Virginia Board of Education Agenda Item

Agenda Item: H **Date:** November 21, 2013

Title	Final Review of the Board of Education's 2013 *Annual Report on the Condition and Needs of Public Schools in Virginia*		
Presenter	Mrs. Melissa L. Luchau, Director for Board Relations		
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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:
October 24, 2013: First Review

Action Requested:
Final review: Action requested at this meeting.

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

X	Goal 1: Accountability for Student Learning
X	Goal 2: Rigorous Standards to Promote College and Career Readiness
X	Goal 3: Expanded Opportunities to Learn
X	Goal 4: Nurturing Young Learners
X	Goal 5: Highly Qualified and Effective Educators
X	Goal 6: Sound Policies for Student Success
X	Goal 7: Safe and Secure Schools
	Other Priority or Initiative. Specify:

Background Information and Statutory Authority:
Goals 1-7: The *2013 Annual Report on the Condition and Needs of Public Schools in Virginia* contains information on Virginia's public schools, including an analysis of student academic performance and a report on the school divisions' compliance with the requirements of the Standards of Quality and the Standards of Accreditation. The Report also provides an overview of the Board's goals for public education, actions taken to address those goals over the past year, and an assessment of the extent to which the goals are being met.

The *Code of Virginia* states the following:
§ 22.1-18. Report on education and standards of quality for school divisions; when submitted and effective.

> By November 15 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 which have failed to establish and maintain schools meeting the existing prescribed standards of quality. Such standards of quality shall be subject to revision only by the General Assembly, pursuant to Article VIII, Section 2 of the Constitution of Virginia. Such report shall include a complete listing of the current standards of quality for the Commonwealth's public schools, together with a justification for each particular standard, how long each such standard has been in its current form, and whether the Board recommends any change or addition to the standards of quality. Such report shall also include information regarding parent and student choice within each school division and any plans of such school divisions to increase school choice.

§ 22.1-212.15. Report of public charter schools.

The Board shall report the number of public charter schools established in the Commonwealth, as well as the number of charters denied, in its annual report to the Governor and the General Assembly pursuant to § 22.1-18.

§ 22.1-212.25. Information regarding online courses and virtual programs; report.

C. Beginning November 1, 2011, and annually thereafter, the Board of Education shall include in its annual report to the Governor and the General Assembly information regarding multidivision online learning during the previous school year. The information shall include but not be limited to student demographics, course enrollment data, parental satisfaction, aggregated student course completion and passing rates, and activities and outcomes of course and provider approval reviews.

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

A. ...The superintendent and the school board chairman shall certify to the Board of Education, as a part of certifying compliance with the Standards of Quality, that there is a justification in the Individual Education Program for every student who takes the Virginia Grade Level Alternative. Compliance with this requirement shall be monitored as a part of the special education monitoring process conducted by the Department of Education. The Board shall report to the Governor and General Assembly in its annual reports pursuant to § 22.1-18 any school division that is not in compliance with this requirement.

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

A. …In the annual report required by § 22.1-18, the Board shall include an analysis of the extent to which these Standards of Quality have been achieved and the objectives of the statewide comprehensive plan have been met….

§ 22.1-253.13:8. Compliance.

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

Summary of Important Issues:

The Report contains the following major components:

- Executive summary with highlights of academic achievements of students in the Commonwealth
- Discussion of the Board of Education's goals for public education and the actions taken by the Board in 2012-2013 to address the goals
- An assessment of the extent to which the Board's goals are being met

- Discussion of the critical needs of public schools in the Commonwealth
- Summary of the President's listening tour and concerns raised by educators
- Overview of the Standards of Learning program
- Statutory requirements:
    - Compliance with the requirements of the Standards of Quality
    - Compliance with the Standards of Accreditation
    - Report on multidivision online providers
    - Annual charter school report and information regarding parent choice

Based on feedback from the Board of Education at the October 24, 2013, meeting, the following contextual revisions were made to the Annual Report. Editorial and clarifying edits were also made throughout the document. All changes are highlighted in the document.

