Board of Education Agenda Item

Item: _____ F. _____   **Date:** __November 18, 2010__

Topic: Final Review of the Proposed Criteria and Processes for Approving and Monitoring Multidivision Online Providers in Virginia (§ 22.1-212.23.-27)

Presenter: Mr. Lan Neugent, Assistant Superintendent for Technology, Career & Adult Education

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Origin:

_____ Topic presented for information only (no board action required)

__X__ Board review required by
    __X__ State or federal law or regulation
    _____ Board of Education regulation
    _____ Other: _____

__X__ Action requested at this meeting

_____ Action requested at future meeting:

Previous Review/Action:

_____ No previous board review/action
__X__ Previous review/action: First Review of Establishment of Virtual School Programs in Virginia
    date   October 28, 2010 _____
    actions Received document for first review _____

Background Information: As specified in *§ 22.1-212.24.A & B*, the Superintendent of Public Instruction will develop, and the Board of Education will approve, the criteria and application process for approving multidivision online providers; a process for monitoring approved multidivision online providers; a process for revocation of the approval of a previously approved multidivision online provider; and an appeals process for a multidivision online provider whose approval was revoked or whose application was denied. The purpose of the legislation is to ensure that quality online instruction is available to school divisions who are interested in offering students alternative methods of instruction. The legislation is intended to expand educational options for public school students.

Summary of Major Elements: The attachments include the proposed criteria and processes to satisfy the virtual school programs legislation introduced by Governor Robert F. McDonnell and passed by the Virginia General Assembly in 2010. Attachment A details the proposed criteria for approval of multidivision online providers as specified in *§22.1-212.24.A&B*. Attachment B details the procedures for the submission and review of the multidivision online provider application. They include a description of

the application and appeal process, procedures for monitoring approved multidivision online providers including reporting, and the revocation process, should that prove necessary.

The components of the application, found in Attachment C, include the following:
- Directions for completing the application
- Part I. Applicant Affidavit
- Part II. Program Profile
- Part III. Program Requirements
- Part IV. Program Description
- Application Review Rubric

Superintendent's Recommendation: The Superintendent of Public Instruction recommends that the Board of Education approve the proposed criteria and processes for approval, monitoring, revocation, and appeal of multidivision online providers.

Impact on Resources: The Department of Education will administer the Virtual School Program with existing resources.

Timetable for Further Review/Action: N/A

Attachment A

Criteria for Approval of Multidivision Online Providers

The Criteria for Approval of Multidivision Online Providers address the following sections of the *Code of Virginia*.

> *As specified in § 22.1-212.24.A & B, the Superintendent of Public Instruction will develop, and the Board of Education will approve, the criteria for approving multidivision online providers, including those specified in these sections. Per § 22.1-212.26.A & B, teachers and administrators for multidivision online providers must meet specified requirements.*

CATEGORY	CRITERIA
ORGANIZATION REQUIREMENTS	
Accreditation	The multidivision online provider's program is accredited by one of the following accrediting agencies: • AdvancEd (formerly Commission on International and Trans-Regional Accreditation [CITA], North Central Association Commission on Accreditation and School Improvement [NCA CASI], and Southern Association of Colleges and Schools Council on Accreditation and School Improvement [SACS CASI]) • Middle States Association of Colleges and Schools Commission on Elementary Schools and Commission on Secondary Schools • New England Association of Schools and Colleges (NEASC) • Northwest Accreditation Commission (NWAC) (formerly Northwest Association of Accredited Schools) • Western Association of Schools and Colleges (WASC) • Virginia Council for Private Education (VCPE) School divisions operating as multidivision online providers may be deemed as meeting accreditation requirements if a majority of its schools are fully accredited by the Virginia Board of Education.
Organizational Stability	The multidivision online provider has an effective and stable organizational and management structure. The multidivision online provider is financially solvent. The legal status of the online program is clear with no ambiguities in ownership, control, or responsibility.
STAFFING	
Teachers	All teachers hired by the multidivision online provider who provide instruction to students meet the requirements set forth in section *§ 22.1-296.1 and 22.1-296.2* of the *Code of Virginia* and will be highly qualified, licensed by the Virginia Board of Education, and endorsed in their course content area. The established agreements between Virginia and other states for reciprocal teacher licensure are also in effect for virtual schools. The multidivision online provider must provide at least one FTE teacher at a

	reasonable ratio to students based on grade and subject being taught but not exceeding 150 students per FTE teacher.
Administrators	All administrators hired by the multidivision online provider meet the requirements set forth in section *§ 22.1-212.26.B* of the *Code of Virginia*. The *Code of Virginia* states: "The administrator of a virtual school program must hold an advanced degree from a regionally accredited institution of higher education with educational and work experience in administering education programs."

