

Virginia Board of Education Agenda Item



Agenda Item: J

Date: October 25, 2012

| | | | |
|------------------|--|--------------|----------------|
| Title | Final Review of a Request for Approval of an Innovative Program Opening Prior to Labor Day from Henrico County Public Schools | | |
| Presenter | Ms. Anne D. Wescott, Assistant Superintendent for Policy and Communications Dr. Patrick J. Russo, Superintendent, Henrico County Public Schools | | |
| E-mail | Anne.Wescott@doe.virginia.gov | Phone | (804) 225-2403 |

Purpose of Presentation:

Action required by state or federal law or regulation.

Previous Review or Action:

Previous review and action. Specify date and action taken below:

Date: May 24, 2012

Action: First review

Action Requested:

Final review: Action requested at this meeting.

Alignment with Board of Education Goals: Please indicate (X) all that apply:

| | |
|---|--|
| | Goal 1: Expanded Opportunities to Learn |
| | Goal 2: Accountability of Student Learning |
| | Goal 3: Nurturing Young Learners |
| | Goal 4: Strong Literacy and Mathematics Skills |
| | Goal 5: Highly Qualified and Effective Teachers and Administrators |
| X | Goal 6: Sound Policies for Student Success |
| | Goal 7: Safe and Secure Schools |
| | Other Priority or Initiative. Specify: |

Background Information and Statutory Authority:

Goal 6: The review of the request to waive the requirement that the school year would begin prior to Labor Day, pursuant to § 22.1-79.1 of the *Code of Virginia* relates to the goal that the Board will provide leadership in the development and implementation of state and federal laws and regulations in ways that provide sound policies for student success.

Section 22.1-79.1 of the *Code of Virginia* prohibits local school boards from adopting school calendars that require schools to open prior to Labor Day unless a waiver is granted by the Board for "good cause." The conditions under which the Board may grant such waivers are outlined in the *Code*. The provision that permits the Board to approve a waiver for an experimental or innovative program may be found in § 22.1-79.1 as follows:

§ 22.1-79.1. Opening of the school year; approvals for certain alternative schedules.

- A. Each local school board shall set the school calendar so that the first day students are required to attend school shall be after Labor Day. The Board of Education may waive this requirement based on a school board certifying that it meets one of the good cause requirements of subsection B.
- B. For purposes of this section, "good cause" means:
1. A school division has been closed an average of eight days per year during any five of the last 10 years because of severe weather conditions, energy shortages, power failures, or other emergency situations;
 2. A school division is providing, in the school year for which the waiver is sought, an instructional program or programs in one or more of its elementary or middle or high schools, excluding Virtual Virginia, which are dependent on and provided in one or more elementary or middle or high schools of another school division that qualifies for such waiver. However, any waiver granted by the Board of Education pursuant to this subdivision shall only apply to the opening date for those schools where such dependent programs are provided;
 3. A school division is providing its students, in the school year for which the waiver is sought, with an experimental or innovative program which requires an earlier opening date than that established in subsection A of this section and which has been approved by the Department of Education pursuant to the regulations of the Board of Education establishing standards for accrediting public schools. However, any waiver or extension of the school year granted by the Board of Education pursuant to this subdivision or its standards for accrediting public schools for such an experimental or innovative program shall only apply to the opening date for those schools where such experimental or innovative programs are offered generally to the student body of the school. For the purposes of this subdivision, experimental or innovative programs shall include instructional programs that are offered on a year-round basis by the school division in one or more of its elementary or middle or high schools; or
 4. A school division is entirely surrounded by a school division that has an opening date prior to Labor Day in the school year for which the waiver is sought. Such school division may open schools on the same opening date as the surrounding school division....