- Revised the Executive Summary (pages 6-8) to highlight revisions to the Standards of Learning and SOL assessments, consolidate achievement indicators, and focus on the critical needs of school divisions. The needs were aligned with actions taken by the Board/Department over the past year, and a section was added to highlight fiscal concerns.
- Revised the critical needs section (pages 20-22):
    - Added focus on fiscal concerns
    - Noted concerns regarding lack of appropriate data with regards to A-F policy
    - Added transition issues for students with disabilities
    - Added concern related to the length of time substitute teachers can fill a teacher vacancy
    - Emphasized childhood hunger and obesity concerns
    - Expanded on VDOE resource concerns

Impact on Fiscal and Human Resources:
Any costs associated with the development and dissemination of the report will be provided by Department of Education funds according to state procurement policies and procedures.

Timetable for Further Review/Action:
Upon Board approval, and any technical or editorial edits by Department staff, the report will be submitted to the Governor and Virginia General Assembly.

Superintendent's Recommendation:
The Superintendent of Public Instruction recommends that the Board of Education approve the *2013 Annual Report on the Condition and Needs of Public Schools in Virginia*.

2013 Annual Report

Board of Education

2013 Annual Report on the Condition and Needs of Public Schools in Virginia

DRAFT

Presented to
The Governor and
The General Assembly

November 2013

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As of November 1, 2013

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

November 21, 2013

The Honorable Robert F. McDonnell, Governor
Members of the Virginia General Assembly
Commonwealth of Virginia
Richmond, Virginia 23219

Dear Governor McDonnell and Members of the Virginia General Assembly:

On behalf of the Board of Education, I am pleased to transmit the *2013 Annual Report on the Condition and Needs of Public Schools in Virginia*, submitted pursuant to § 22.1-18 of the *Code of Virginia*. The report contains information on Virginia's K-12 public schools, including analysis of student academic performance, school divisions' compliance with the Standards of Quality, the extent to which the objectives of the Board's comprehensive plan have been met, and other statutory requirements.

The mission of the Board of Education and Superintendent of Public Instruction, in cooperation with their partners, is to develop policies and provide leadership that improve student achievement and prepare students to succeed in postsecondary education and the workplace. The Board's move to challenging new college and career-ready Standards of Learning (SOL) builds on nearly two decades of SOL-based reform in the Commonwealth. These reforms have coincided with steady progress in student achievement. Not only do third-party observers such as "Education Week" rank our public school system as one of the nation's top four, but our students have posted increases on NAEP, SAT, ACT, and AP test results while improving graduation rates and reducing achievement gaps among demographic subgroups. Our challenge will be to build on these reforms in an area of rising expectations, tight revenues, and stiff international competition—and to assure that no school in the Commonwealth is left behind. An historical overview of the SOL program is attached as Appendix A.

The Board of Education is grateful for the support that the Governor and General Assembly give to Virginia's school improvement efforts. As we look to the future, the members of the Board of Education pledge to remain focused on providing the best educational opportunities and the brightest future for the young people enrolled in Virginia's public schools.

Sincerely,

David M. Foster, President
Board of Education

Statutory Requirements for the Annual Report

§ 22.1-18. Report on education and standards of quality for school divisions; when submitted and effective.

By November 15 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 which have failed to establish and maintain schools meeting the existing prescribed standards of quality. Such standards of quality shall be subject to revision only by the General Assembly, pursuant to Article VIII, Section 2 of the Constitution of Virginia. Such report shall include a complete listing of the current standards of quality for the Commonwealth's public schools, together with a justification for each particular standard, how long each such standard has been in its current form, and whether the Board recommends any change or addition to the standards of quality. Such report shall also include information regarding parent and student choice within each school division and any plans of such school divisions to increase school choice.

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§ 22.1-253.13:8. Compliance.

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

For Additional Copies

Additional copies of the report are available by contacting the Office of Board Relations at the Virginia Department of Education, P.O. Box 2120, Richmond, VA 23218; phone: 804- 225-2924; or e-mail BOE@doe.virginia.gov.