DATA	
Data Reporting	Multidivision online providers provide data to each division in which students are enrolled for the purposes of monitoring student participation and progress to ensure that students meet division participation requirements and make progress toward successful completion of the course. Data and data management meet state and federal reporting requirements.
Data Reporting	Multidivision online providers provide data to the Virginia Department of Education for the purposes of reporting information to the Governor and the General Assembly regarding multidivision online learning during the previous school year.

ACCOUNTABILITY	
Pupil Performance	The pupil performance standards for online courses or virtual school programs meet or exceed any applicable Virginia Board of Education Standards of Accreditation. Any educational objectives and assessments used to measure pupil progress toward achieving pupil performance standards are in accordance with the Board's Standards of Accreditation and all applicable state and federal laws.
Content	The content of each online course is accurate, rigorous, and meets or exceeds the content of courses taught in traditional school environments. The multidivision online provider must provide evidence that at least two subject matter experts have reviewed and validated the accuracy of online content. Standards meet or exceed the Virginia Standards of Learning and the Standards of Accreditation.

CURRICULUM AND INSTRUCTION	
Research-based	Curriculum and instruction reflect both scientifically-based research and best practices for online courses.
Differentiation	Differentiation in content, delivery of content, and assessments meets the needs of a variety of learners.
Special Needs	Students with special needs, including students with disabilities, students with limited English proficiency, students with financial limitations, students from traditionally underrepresented groups, and others, are not excluded from participating in courses provided by the multidivision online provider. The provider must comply with all state and federal regulations specific to students with disabilities and work with the division to ensure student individualized education programs (IEPs) are implemented.

TECHNOLOGY	
Reliability	The system used to support course delivery and management is effective and reliable.
Support	Technical support is consistently available on a timely basis for students, parents, and school divisions.

Attachment B

Procedures for the Submission and Review of the Multidivision Online Provider Application

I.   **Application Process for Multidivision Online Providers**

The application, appeals, monitoring, and revocation processes address the following section of the *Code of Virginia.*

> *As specified in § 22.1-212.24.A, the Superintendent of Public Instruction will develop, and the Board of Education will approve, the processes for approving and monitoring multidivision online providers, as well as a process for the revocation of a previously approved multidivision online provider and an appeal process for a multidivision online provider whose approval was revoked or for whom application was denied.*

Local school boards in Virginia may enter into contracts with private organizations, educational institutions, or nonprofit virtual school organizations to establish multidivision online provider agreements once the Superintendent of Public Instruction has established the private, nonprofit, or school division virtual school organization as an approved multidivision online provider. The instruction in a virtual school is done primarily by a teacher who is in a different physical setting from the student, though local mentors may support this instruction.

A multidivision online provider is
- a private or nonprofit organization that enters into a contract with a local school board to provide online courses or programs through that school board to students who reside in Virginia both within and outside the geographical boundaries of that school division
- a private or nonprofit organization that enters into contracts with multiple local school boards to provide online courses or programs to students in grades K through 12 through those school boards
- a local school board that provides online courses or programs to students who reside in Virginia but outside the geographical boundaries of that school division

A multidivision online provider is not
- a local school board's online learning program in which fewer than 10 percent of the students enrolled reside outside the geographical boundaries of that school division
- multiple local school boards that establish joint online courses or programs in which fewer than 10 percent of the students enrolled reside outside the geographical boundaries of those school divisions
- local school boards that provide online learning courses or programs for their students through an arrangement with a public or private institution of higher education
- local school boards providing online courses or programs through a private or nonprofit organization that has been approved as a multidivision online provider

Electronic applications for approval will be made available on the Virginia Department of Education (VDOE) Web site on February 1, 2011. Applications will be accepted for a period of 30 calendar days

beginning February 1. The application will be accessible at
http://www.doe.virginia.gov/instruction/virtual_learning/index.shtml.

Applications will be reviewed by teams selected by VDOE and whose members have expertise in curriculum, instruction, online learning, counseling support, assessment and accountability, finance, staff quality, data collection and use, and technology and technical support. The applications will be reviewed based on the Criteria for Approving Multidivision Online Providers. These teams will prepare a report with recommendations for the Superintendent of Public Instruction within 30 business days of the close of the application period.

The Superintendent of Public Instruction will make a decision regarding approval of multidivision online providers and official notification of approval or notification of denial will be mailed to the applicant within 45 business days of the close of the application period. The letter will be sent by the U.S. Postal Service and will include detailed reasons for denial if applicable.