The *Regulations Establishing Standards for Accrediting Public Schools in Virginia*, at [8 VAC 20-131-290.D](#), permit local school boards to seek approval to implement experimental or innovative programs under the following conditions:

- D. With the approval of the local school board, local schools seeking to implement experimental or innovative programs, or both, that are not consistent with these standards shall submit a waiver request, on forms provided, to the board for evaluation and approval prior to implementation. The request must include the following:
1. Purpose and objectives of the experimental/innovative programs;
 2. Description and duration of the programs;
 3. Anticipated outcomes;

4. Number of students affected;
5. Evaluation procedures; and
6. Mechanisms for measuring goals, objectives, and student academic achievement....

In 1998, the Board adopted the following definitions for experimental and innovative programs in the *Guidance Document Governing Certain Provisions of the Regulations Establishing Standards of Accrediting Public Schools in Virginia (8 VAC 20-131)*:

"An experimental program shall be a program which is operated under controlled circumstances and which is designed to test and to establish, by objective measures, the positive cognitive effect of an educational theory."

"An innovative program shall be a program shown to produce a positive educational effect but which does not meet standard operating or procedural requirements."

The following school divisions with innovative or experimental programs were approved to begin school prior to Labor Day for the 2012-2013 school year:

- Charlotte County Public Schools (six schools) and Covington City Public Schools (two schools) were approved for waivers for innovative or experimental programs that are not year-round schools.
- Alexandria City Public Schools (two schools), Arlington County Public Schools (one school), and Richmond City Public Schools (one) were approved for waivers for year-round schools.

Summary of Important Issues:

Henrico County Public Schools is requesting a waiver to begin school prior to Labor Day for an innovative program. The innovative program, as proposed in the waiver request, is that the schools would begin prior to Labor Day. The waiver request notes several programs that would benefit if it were permitted to begin school before Labor Day.

- The school calendar would be consistent with the J. Sargeant Reynolds Community College calendar for those students in dual enrollment courses. Henrico County Public Schools has partnerships with several area colleges and universities to offer dual enrollment courses to its students. A recent partnership with J. Sargeant Reynolds Community College, housed at J. R. Tucker High School, allows students from all Henrico County high schools to earn their high school diploma and an Associate of Science degree at the same time. Henrico County Public Schools is offering a second such program in business, at Highland Springs High School, that began this fall.
- Students who take Advanced Placement (AP) or International Baccalaureate® (IB) courses would have additional instructional time before having to take tests. The dates for the AP and IB tests are set by the College Board and the International Baccalaureate not by the state or local education agency.

Henrico County Public Schools has revised its waiver request to include information that it is planning to implement the College Readiness Center (CRC), a school reform model for students in K-8 that is designed to close the achievement gap. Students who participate in the program would be required to attend school for eight additional weeks during the summer. The program would focus on 21st Century

Skills, such as communication and problem-solving, and the Standards of Learning. The program would be voluntary, and parental involvement would be expected.

The waiver request includes reasons why Henrico County Public Schools would want to begin school before Labor Day, but it does not show clearly why starting school before Labor Day is required for the innovative program. Section 22.1-79.1.B.3 of the *Code* says, in part: “A school division is providing its students, in the school year for which the waiver is sought, with an experimental or innovative program which requires an earlier opening date than that established in subsection A of this section [after Labor Day]....”

Henrico County Public Schools requests that the waiver apply to all schools in the school division for continuity for families and staff. It should be noted that § 22.1-79.1.B.3 says, in part: “However, any waiver or extension of the school year granted by the Board of Education pursuant to this subdivision or its standards for accrediting public schools for such an experimental or innovative program shall only apply to the opening date for those schools where such experimental or innovative programs are offered generally to the student body of the school.”

Impact on Fiscal and Human Resources:

The impact on state funds for this request is expected to negligible.

Timetable for Further Review/Action:

Following the October 25, meeting, Department of Education staff will notify the School Board and the Superintendent of Henrico City Public Schools of the decision of the Board of Education.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board of Education deny Henrico County Public Schools' request for all of its schools to begin school prior to Labor Day, as the proposal does not comport with the provisions of § 22.1-79.1 of the *Code of Virginia*.