The report may be viewed online at: www.doe.virginia.gov/boe/reports

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Executive Summary

In keeping with the statutory mandates, the *2013 Annual Report on the Condition and Needs of the Public Schools in Virginia* details the Board of Education's goals, actions taken in alignment with the goals, and analysis of the extent to which they have been met. The 2013 report is based on goals as described in the Board of Education's *Comprehensive Plan: 2012-2017*, and results obtained in the 2012-2013 school year. This report also contains information on the current Standards of Quality (SOQ), compliance with the SOQ and the Standards of Accreditation, a report on charter schools in Virginia, parent and student choice within school divisions, and the multidivision online provider report.

Virginia remains a leader in quality education

The mission of the Board of Education and Superintendent of Public Instruction, in cooperation with their partners, is to develop policies and provide leadership that improve student achievement and prepare students to succeed in postsecondary education and the workplace. Over the last five years, expectations have been raised through the introduction of more rigorous curriculum standards and challenging new Standards of Learning (SOL) assessments that test students' problem-solving and critical-thinking skills as well as their content knowledge. The benchmark pass rates required for full accreditation have also increased, and high schools must meet goals for improving graduation rates.

The focus of the SOL program has shifted to the ambitious but vital goal of college and career readiness for all students. The Board, school divisions, and schools need to remain focused on raising the rigor of Virginia's academic standards to reflect college and career readiness, while educating the public about the impact of such changes. An historical overview of the Standards of Learning program is included in Appendix A.

The 2012-2013 academic year saw Virginia's public school students make progress in many critical areas, including the on-time graduation rate topping 89% and the dropout rate continuing to fall. While nationwide public school students' achievement on the Scholastic Aptitude Test (SAT) was flat or declining, Virginia students' average scores increased across the board and showed progress in narrowing achievement gaps. We saw increased Advanced Placement (AP) participation and performance by Virginia students, and our students outperformed public school graduates nationwide on American College Testing (ACT). Students also posted gains on the rigorous new SOL mathematics assessments.

In addition to more rigorous standards and assessments, next year the Virginia Department of Education (VDOE) will begin a pilot of Computer Adaptive Testing (CAT) in grade 7 mathematics and grade 8 reading. In CAT, the computer scores the student's responses to a test item and selects the next item based on the student's response. CAT is iterative in that the process of choosing questions, scoring responses, and selecting new items is repeated throughout the test. The advantages of CAT include improved security, increased opportunity for retests, more efficient and secure online delivery, increased precision of measurements, and improved student motivation.

Continuing challenges faced by schools and divisions

Although Virginia has witnessed many gains in student achievement, there are continuing challenges and needs facing K-12 public education in Virginia. These include:

- **Persistent achievement gaps among groups of students** - Family income, race, disabilities, language proficiency, and other demographic factors remain too strong an indicator of passing rates on tests, high school graduation rates, and other measures of academic success.

  VDOE continues to provide technical assistance to divisions in examining assessment, attendance, and teacher and principal evaluation data to design appropriate reforms and interventions for addressing achievement gaps. Low-performing schools are required to implement intensive reform models to improve overall reading and mathematics pass rates (and for high schools, graduation rates) and to work with a VDOE-assigned contractor to implement strategies to close achievement gaps. Further, as the Board considers revisions to the *Regulations Establishing Standards for Accrediting Public Schools in Virginia*, it is focusing on efforts to monitor and close achievement gaps. Recommended changes include requiring remediation and intervention services for certain students, providing for career competencies as part of the Special Diploma, requiring early identification and assistance to students with deficits in reading and mathematics, focusing principals' efforts on closing achievement gaps, and establishing a process for local school boards to appeal an accreditation rating using student growth data.
- **Chronically underperforming schools** - A small but significant number of schools remain chronically low-performing by state and federal standards. Improving these schools and better serving the children who attend them will require focus, perseverance, resources, and teamwork.

  The Board and VDOE, on the Board's behalf, continue to provide technical assistance to divisions with schools accredited with warning, provisionally accredited (graduation rate), conditionally accredited and denied accreditation. Schools undergo an academic review process, designed to help schools identify and analyze instructional and organizational factors affecting student achievement. Specifically, the review process focuses on the following areas:
  - Implementation of a curriculum aligned with the Standards of Learning;
  - Use of time and scheduling practices that maximize instruction;
  - Use of data to make instructional and planning decisions;
  - Design of an ongoing, school-based program of professional development;
  - Implementation of a school improvement plan addressing identified areas of weakness;
  - Implementation of research-based instructional interventions for schools warned in English or mathematics; and,
  - Organizational systems and processes.
- **Professionalism of the teaching profession** - Attracting the best and the brightest individuals into the teaching profession, supporting their continued professional development, boosting morale, and retaining those who excel is of critical importance to student achievement.