II.   Appeals Process for Multidivision Online Providers

If the Superintendent of Public Instruction denies approval of an application, the applicant may submit a revised application within 30 business days of notification; the applicant is not required to submit a revised application. The Superintendent of Public Instruction will review any changes and either approve or deny the resubmitted application within 45 business days from the receipt of a resubmitted application.

An applicant whose application has been denied by the Superintendent of Public Instruction, either upon the original submission of the application or upon submission of a revised application, may appeal the decision of the Superintendent of Public Instruction to the Virginia Board of Education.

The appeal must be submitted to the Virginia Board of Education within 30 business days of the mailing of the decision being appealed. The appeal must be in writing. The appeal shall contain: (1) a copy of the decision being appealed; (2) the applicant's statement of the errors alleged in the decision of the Superintendent of Public Instruction; and (3) together with those portions of the application that bear on the issues on appeal.

The appeal to the Board is on the record, and the Board will not receive additional information, except for good cause shown. "Good cause" means: (1) there is significant, relevant information not previously available and not presented to the Superintendent of Public Instruction; (2) there have been significant changes in factors or circumstances relating to the application subsequent to the application being presented to the Superintendent; or (3) there is a substantial material mistake of fact or law in the application, and which could not have been avoided by diligence on the part of the applicant.

Upon receipt of the appeal, the Board will convene to hear the matter; the meeting may be either a regularly scheduled meeting of the Board, or upon a meeting called specially for the purpose. The Board delegates to the president the authority to issue such rulings and instructions as will ensure that the appeal is heard in a timely, efficient, and effective manner. The Board will render its decision in writing.

Denied applicants may also submit a new application in subsequent application periods.

III. Monitoring Process for Multidivision Online Providers

An oversight committee of the Virginia Department of Education will conduct selected reviews of approved providers and their approved courses each year. The intent of the monitoring process is to provide oversight through periodic review of previously approved programs and to intervene when programs no longer meet the Criteria for Approving Multidivision Online Providers, including possible revocation of approved programs. Information from the reviews will be used in preparing a required annual report to the Governor and the General Assembly of Virginia.

The applicant must submit a Provider Monitoring Report each year that includes information required by the Virginia Department of Education; however, the Department of Education may request that a Provider Monitoring Report be completed and submitted at any time. Multidivision online providers must complete a full review after three years. Updates and changes to approved multidivision online provider programs will be submitted using the Provider Monitoring Report. The oversight committee will evaluate the information about program changes as well as information collected from stakeholder surveys and statistical data related to course completion and student growth and achievement. The oversight committee will make a recommendation within 30 business days. Based on the recommendation of the oversight committee, a decision regarding the continued approval of multidivision online providers will be made by the Superintendent of Public Instruction within 15 business days of receipt of the monitoring report. The applicants will be notified of their status via a letter sent by the U.S. Postal Service within 45 business days of the end of the monitoring report period.

A multidivision online provider that no longer meets the Criteria for Approving Multidivision Online Providers is placed on provisional status (they may continue to serve Virginia students currently enrolled in the multidivision online program but cannot enroll new students or enter into new multidivision online provider contracts) and must address the concerns of the oversight committee and the Superintendent of Public Instruction within 40 business days of receipt of notification. If the provider does not address the concerns to the satisfaction of the Superintendent of Public Instruction, the approval status of the provider may be revoked at the end of the academic year or provisional status may be extended; however, provisional status will not be extended past the full review date.

IV. Revocation Process for Multidivision Online Providers

The approval of a multidivision online provider will remain in effect until the approval is revoked for cause, pursuant to section *§ 22.1-212.24* of the *Code of Virginia*. The decision regarding revocation of a previously approved multidivision online provider will be made by the Superintendent of Public Instruction based on the oversight committee's report and recommendation during the monitoring process.

Revocation notices will be made by certified mail within five business days after the decision has been made.

If the Superintendent of Public Instruction has revoked a provider's approval, the applicant may appeal, in writing, to the Virginia Board of Education within 30 business days of the date the revocation letter is mailed. The Board of Education will review the appeal within 60 business days of the date the appeal is received—or at the next public meeting if none takes place within 60 days of receiving the appeal. The final decision of the Board of Education will be sent by letter to the individual submitting the appeal. This decision of the Board of Education is intended to be a final "case decision" within the meaning of the Virginia Administrative Process Act (APA) *§ 2.2-4000 et seq.* of the *Code of Virginia*, and subject to further review in accordance with the APA and Part 2A of the Supreme Court of Virginia. The APA details the authority of state agencies to make decisions based on regulations and explains the standard procedures to be used.