COMMONWEALTH OF VIRGINIA
BOARD OF EDUCATION
P.O. Box 2120
RICHMOND, VIRGINIA 23218-2120

**REQUEST FOR WAIVER OF CERTAIN ACCREDITING STANDARDS
AND/OR APPROVAL
OF AN INNOVATIVE OR EXPERIMENTAL PROGRAM**

The *Regulations Establishing Standards for Accrediting Public Schools in Virginia*, ([8 VAC 20-131-10 et seq.](#)) sets the minimum standards public schools must meet to be accredited by the Board of Education. Accreditation of public schools is required by the Standards of Quality (§§ [22.1-253.13:1 et seq.](#)). The annual accrediting cycle for public schools is July 1 through June 30.

This cover sheet, with the supporting documentation, must be submitted to the Department of Education for review and recommendation to the Board at least 90 days prior to the beginning of an accrediting cycle or the proposed implementation of the program or activity that precipitates the request for the waiver. The types of waivers available and the corresponding section of the standards are indicated below. Please attach additional sheets or information deemed appropriate. (The Board will consider this request in its monthly meeting and school divisions **are required** to appear before the board **in person or electronically** to explain a waiver request.)

SCHOOL DIVISION Henrico County Public Schools

TITLE OF PROGRAM/ACTIVITY Additional Instructional Time Prior to End-of-Year Assessments

TYPE OF APPROVAL REQUESTED:

- Approval of an Alternative to the Standard School Year and School Day ([8 VAC 20-131-150](#))
- Approval of an Alternative Accreditation Plan ([8 VAC 20-131-280.D](#))
- Approval of an Experimental Program (§ [22.1-79.1](#) of the *Code of Virginia* and [8 VAC 20-131-290.D](#))
- Approval of an Innovative Program (§ [22.1-79.1](#) of the *Code of Virginia* and [8 VAC 20-131-290.D](#))
- Approval of a Waiver of Other Provision(s) of the Standards ([8 VAC 20-131-350](#))
(Complete Pages 1 and 3 of the application only.)

SCHOOL OR SCHOOLS INVOLVED IN THE PROPOSED PROGRAM/ACTIVITY All elementary, middle, high schools, and programs

April 26, 2012
Date Approved
by the Local School Board

Signature
Chairman of the School Board

May 4, 2012
Submission Date

Signature
Division Superintendent

SCHOOL DIVISION

Henrico County Public Schools

TITLE OF
PROGRAM/ACTIVITY

Additional Instructional Time Prior to End-of-Year Assessments

IF THE PROPOSED PROGRAM IS EXPERIMENTAL OR INNOVATIVE, FOR EACH SCHOOL EXPLAIN HOW THIS IS SO AND PROVIDE A PROGRAM DESCRIPTION, INCLUDING THE TYPE OF PROGRAM, ITS PURPOSE, THE GRADES SERVED, DEMOGRAPHIC INFORMATION DESCRIBING THE STUDENTS WHO WILL BE ATTENDING, THE RATIONALE FOR THE PROGRAM, THE PROGRAM'S GOALS, EVALUATION PROCEDURES, AND OTHER RELEVANT INFORMATION.

The school division is submitting a calendar waiver application in order to provide students with additional instructional days in preparation for assessments such as the Advanced Placement tests and International Baccalaureate exams. The waiver request falls under the experimental or innovative provision Section 221-79.1, Code of Virginia. "Innovation" is the creation of better or more effective products, processes, services, technologies, or ideas that are accepted by markets, governments, and society. An earlier school-year start is accepted by the Virginia Department of Education as a viable, innovative method to developing a school calendar. Innovation is not necessarily the creation of a new idea or method as it can be the incorporation of new methods currently unpracticed in a particular work system or organization. The ability to begin the school year earlier than currently allowed would be an innovation for Henrico County Public Schools.

