new school models keep them engaged with their future.

Please read on to learn what your regional schools are doing to combat chronic absenteeism.



Region 1

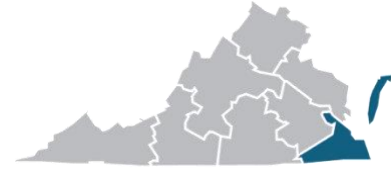
Attendance Improvement Snapshot

- Region 1 serves 182,597 K-12 students across 15 school divisions.
- Since 2023, chronic absenteeism rates in this Region **decreased by 19.1%**. This reduction means that almost 6800 fewer students were chronically absent in 2024-2025 than in 2022-2023.
- Over the last year, chronic absenteeism rates in this Region dropped from 16% to 15.7%.

What's Working in Region 1

Across Region 1, school divisions are implementing creative, targeted strategies to boost attendance and keep students engaged. These examples highlight practical solutions that are making a measurable difference in reducing chronic absenteeism.

- **Dinwiddie County Public Schools:** Focused on ensuring that students know that they matter and are an important part of their school community.
- **Hanover County Public Schools:** Used data to enhance student-school counselor relationships.
- **Richmond City Public Schools:** Implemented several high-leverage practices, including data tracking, staff training, attendance meetings, targeted interventions, and progress monitoring.



Region 2

Attendance Improvement Snapshot

- Region 2 serves 239,483 K-12 students across 15 school divisions.
- Since 2023, chronic absenteeism rates in this Region **decreased by 30.9%**. This reduction means that over 13,000 fewer students were chronically absent in 2024-2025 than in 2022-2023.
- Over the last year, chronic absenteeism rates in this Region dropped from 14.2% to 12.6%.

What's Working in Region 2

Across Region 2, school divisions are implementing creative, targeted strategies to boost attendance and keep students engaged. These examples highlight practical solutions that are making a measurable difference in reducing chronic absenteeism.

- **Newport News Public Schools:** Connected students and families to school-based and community resources to remove barriers to attendance and developed an Attendance Hub to give staff clear tools and information for improving attendance.
- **Portsmouth Public Schools:** Adopted the *EveryDay Labs* Platform to give staff quick, clear access to attendance data, enabling more time for home visits, family meetings, proactive outreach, and tiered interventions.
- **York County School Division:** Expanded afterschool clubs to boost student engagement; engaged families through clear communication, relationship-building, and help tracking attendance.



Region 3

Attendance Improvement Snapshot

- Region 3 serves 84,044 K-12 students across 17 school divisions.
- Since 2023, chronic absenteeism rates in this Region **decreased by 16.8%**. This reduction means that over 3000 fewer students were chronically absent in 2024-2025 than in 2022-2023.
- Over the last year, chronic absenteeism rates in this Region dropped from 18.9% to 18.3%.

What's Working in Region 3

Across Region 3, school divisions are implementing creative, targeted strategies to boost attendance and keep students engaged. These examples highlight practical solutions that are making a measurable difference in reducing chronic absenteeism.

- **Caroline County Public Schools:** Implemented innovative solutions to help students who were struggling to ride the bus so they could arrive at school consistently.
- **Fredericksburg City Public Schools:** Celebrated attendance wins through creative incentives and a monthly attendance flag competition. The division also hired a Family Connections Liaison to support families in overcoming barriers to getting students to school.
- **Spotsylvania County Public Schools:** Created collaborative Attendance Success Plans with parents and students, including regular progress reviews.



Region 4

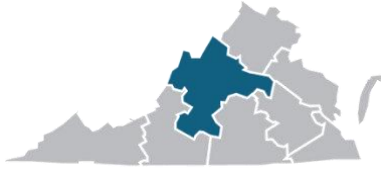
Attendance Improvement Snapshot

- Region 4 serves 460,308 K-12 students across 19 school divisions.
- Since 2023, chronic absenteeism rates in this Region **decreased by 27.2%**. This reduction means that over 23,000 fewer students were chronically absent in 2024-2025 than in 2022-2023.
- Over the last year, chronic absenteeism rates in this Region dropped from 13.9% to 13.5%.

What's Working in Region 4

Across Region 4, school divisions are implementing creative, targeted strategies to boost attendance and keep students engaged. These examples highlight practical solutions that are making a measurable difference in reducing chronic absenteeism.

- **Fairfax County Public Schools:** Launched the *Spring Sprouts* program for students from more than 30 schools, offering students the opportunity during spring break to recover missed instructional time, strengthen connections with their school community, and re-engage in learning.
- **Page County Public Schools:** Hosted family engagement events, rewarded students for coming to school regularly, and provided access to school-based care closets.
- **Winchester City Public Schools:** Partnered with community organizations for mentoring, tutoring, and family support.