If a provider's approval is revoked by the Superintendent of Public Instruction and upheld by the Board of Education, the applicant may submit a new application during the next application period.

Attachment C

Components of
Application to Become an Approved Multidivision Online Provider
(Note: The application will be an online form to be completed by applicants.)

The Application addresses the following sections of the *Code of Virginia*.
As specified in § 22.1-212.24.A & B, the Superintendent of Public Instruction will develop, and the Board of Education will approve, the criteria and application process for approving multidivision online providers, including those specified in these sections. Per § 22.1-212.26.A & B, teachers and administrators for multidivision online providers must meet specified requirements.

An application must be completed by each provider that is seeking approval to become a multidivision online provider through local school boards in Virginia. The initial online application period will be available for 30 calendar days.

Applications must include all the information requested by the Virginia Department of Education and in the form and by the date requested. Incomplete applications will not be considered. The Virginia Department of Education will provide the applicant with a written decision regarding the approval or denial of the application within 45 business days of the close of the application period.

A copy of the Application Affidavit must be signed, scanned, and attached to the application as a PDF.

APPLICATION FOR APPROVAL AS A MULTIDIVISION ONLINE PROVIDER

(Note: The application will be an online form to be completed by applicants, though this page will be printed, signed, and submitted as a PDF document.)

Part I. Applicant Affidavit

Applicant: _____

Primary Contact Person: _____

Address:_____City/State/Zip:_____

Telephone:_____Fax:_____

E-Mail Address: _____Web Site:_____

Printed Name:_____Signature: _____

Title:_____Date Signed:_____

Certification:

The applicant acknowledges that federal and state laws and regulations prohibit certain forms of discrimination. The applicant further acknowledges that, by entering into a contract with a local school division for the provision of services, the applicant may become subject to such laws or regulations, either directly through the application of such laws or regulations to itself, or in the provision of services under the contract with the local school division.

I, _____, certify that the information contained in, and attached to, this application is true and correct to the best of my knowledge and that the multidivision online provider program conforms to the provisions of the *Code of Virginia § 22.1-212.23* through *22.1-212.27*. If changes occur in the operation or ownership of the program, I further certify that I will notify the Virginia Department of Education prior to or immediately following such changes. I understand that providing false, misleading, or incomplete information or failing to notify the Department of changes as they occur may result in the removal of the entity from the list of approved multidivision online providers as provided for in the above-referenced *Code*.

_____
Signature of Authorized Official   Date

_____
Title

APPLICATION FOR APPROVAL AS A MULTIDIVISION ONLINE PROVIDER

(Note: The application will be an online form to be completed by applicants.)

Part II. Program Profile

The Application: Program Profile addresses the following section in the *Code of Virginia.*

> As specified in § 22.1-212.25, the Virginia Department of Education will develop and maintain a Web site that provides objective information for students, parents, and educators regarding online courses and virtual programs offered through local school boards by approved multidivision online providers. Some of this information must be provided by multidivision online providers as a condition of maintaining Board approval.

Please respond to each of the following, limiting the number of characters when noted:

1. Type of program (e.g., full-time, supplemental, fully-online, blended [online instruction by a teacher in a different physical location from the student but with local mentors], computer-based instruction, or other)
2. URL for provider's Web site and contact information for division personnel, parents, and students, as well as a link to a course directory page where individual course syllabi may be accessed (list of approved courses and link to Web page for "Virginia Approved Courses")
3. Grade levels served
4. Target population (e.g., full-time, credit recovery, expanded options, advanced placement, etc.)
5. Capacity of the program in terms of the number of full-time equivalent students that can be served each year
6. Enrollment schedule and course calendar, including course withdrawal dates, cohort information, and grading periods
7. The learning management system used, including Shareable Content Object Reference Model (SCORM) compliance (300 characters)
8. Third-party providers used and their interactions with stakeholders, including how this interaction is monitored (300 characters)
9. Instructional model used in courses (600 characters)
10. Technology infrastructure model used to deliver and support courses (300 characters)
11. In general, online teacher qualifications, including academic credentials, licensure, certifications, experience, and the teacher review process (600 characters)
12. Average teacher load by subject area or grade-level range
13. In general, type and frequency of synchronous and asynchronous methods of student-teacher interaction, including the monitoring process (300 characters)
14. Average teacher availability (hours of support) for students and parents, including communication methods (300 characters)
15. Technical support availability for students, parents, and school personnel and methods for providing timely support (300 characters)
16. How student progress is monitored and reported, including verification of authenticity of student work (300 characters)
17. Course completion rates and graduation rates, where applicable (300 characters)