In addition to a Pre-Labor Day start innovation, the school division has a new program that requires an adjustment in the calendar. The school division has established the Advance College Academy (ACA) in partnership with J. Sargeant Reynolds Community College (JSRCC) in Henrico, Virginia. The program is located at Tucker High School and is an option for students in all HCPS high schools. The program allows students to earn both an advanced high school diploma and an Associate of Science degree in Social Science in four years. Upon successful completion students are eligible for transfer to more than 20 of Virginia's top colleges and universities. Program highlights follow below. Students:

- engage in a rigorous and challenging 21st century education in a unique program taught by specially trained faculty,
- take high school honors and Advanced Placement classes during the freshman and sophomore years,
- participate in activities designed to prepare students for college classes.
- take colleges classes during the junior and senior years,
- earn 61 credits eligible for transfer to a four-year college or university, and
- participate in clubs, sports, and other extra-curricular activities offered at J. R. Tucker High School.

Since community college classes begin prior to Labor Day, the school division seeks to more closely align its calendar with JSRCC. This will provide more reasonable access and promote success for students who will be engaged in an extremely rigorous program. A second program in business was just announced at the April 26, 2012, HCPS School Board meeting that will be located at Highland Springs High School and will open Fall 2012. Again, the programs will serve students from all of the school division's high schools and are linked to JSRCC. The school division requests that calendar flexibility be allowed so that these two new programs can run concurrently with its school calendar. For that to happen, a Pre-Labor Day start is required. As it now

stands, students enrolled in community college courses must complete courses in less time than other students. Additionally, students in the ACA program will graduate from JSRCC prior to receiving their high school diploma. The school division believes that high school graduation should occur prior to or concurrent with graduation from JSRCC.

As the high school calendar is adjusted, it will be necessary to adjust the middle and elementary school year as well so that continuity among staff schedules and families exist.

Henrico County Public Schools is no stranger to innovative programs. Henrico schools are well known throughout not only the region and state but also the nation.

The school division is equipped with the latest technology as well as state-of-the-art facilities. Laptops are provided to each of our more than 26,000 secondary students each year through our [Teaching and Learning Initiative](#). HCPS was one of the first school divisions in the country to start this initiative in 2001. HCPS strives to promote environmental awareness and responsibility by using energy-saving measures in both new and existing schools.

Our school division has received awards ranging from Best 100 Communities for Music Education in America for the 12th consecutive year, to National School Library program of the year by the American Association of School Librarians. Ten schools earned the 2011 Governor's Award for Educational Excellence and four high schools were recognized as "America's Best High Schools" in *Newsweek* in 2010.

Henrico employs high-quality teachers who are eager to educate well-rounded students. In the [Parent Engagement Satisfaction Survey](#) results from the 2010-2011 school year, 94 percent of parents felt their students got a high quality education and 96 percent of parents felt the school's staff was committed to their child's education. Teachers from multiple schools were awarded "The Creating Excellence Award" by the Virginia Department of Education in 2011 as well.

In our commitment and vision to be the premier school division in the country, HCPS not only offers traditional learning programs, but also offers an array of programs to fit the needs of each and every student. Courses of study vary from [The International Baccalaureate \(IB\) Program](#), [Advance College Academy](#), and multiple [specialty centers](#), to The English Language Learners Program, which serves students who speak 85 different native languages. In short, the school division knows what it is doing and understands innovation.

Additional instructional time prior to aforementioned tests that are fixed in time will result in greater student success and allow more time for students to access higher levels of the curriculum. The debate on the length of the school year is ongoing among educators with research supporting an extended school year in many cases. The opportunity to shift school days forward, in effect, lengthens the school division's year while critical assessments are fixed in time. The school division seeks to use the time available more efficiently and effectively. Using a sports analogy, picture two high school football teams that compete against each other. Team A starts practice two weeks prior to Labor Day and Team B starts practice the day after Labor Day. The two teams will compete in late September. Which team has the advantage?