Region 5

Attendance Improvement Snapshot

- Region 5 serves 95,413 K-12 students across 20 school divisions.
- Since 2023, chronic absenteeism rates in this Region **decreased by 27.7%**. This reduction means that almost 5500 fewer students were chronically absent in 2024-2025 than in 2022-2023.
- Over the last year, chronic absenteeism rates in this Region dropped from 15.9% to 14.6%.

What's Working in Region 5

Across Region 5, school divisions are implementing creative, targeted strategies to boost attendance and keep students engaged. These examples highlight practical solutions that are making a measurable difference in reducing chronic absenteeism.

- **Amherst County Public Schools:** Strengthened attendance and engagement through community-wide events and connected students and families to school and community resources that promote consistent attendance and student success.
- **Louisa County Public Schools:** Leveraged a team-based approach by hiring five Attendance Support Specialists, defining roles for all team members, and providing immediate, personal communication with families to identify and address barriers to attendance.
- **Rockbridge County Public Schools:** Hired staff members - such as a Family and Community Liaison - to support attendance and supported an in-house food pantry to help families address barriers to school attendance.



Region 6

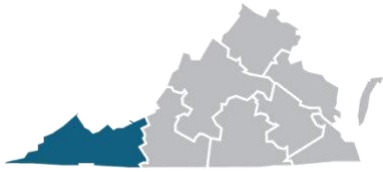
Attendance Improvement Snapshot

- Region 6 serves 78,138 K-12 students across 14 school divisions.
- Since 2023, chronic absenteeism rates in this Region **decreased by 26.5%**. This reduction means that almost 4400 fewer students were chronically absent in 2024-2025 than in 2022-2023.
- Over the last year, chronic absenteeism rates in this Region dropped from 16.6% to 15.4%.

What's Working in Region 6

Across Region 6, school divisions are implementing creative, targeted strategies to boost attendance and keep students engaged. These examples highlight practical solutions that are making a measurable difference in reducing chronic absenteeism.

- **Alleghany Highlands Public Schools:** Launched an attendance task force and parent survey to better understand barriers to regular attendance while also motivating students through creative school-based incentives and attendance competitions.
- **Danville City Public Schools:** Established a Second Chance Bus to pick up students who miss the regular route while also identifying those needing extra support.
- **Martinsville City Public Schools:** Implemented an engaging house system at an elementary school that rewards good attendance and behavior, while adding dedicated staff to provide early, personalized support for students and families.



Region 7

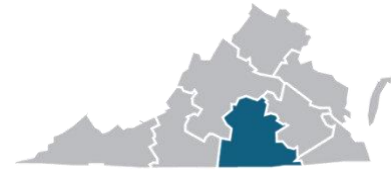
Attendance Improvement Snapshot

- Region 7 serves 59,559 K-12 students across 19 school divisions.
- Since 2023, chronic absenteeism rates in this Region **decreased by 23.6%**. This reduction means that almost 2700 fewer students were chronically absent in 2024-2025 than in 2022-2023.
- Over the last year, chronic absenteeism rates in this Region dropped from 16.2% to 14.4%.

What's Working in Region 7

Across Region 7, school divisions are implementing creative, targeted strategies to boost attendance and keep students engaged. These examples highlight practical solutions that are making a measurable difference in reducing chronic absenteeism.

- **Carroll County Public Schools:** Hosted family engagement events, hired key support staff including a Community Schools Coordinator, and expanded mental health services through a partnership with Mount Rogers Community Services.
- **Dickenson County Public Schools:** Partnered with community organizations to implement attendance competitions, expand access to supports and resources, and strengthen family and community involvement.
- **Pulaski County Public Schools:** Maintained strong attendance teams that closely monitored data and implemented targeted interventions to support students and improve attendance.



Region 8

Attendance Improvement Snapshot

- Region 8 serves 25,514 K-12 students across 12 school divisions.
- Since 2023, chronic absenteeism rates in this Region **decreased by 40%**. This reduction means that over 2800 fewer students were chronically absent in 2024-2025 than in 2022-2023.
- Over the last year, chronic absenteeism rates in this Region dropped from 21.1% to 17.4%.

What's Working in Region 8

Across Region 8, school divisions are implementing creative, targeted strategies to boost attendance and keep students engaged. These examples highlight practical solutions that are making a measurable difference in reducing chronic absenteeism.

- **Cumberland County Public Schools:** Built strong relationships with families, clearly communicated attendance expectations, and offered incentives to students with good attendance.
- **Nottoway County Public Schools:** Hired a School Community Coordinator who led a team to monitor attendance data, expand internships, and engage families with events and resources.
- **Prince Edward County Public Schools:** Launched the S.O.A.R. campaign - Show Up, On Time, All Day, Ready to Learn - to build a culture of strong attendance and to energize students, families, and the community



The Virginia Department of Education does not discriminate on the basis of race, sex, color, national origin, religion, sexual orientation, gender identity, age, political affiliation, or against otherwise qualified persons with disabilities. The policy permits appropriate employment preferences for veterans and specifically prohibits discrimination against veterans