18. Information on student test scores, including Virginia's Standards of Learning assessment outcomes; English language proficiency; the SAT, ACT, and Advanced Placement test outcomes; and outcomes on other standardized assessments as applicable (600 characters)
19. Specific special education supports and services for students with disabilities who have an individualized education program (IEP) or a 504 Plan (600 characters)
20. Information on support services, including career explanation and counseling, academic advising and placement, assistance for students with limited English proficiency, mental health and social services, gifted education, high school/college dual-enrollment credits, etc. (600 characters)
21. Information on Internet safety policies, procedures, and monitoring (600 characters)
22. Information on disaster recovery plans and strategies for addressing short- and long-term service interruptions (300 characters)
23. Program experience in providing online or virtual instruction programs (300 characters)

APPLICATION FOR APPROVAL AS A MULTIDIVISION ONLINE PROVIDER
(Note: The application will be an online form to be completed by applicants.)

Part III. Program Requirements

The Application: Program Requirements address the following sections of the *Code of Virginia*.
> *As specified in § 22.1-212.24.A & B, the Superintendent of Public Instruction will develop, and the Board of Education will approve, the criteria and application process for approving multidivision online providers, including those specified in these sections. Per § 22.1-212.26.A & B, teachers and administrators for multidivision online providers must meet specified requirements.*

Please indicate whether your virtual instruction program meets these requirements by checking the appropriate box. Applications must provide documentation to support responses for each question. An application without the requested documentation will not be considered for approval.

This application is a
- □ new submission
- □ resubmission (previously denied)
- □ resubmission (third year monitoring submission)
- □ resubmission (expanding or revising scope of services)

Accreditation

The multidivision online provider's program is accredited by one of the following accrediting agencies:
(Please check one of the agencies listed below and attach accreditation certificate with dates of validity.)

- □ AdvancEd (formerly Commission on International and Trans-Regional Accreditation [CITA], North Central Association Commission on Accreditation and School Improvement [NCA CASI], and Southern Association of Colleges and Schools Council on Accreditation and School Improvement [SACS CASI])
- □ Middle States Association of Colleges and Schools Commission on Elementary Schools and Commission on Secondary Schools
- □ New England Association of Schools and Colleges (NEASC)
- □ Northwest Accreditation Commission (NWAC) (formerly Northwest Association of Accredited Schools)
- □ Western Association of Schools and Colleges (WASC)
- □ Virginia Council for Private Education (VCPE)

Note: School divisions operating as multidivision online providers may be deemed as meeting accreditation requirements if a majority of its schools are fully accredited by the Virginia Board of Education.

Organizational Stability

The multidivision online provider has an effective and stable organizational management structure. The multidivision online provider is financially solvent. The legal status of the online program is clear with no ambiguities in ownership, control, or responsibility.

> *Please provide written documentation to support provider compliance:*
> * *Independent audit findings or other financial information that document financial stability from the previous three years, if available*

Staffing

I.   All teachers hired by the multidivision online provider who provide instruction to students meet the requirements set forth in section *§ 22.1-296.1* and *22.1-296.2* of the *Code of Virginia* and will be highly qualified, licensed by the Virginia Board of Education, and endorsed in their course content area.

> *Please include evidence to support provider compliance:*
> * *Evidence that the multidivision online provider will hire only highly qualified teachers licensed by the Virginia Board of Education and endorsed in the content area they will teach*
> * *An electronic listing of all teachers; teacher license number; and dates of background, fingerprint, and convictions check, to be updated immediately as new teachers are hired. No course will be approved to be offered until a teacher has been hired.*
> * *Willingness and ability to provide other staff records to the Virginia Department of Education with the information necessary to verify compliance for maintaining approval*

II.   All administrators hired by the multidivision online provider meet the requirements set forth in section *§ 22.1-212.26.B* of the *Code of Virginia*. The *Code of Virginia* states: "The administrator of a virtual school program must hold an advanced degree from a regionally accredited institution of higher education with educational and work experience in administering education programs."

> *Please include evidence to support provider compliance:*
> * *Qualifications required by the provider for administrators*

III.   Provide at least one FTE teacher at a reasonable ratio to students based on grade and subject being taught, but not exceeding 150 students per FTE teacher.

> *Please include evidence to support provider compliance:*
> * *A statement regarding student/teacher ratios that will not be exceeded, listed by course, and a rationale supporting the established ratio.*

Data

I.   Multidivision online providers must provide data to each division in which students are enrolled for the purposes of monitoring student participation and progress to ensure that students meet

division participation requirements and make progress toward successful completion of the course. Data and data management meet state and federal reporting requirements.