  This year, the Board raised the bar on teacher licensure by increasing the minimum acceptable scores on assessments required for entry into teacher-preparation programs and state licensure, and ended the practice of relying on composite scores that may mask weaknesses in a particular area. The Board also began the process of overhauling the

Licensure Regulations for School Personnel, the *Regulations Governing the Review and Approval of Education Programs in Virginia*, the *Regulations Governing the Employment of Professional Personnel*, and the *Procedures for Adjusting Grievances* to increase accountability for teacher preparation programs, ensure competency in endorsement areas, and update the licensure and grievance process. The Board also continued its rigorous accreditation and review process for new and existing education programs. Further, Teacher Direct, developed by VDOE in 2013, is a new system to share instructional resources created by department staff as well as make teachers aware of professional development and grant opportunities, and other information of special interest to teachers and their students.

Continued investment of resources is integral to improving student performance, especially given the high expectations reflected in increasingly rigorous SOL tests and efforts to close achievement gaps among demographic groups coupled with fiscal pressures faced by many school divisions. Many local school systems face declining resources as a result of the recession and find it difficult to serve high percentages of students who are from low-income backgrounds, or who have limited English proficiency. While resources are declining in many localities, expectations continue to increase for all students.

VDOE will report to the Governor and General Assembly the rebenchmarked Direct Aid to Public Education budget, which represents the updated state cost of the Direct Aid programs for the 2014-2016 biennium. If we are to meet the high expectations that Virginia sets for its students, it is critical the rebenchmarked budget be fully funded.

Assessment of the Board's goals

The Board of Education's *Comprehensive Plan: 2012-2017* defined seven goals and the strategies it will implement to meet its goals. The goals directly address the realities and challenges our public schools face in ensuring all graduates are college and career ready. The Board is committed to assessing its progress in meeting its goals. The following "report card" shows 2012-2013 school year results, the one year trend, and the three year trend in several key indicators of student performance.

A Report Card on the Board's Performance Measures

Performance Measures to Gauge Progress in Meeting Goals	Results 2012-2013[1]	1 Year Trend[2]	3 Year Trend Change from 2010-2011
Percent of third-grade students reading on grade level[3]	72 %	↓ (14)	↓ (11)
Percent of eighth-grade students taking Algebra I or higher in middle school	51.8 %	↓ (0.8)	↑ (3)
Virginia on-time graduation rate	89.1%	↑ (1.1)	↑ (2.5)
High school dropout rate	5.9 %	↑ (-0.6)	↑ (-1.3)
Federal graduation indicator (students earning Advanced Studies or Standard Diplomas in at least four years)	84.5 %	↑ (1.5)	↑ (2.8)
9th grade cohort graduates earning advanced studies diploma	49.7 %	↑ (1.1)	↑ (2.4)
Percent of students scoring advanced proficient on statewide assessments			
English (Reading and Writing)	17.8 %	↓ (17.2)	↓ (18.4)
Mathematics	13.2 %	↑ (2.1)	↓ (26)
History and Social Science	29.2 %	↑ (0.1)	↑ (0.6)
Science	15.2 %	↓ (14)	↓ (13.3)
Number of at-risk four-year-olds served by Virginia Preschool Initiative	17,295	↑ (677)	↑ (1,414)
Number of National Board Certified educators Percentage of National Board Certified educators	1,968 2.05 %	↑ (78) ↑ (0.09)	↑ (173) ↑ (0.23)
Number of CTE students who earned one or more Board-approved credential(s)	56,247	↑ (14,029)	↑ (25,634)
Percent of schools rated fully accredited	77 %[4]	↓ (16)	↓ (19)
Number of innovative options reviewed by the Board			
Charter School Applications	2	↓ (1)	↑ (2)
College Lab School Applications	1	↑ (1)	↑ (1)
Governor's STEM or Health Sciences Academies	15	↑ (10)	↑ (14)
Percent of schools that maintain a passing rate on Virginia assessment tests of 95% or above in each of the four core academic areas	0.3 %	↓ (0.32)	↓ (3.34)
Number of schools earning recognition under Virginia Index of Performance	151[5]	↓ (296)	↓ (577)
Number of schools that are chronically low performing by state and federal standards[6]	26	↓ (18)	↓ (19)
Percent of schools meeting or exceeding federal accountability measures Percent of divisions meeting or exceeding federal accountability measures	39 %[7] 14%	↓ (29) ↓ (13)	NA