Henrico students start the school year with a competitive disadvantage as many of their counterparts across Virginia have a significant jump on the school year. If the number of school days available to a student prior to high stakes tests is not important and equitable, then the Virginia 180-day requirement comes into question as well.

The school division has many students participating in dual enrollment courses with local community colleges. Due to the required late start, Henrico students are required to complete the dual enrollment courses in less time than other students who attend those community colleges.

The school division includes in its strategic plan a focus on reducing the achievement gap between majority and minority students. Providing more days of instruction prior to end-of-year assessments is yet another strategy for promoting success among minority students as more time and better preparation yields better results.

The school division acknowledges that the General Assembly entertained the pre-Labor Day start issue on several counts during their last session but failed to pass any legislation to allow for such. The decision to continue to disallow an earlier school year beginning was based primarily on economic concerns and not on educational need. The law as it now stands, puts Virginia in the company of only Michigan in terms of the states that start school after Labor Day. If the economic conditions of a pre-Labor Day start are so devastating, why is it that 48 other states seem to manage an earlier start. As an example, the Florida economy relies heavily on tourism and allows for a Pre-Labor Day start. A pre-Labor Day start does not reduce the number of weeks of summer, it simply shifts the school year forward and provides an earlier start to summer so the two weeks supposedly lost in August are gained in June. It is the hope that the State Board of Education will approach the school division's waiver request based on an educational basis as opposed to an economic one.

Of note during the last General Assembly session is the support of Governor Bob McDonnell to repeal the existing law regarding when schools may start. An excerpt from the Virginia Department of Education's website is attributed to Governor McDonnell's stance on a pre-Labor Day start in his "Opportunity to Learn" K-12 education agenda. Under the caption of Reducing Mandates on Local School Divisions, Governor McDonnell proposes calendar flexibility and the repeal of the requirement that school divisions must begin their school term after Labor Day unless they have a waiver from the Board of Education to increase the amount of instructional time students receive in a given year. The school division agrees with the Governor and seeks the opportunity to make local decisions for its school community. A local board being able to determine its school calendar is yet another innovation.

According to the National Education Commission on Time and Learning (1994), "Learning in America is a prisoner of time. For the past 150 years, American public schools have held time constant and let learning vary. The rule, only rarely voiced, is simple, learn what you can in the time we make available... But we have put the cart before the horse. Our schools and the people involved are captives of clock and calendar. The boundaries of student growth are defined by schedules for bells, buses, and vacations instead of standards for students and learning." The Commission makes our point well.

The school division also seeks equity with respect to students' residential status. It seems that students in Henrico County are discriminated against based on where they live. The fact that a family chooses to reside in Henrico County should not diminish their access to a fair and equitable education offered to students in other parts of Virginia.

In closing, the school division feels that starting the school year earlier is an innovation that will benefit students in Henrico County and the State Board of Education's approval is respectfully requested.

The information that follows is provided as a follow up to the discussion with the State Board of Education on May 24, 2012.

The Henrico County School Board has been examining student performance data by group and acknowledging the achievement gap since 2009. Approaches to closing the achievement gap in Henrico Schools have taken a broad perspective with implementation of instructional strategies that are based on research and best practice; however, the desired progress has not been made so additional efforts are underway.

District leadership hosted a series of community work sessions to identify barriers for closing the achievement gap. Teams of over 250 school and community stakeholders identified barriers including: lack of parental involvement, lack of rigorous instruction including teaching only to the test, teaching to minimum standards, inconsistency across schools, lack of communication to parents and school/staff relationships and a host of other issues.

To that end, Henrico is partnering with Houghton Mifflin Harcourt (HMH) to implement a model of blended learning that increases student and family engagement. Highlights of the plan follow:

The College Readiness Center (CRC) is a school reform that will re-conceptualize and re-create schooling in grades K-8. The new model will rethink the use of staff, classroom and grade configuration, and most importantly, the way students are engaged in instruction and the way parents are connected to instruction. This reform is taking place with the support of HMH in several of the large districts in the United States such as Forsyth County, Gwinnett County, Broward County, and Detroit Public Schools.