Please include evidence to support provider compliance including the following:
- *Written policies and procedures for recording, monitoring, and reporting student participation and progress*
- *Written grading and reporting policies*
- *Ability to deliver data to meet state and federal requirements*
- *Ability to transmit data electronically to each division*

II.   Multidivision online providers must provide data to the Virginia Department of Education for the purposes of reporting information to the Governor and the General Assembly regarding multidivision online learning during the previous school year.

Please include evidence that the following data are collected and, where applicable, can be reported in a format consistent with the requirements of the Virginia Department of Education's data collection:
- *Parental satisfaction*
- *Activities and outcomes of course and provider approval reviews. This may include how course satisfaction and approval of the provider's services by the contracting division are conducted and how the results will be shared with the Virginia Department of Education*

Accountability

I.   The pupil performance standards for online courses or virtual school programs meet or exceed any applicable Virginia Board of Education Standards of Accreditation. Any educational objectives and assessments used to measure pupil progress toward achieving pupil performance standards are in accordance with the Board's Standards of Accreditation and all applicable state and federal laws.

Please provide written documentation to support provider compliance:
- *Evidence that the multidivision online provider has the ability to work with divisions to meet the applicable Virginia Board of Education Standards of Accreditation, and all applicable state and federal laws*

II.   The content of each online course is accurate, rigorous, and meets or exceeds the content of courses taught in traditional school environments. Standards meet or exceed the Virginia Standards of Learning and the Standards of Accreditation.

Please provide written documentation to support provider compliance:
- *The complete list of courses to be offered in Virginia, including a URL for the course directory which includes an online syllabus for each course*
- *Correlation using the online template provided by VDOE for all courses being offered to Virginia students, indicating what Virginia Standards of Learning are met by each course and describing where each course might exceed Virginia's Standards of Learning*
- *Certification that at least two subject matter experts have reviewed and validated the accuracy of content*

- *Written policies and procedures related to supporting state achievement testing*

Curriculum and Instruction

I. Curriculum and instruction reflect both scientifically-based research and best practices for online courses.

   Please provide written documentation to support provider compliance:
   - *Descriptions of basis for curriculum used and/or developed*
   - *Descriptions of basis for instructional methodologies used*

II. Differentiation in content, delivery of content, and assessments meets the needs of a variety of learners.

   Please provide written documentation to support provider compliance:
   - *Description of means used to differentiate course content*
   - *Description of how delivery of content is differentiated for different learners*
   - *Description of various assessments used throughout the course*

III. Students with special needs, including students with disabilities, students with limited English proficiency, students with financial limitations, students from traditionally underrepresented groups, and others, are not excluded from participating in courses provided by the multidivision online provider. The provider must comply with all state and federal regulations specific to students with disabilities and work with the division to ensure student individualized education programs (IEPs) are implemented.

   Please provide written documentation to support provider compliance:
   - *Evidence that no students are excluded based on special needs*
   - *Evidence that materials used in courses are in accessible digital formats for use by assistive technology devices or programs and that content is SCORM compliant*
   - *Evidence that the multidivision online provider has the ability to work with LEA to meet the applicable state and federal regulations specific to students with disabilities and to implement specific student IEPs*

Technology

I. The system used to support course delivery and management is effective and reliable.

   Please provide written documentation to support provider compliance:
   - *Description of the chosen course delivery and management system*
   - *Statistical information on system availability, downtime, and back-up procedures*

II. Technical support is consistently available on a timely basis for students, parents, and school divisions.

   Please provide written documentation to support provider compliance:

- *Description of technical support mechanisms in place*

Upon request, the applicant will provide course access to the Virginia Department of Education during the review phase of the application process.

Course Correlation to Virginia Standards of Learning

A 90 percent alignment to the Virginia Standards of Learning is required for approval.

[THIS WILL BE AN ONLINE FORM]

Name of Provider:
Name of Course:
URL for Course Syllabus:
Last Revision Date:

(Specify grade and subject area SOL)	
Standard:	**How does the course content address this standard? (Please refer to syllabus posted on your Web site.)**
1.1 The student will	
a) demonstrate …	
b) analyze …	
c) draw conclusions …	

How might this course exceed the Virginia Standards of Learning?

APPLICATION FOR APPROVAL AS A MULTIDIVISION ONLINE PROVIDER

(Note: The application will be an online form to be completed by applicants.)

Part IV. Program Description

The Application: Program Description addresses the following sections of the *Code of Virginia*.
> As specified in § 22.1-212.24.A & B, the Superintendent of Public Instruction will develop, and the Board of Education will approve, the criteria and application process for approving multidivision online providers, including those specified in these sections. Per § 22.1-212.26.A & B, teachers and administrators for multidivision online providers must meet specified requirements.

The following information will assist the Virginia Department of Education evaluation team using an application review rubric to determine the quality of the provided services. These responses will be used while reviewing the program. Please provide a narrative response not to exceed the specified character limits. Include prior experience, if applicable (for the initial application only, such experience may reflect that from comparable states if not currently a provider in Virginia). For organizations which have not provided online courses before, and for the initial application only, descriptions of policies, procedures and descriptions of the program's technical capabilities to meet the requirements will be considered.

Organizational Strengths (5,000 characters)

Provide information about the leadership, organizational, and management structure of the multidivision online provider, including:
- Mission statement
- Functions, organization, responsibilities, and membership of the governance organization
- Stability of management structures
- Tenor of relationships between all levels in the organization

Teacher and Administrator Quality (5,000 characters)

Provide information on teacher quality within the virtual program, indicating the proficiency of teachers—including descriptions of measures—in the following areas:
- Content area knowledge
- Multimedia applications and tools
- Developmentally appropriate software
- Assessment
- Internet safety policies

This should also include professional development requirements and teacher evaluation procedures.

Descriptive information should include the following data. No course will be approved to be offered until a teacher has been hired.
- Total number of teachers
- Number and percentage of teachers with advanced degrees

- Average and range of years of teaching experience
- Average and range of years of online teaching experience
- Number and percentage of highly qualified teachers
- Percentage of National Board Certified teachers
- Teacher/staff turnover rates

Provide information about administrator quality within the virtual school program, including information about:
- Requirements for previous experience with administering educational programs
- Number of teachers supervised
- Ongoing professional development requirements

Data Management (5,000 characters)

Provide information about the use of data for management and instruction and how data is protected:
- How data integrity is managed
- Data security policy and implementation plan, as well as verification that data management and reporting practices are in compliance with federal and state privacy laws, including the Family Educational Rights and Privacy Act (FERPA) and Virginia's Government Data Dissemination and Practices Act, known as the Privacy Act

Include information on the following:
- Protection from security threats such as viruses and hackers
- Reporting and data transmission policies and measures to ensure compliance with state and federal privacy laws

Provider Accountability (5,000 characters)

Provide information documenting student assessment and program accountability (for the initial application only, this may include examples from comparable states if currently not a provider in Virginia)—including the ability to provide electronic data to the Virginia Department of Education, school divisions, and other stakeholders—and how the following are tracked:
- Student participation rates in the Virginia Standards of Learning tests, early literacy assessments, or other types of standardized tests, including the names and types of assessments, grade levels, and participation rates
- Student, school, and program performance results, including nationally recognized standardized test results; Standards of Learning assessments; results from end-of-course exams; college entrance and readiness exams, including the SAT, ACT, and Advanced Placement tests, where applicable; rates of promotion to the next grade; high school graduation rates; postsecondary enrollment rates and the need for remediation/developmental coursework upon enrollment in postsecondary education programs; professional licenses and credentials earned; successful completion rates; student mobility rates; and dropout rates
- Summary data on noncompleters or dropouts related to the timing of and primary reasons for withdrawal

Curriculum and Instruction (10,000 characters)

Provide information documenting your curriculum's design and effectiveness. Include the following:
- Source or origin of your course content
- Strengths of teaching pedagogy followed and supported
- Basis for and frequency of revisions
- Progress monitoring used to frequently assess students' growth toward meeting specific learning objectives with a description of how students who are not meeting objectives receive additional assistance
- How course requirements and expectations are communicated to parents, students, and other stakeholders
- What type of orientation and other supporting services for students are provided
- Equity-related policies and practices for providing access to students with disabilities, students with limited English proficiency, traditionally underrepresented students, and students with financial and other constraints (see the Americans with Disabilities Act: http://www.ada.gov/ and the Individuals with Disabilities Education Act: http://idea.ed.gov/)
- Steps taken to ensure content is SCORM compliant and in accessible digital formats
- Protection from online bullies and potential predators
- Resources to promote Internet safety and positive digital citizenship

Technology Infrastructure, System Performance, and Technical Support (5,000 characters)

Describe the technology infrastructure that supports the delivery of online courses, including the following:
- Technical requirements for end users
- Alternative means of delivery for content if the system is down

Describe the overall system performance of the learning management system, including off-site back-up frequency for student data and other critical information.