The CRC is built on research on school turnaround and transformation and will include four arenas that together create a cohesive school reform model: (1) Teaching and Learning Framework; (2) Systems of Operation and Access to Infrastructure; (3) Staffing and Professional Learning; and (4) Parent Engagement. The Teaching and Learning Framework will be based on student attainment of 21st Century Skills through competency-based pathways that will ultimately prepare students for college and beyond. The program will include balanced assessment and flexible use of time and will extend the school year **for eight additional weeks for CRC students.**

An innovative staff model that supports mixed-age clusters and differentiates the roles of teachers, including instructional planners and facilitators of learning, will be provided. The program will leverage digital learning and calls for the authentic application of knowledge and understanding that enables student progression from teacher-led to self-directed learning. A learning management system will support truly personalized learning experience for students. The Systems of Operation and Access Instruction will allow for the easy development and delivery of learning objects to individual students. Increased access to instructional opportunities through a one-to-one device program will deliver engaging, relevant content tied to both 21st Century Skills and VASOL standards.

The Staff and Professional Learning Network will demand innovation around staffing that will result in greater teacher effectiveness, retention, and best practice models of blended instruction. Job-embedded professional learning through teacher led models, research-based mentoring practices, and demonstration class models will be commonplace.

The Parent Engagement Component of CRC recognizes that parent involvement has not been used strategically in the past to impact student outcomes. Parent communication will welcome families to the school and establish consistent, efficient, and accessible modes of communication for support. The Parent Academy will

leverage web portals and other technologies to connect with parents and provide training and sharing of information.

Primary goals of the CRC model are to (1) close the achievement gap to within five percentage points by 2016 between black students in the pilot program and white counterparts throughout the district; (2) enroll 95% of the students in the High School Advanced College Academy, the Governor's School, or one of the seven high school specialty center programs by the Summer of 2016; and have 90% of the pilot program students go on to a two or four year college by the Fall of 2020.

All that being said, the school division must have calendar flexibility in aligning potential programs (a middle school and elementary feeder schools to high school programs). The High School Advanced Academy needs to start prior to Labor Day and be more closely aligned with the community college schedule to support student learning. The High School Advanced College Academy Program will be available to every student in the school division. Feeder programs like CRC should be aligned with the high school programs to which students are advancing. There is more than adequate research about the critical transition from middle to high school and aligned calendars would be an important factor toward student access and success. The reality is that in order to get students and families to opt for alternative programs such as those described, they must be reasonably accessible. To maintain calendar roadblocks to disadvantaged families only further perpetuates the achievement gap. Disadvantaged families have less flexibility and fewer resources toward adapting to non-traditional schedules. Not to allow calendar alignment among schools further inhibits access to the very students the school division hopes to serve.

As noted earlier, the Advanced College Academy at Tucker High School and soon-to-be at Highland Spring High School is a centerpiece for multiple program initiatives. A primary goal is to prepare diverse groups of students for college careers, especially students from disadvantaged groups. The success of the Advanced College Academy is contingent upon reasonable and feasible feeder systems from kindergarten through grade eight schools that maximize student success.

There are numerous issues/programs for which the school division needs flexibility. Several of these are highlighted below:

- If middle school schedules are adjusted, then there are elementary students who take advanced math courses on site at middle schools and would need to follow the same schedule.
- An earlier start would enhance the connection with higher education students for tutoring and support to all students.
- International Baccalaureate (IB) students K-12, would receive additional weeks of instruction prior to tests. The school division currently has three middle schools and two high schools with IB programs and plans to begin Primary IB Programs. However, it must be done within a schedule that is most advantageous to students.
- Tech centers and specialty centers need to be aligned with other innovative programming in order to be competitive.

Again, in Governor McDonnell's "Opportunity to Learn" education agenda, he supports dual enrollment, advancing literacy, calendar flexibility, and support for innovative learning. These are all areas the school division is attempting to pursue.

Lastly, to add another perspective to the mix, two quotations are provided from the Editorial page of the Richmond Times Dispatch. While they are not directly related to the matter at hand, it does give one pause

while pondering the school calendar limitations.

Students have begun to return to college campuses. College football teams are practicing for their first games. The University of Virginia opens its season Sept. 1, and Virginia Tech's opener is two days later on Labor Day. If the General Assembly were serious about the Labor Day school closing law, it would include higher education in the legislation's stipulations. All the reasons that Labor Day that allegedly justify keeping K-12 public education closed until after Labor Day apply to colleges and universities as well. If the assembly tried to apply the law to colleges and universities, it would invite the wrath of school presidents, boards of visitors, and other influential interests. The assembly would lose the argument. (Richmond Times Dispatch, August 12, 2012)

Classes resumed on Tuesday. Several schools played their first football games before then. The Labor Day restriction on school openings may be the phoniest law on the books. (Richmond Times Dispatch, September 8, 2012)

Due to the multifaceted nature of effective school reform, the school division continues to request that it be granted a calendar exemption for all of its schools. It is not only the pre-Labor Day start issue, but the ability to align programs and opportunities so that those families and students who are most in need of support and innovation have access.

DOES THE PROGRAM REQUIRE THE SCHOOL OR SCHOOLS REFERENCED IN THIS APPLICATION TO OPEN PRIOR TO LABOR DAY?

X YES NO.

IF YES, EXPLAIN WHY.

The school division is seeking to provide approximately ten additional days of instruction prior to tests that are important to post secondary experiences. Additionally, the school division needs to adjust its calendar to support the Advance College Academy innovation.

IF THE PROGRAM IS EXPERIMENTAL, FOR THE SCHOOL OR SCHOOLS REFERENCED IN THIS APPLICATION INCLUDE INFORMATION THAT EXPLAINS WHY THERE IS REASON TO EXPECT THAT THE PROGRAM WILL BE SUCCESSFUL.

Not Applicable

DESCRIBE THE ANTICIPATED OUTCOMES OF THE PROGRAM FOR EACH SCHOOL.

The school division anticipates that student performance on Advanced Placement (AP) tests, and International Baccalaureate exams will show improvement. Additionally, the school division believes that the participation and success of minority students in AP classes will show growth. Multiple data points are available to track student performance and participation trends. Baseline information will be established from current data and will be compared to the same information once the calendar is adjusted to measure the impact of this innovative

approach to a school calendar on student success. Through the Advance College Academies, significantly more students will participate in dual enrollment courses and earn an associate's degree and high school diploma simultaneously.

SCHOOL DIVISION _____

TITLE OF PROGRAM/ACTIVITY _____

IF YOU ARE SEEKING A WAIVER OF A PROVISION OR PROVISIONS OF THE ACCREDITING STANDARDS, STATE THE PROVISION AND THE RATIONALE FOR SEEKING A WAIVER FOR EACH.

Not applicable

DESCRIBE THE PROCEDURES THAT WILL BE USED TO EVALUATE THE EFFECTIVENESS OF THE WAIVER/PROGRAM/ACTIVITY. (Include information that includes measurable goals, objectives, and student academic achievement that will be expected as a result of the implementation of the program/activity.)

Not applicable

Number of students involved in the program 48,659 students

What is the anticipated length of the program or duration of the waiver? Indefinite

Questions should be directed to the Division of Policy and Communications at (804) 225-2092, or by e-mail to policydata@doe.virginia.gov. This application and supporting documentation must be sent to:

Division of Policy and Communications
Department of Education
P. O. Box 2120
Richmond, VA 23218-2120