Describe the technical support for students, parents, and staff, including the following:
- Training provided for mentors and/or parents, if course is blended
- Types of technical assistance provided
- Hours/days technical support is available and how support can be accessed
- Staffing levels for technical support
- Average response time
- Typical procedures for students when encountering problems

Other Indicators of Program Success (2,500 characters)

Describe any additional support for the program, such as the following:
- A summary of stakeholder satisfaction survey results with links or an address to obtain copies of the complete survey results
- Awards, recognitions, testimonials, etc.

Application Review Rubric

CATEGORY	CRITERIA	MEETS	DOES NOT MEET
ORGANIZATION REQUIREMENTS			
Accreditation	The multidivision online provider's program is accredited by one of the following accrediting agencies: • AdvancEd (formerly Commission on International and Trans-Regional Accreditation [CITA], North Central Association Commission on Accreditation and School Improvement [NCA CASI], and Southern Association of Colleges and Schools Council on Accreditation and School Improvement [SACS CASI]) • Middle States Association of Colleges and Schools Commission on Elementary Schools and Commission on Secondary Schools • New England Association of Schools and Colleges (NEASC) • Northwest Accreditation Commission (NWAC) (formerly Northwest Association of Accredited Schools) • Western Association of Schools and Colleges (WASC) • Virginia Council for Private Education (VCPE) • School divisions operating as multidivision online providers may be deemed as meeting accreditation requirements if a majority of its schools are fully accredited by the Virginia Board of Education.		
Organizational Stability	The multidivision online provider has an effective and stable organizational and management structure. The multidivision online provider is financially solvent. The legal status of the online program is clear with no ambiguities in ownership, control, or responsibility.		
Reviewer's Comments:			
STAFFING			
Teachers	All teachers hired by the multidivision online provider who provide instruction to students meet the requirements set forth in section *§ 22.1-296.1 and 22.1-296.2* of the *Code of Virginia* and will be highly qualified, licensed by the Virginia Board of Education, and endorsed in their course content area. If teachers have not yet been hired, policies and		

CATEGORY	CRITERIA	MEETS	DOES NOT MEET
	procedures in place ensure they will be hired to meet the above requirements. The multidivision online provider must provide at least one FTE teacher at a reasonable ratio to students based on grade and subject being taught but not exceeding 150 students per FTE teacher.		
Administrators	All administrators hired by the multidivision online provider meet the requirements set forth in section *§ 22.1-212.26.B* of the *Code of Virginia*. The *Code of Virginia* states: "The administrator of a virtual school program must hold an advanced degree from a regionally accredited institution of higher education with educational and work experience in administering education programs." If administrators have not yet been hired, policies and procedures in place ensure they will be hired to meet the above requirements.		
Reviewer's Comments:			
	DATA		
Data Reporting	Multidivision online providers are able to provide data to each division in which students are enrolled for the purposes of monitoring student participation and progress to ensure that students meet division attendance requirements and make progress toward successful completion of the course. Data and data management meet state and federal reporting requirements.		
Data Reporting	Multidivision online providers are able to provide data to the Virginia Department of Education for the purposes of reporting information to the Governor and the General Assembly regarding multidivision online learning during the previous school year.		
Reviewer's Comments:			
	ACCOUNTABILITY		
Pupil Performance	The pupil performance standards for online courses or virtual school programs meet or exceed any applicable Virginia Board of Education Standards of Accreditation. Any educational objectives and assessments used to measure pupil progress toward achieving pupil performance standards are in accordance with the Board's Standards of Accreditation and all applicable state and federal laws.		

CATEGORY	CRITERIA	MEETS	DOES NOT MEET
Content	The content of each online course is accurate, rigorous, and meets or exceeds the content of courses taught in traditional school environments. The multidivision online provider must provide evidence that at least two subject matter experts have reviewed and validated the accuracy of online content. Standards meet or exceed the Virginia Standards of Learning and the Standards of Accreditation.		
Reviewer's Comments:			
CURRICULUM AND INSTRUCTION			
Special Needs	Students with special needs, including students with disabilities, students with limited English proficiency, students with financial limitations, students from traditionally underrepresented groups, and others, are not excluded from participating in courses provided by the multidivision online provider. The provider must comply with all state and federal regulations specific to students with disabilities and work with the division to ensure student individualized education programs (IEPs) are implemented.		
Research-based	Curriculum and instruction reflect both scientifically-based research and best practices for online courses.		
Differentiation	Differentiation in content, delivery of content, and assessments meets the needs of a variety of learners.		
Reviewer's Comments:			
TECHNOLOGY			
Reliability	The system used to support course delivery and management is effective and reliable.		
Support	Technical support is consistently available on a timely basis for students, parents, and school divisions.		
Reviewer's Comments:			