Performance Improving ↑
Performance Declining ↓
Performance Maintained ↔

[1] 2012-2013 was the first year of new SOL assessments based on more rigorous reading and science standards
[2] 2011-2012 was the first year of new SOL assessments based on more rigorous mathematics standards
[3] Percentage of all students passing Grade 3 Reading SOL
[4] Results of the new college and career ready mathematics tests, first introduced during 2011-2012, and more rigorous reading and science tests, introduced during 2012-2013, are included in the accreditation ratings
[5] Criteria were revised in 2012 to promote an increasing focus on college and career readiness and STEM
[6] Schools accredited with warning, denied accreditation, or conditional accreditation (not new) for 3 or more years
[7] In addition to new goals for passing rates on reading, science, and math assessments, a "no backsliding" provision was incorporated into federal accountability ratings to require continuous progress by higher-achieving schools and divisions

I. Board of Education's Goals and Strategies

as described in the Board of Education's *Comprehensive Plan: 2012-2017*

The Board of Education's goals are a roadmap for providing exceptional educational opportunities for all public school students in Virginia. In pursuing these, the Board has designated the following overarching priorities:

Priority 1: Accountability in Student Achievement
Ensuring that Virginia's accountability system sets benchmarks to gauge the academic achievement of Virginia's students and schools compared to their peers across the state, the nation, and internationally is a top priority of the Board. It is important to expand the method used for school accreditation to a multi-dimensional and multi-tiered system that recognizes the differences in student achievement. Achieving a minimum level of proficiency for all students will remain a top indicator for accountability, but accountability should also incorporate student academic progress and decreases in achievement gaps.

Priority 2: Educator Professionalism
The Board of Education places a high priority on strengthening the level of professionalism of our educators, including highly effective teachers, principals, superintendents, and other school division personnel. The Board recognizes the importance of recruiting and retaining the best and brightest educators and the need for more professional development opportunities. The Commonwealth must find better ways to encourage, reward, and support our educators. The Board will set policies with this in mind and provide leadership to achieve this critical goal.

Priority 3: Community Engagement
Engaging the public and all major stakeholders in the actions of the Board is another top priority. Community engagement helps to ensure transparency, improve decision making, and ensure proper understanding and implementation of Board policies. Parents, teachers, superintendents, school boards, education advocacy organizations, business leaders, the General Assembly, and the public must be engaged early in the process with clear and understandable communications from the Board. The Board will use a variety of media sources to reach out to the public regarding its goals and activities.

In addition to these priorities, the Board has developed the following seven goals to help achieve its mission of improving student achievement and college and career readiness:

Goal 1: Accountability for Student Learning
The Board of Education will support accountability for all public schools by establishing policies that help schools increase the academic success of all students, especially those who are at-risk or in underperforming school systems. Incorporating student academic progress and narrowing of achievement gaps into the accountability system will provide for a more comprehensive identification of student achievement at each school.

Board of Education actions to achieve goal:

- Received a report on changes to the Virginia Alternate Assessment Program (VAAP). Changing the content measured by VAAP in the areas of reading, writing, mathematics, and science will help schools and school divisions increase the academic success of students with significant cognitive disabilities.

- Approved a request for additional graduation requirements (50 hours of community service or extracurricular activities for first-time 9th-graders, beginning in school year 2013-2014) from Suffolk City Public Schools.
- Modified the academic review process guidelines to include priority and focus schools in accordance with Virginia's approved waiver application from certain requirements of the *Elementary and Secondary Education Act of 1965* (ESEA).
- Revised the division-level academic review process to include provisions of Virginia's approved waiver application from certain requirements of ESEA.
- Revised the criteria for the Virginia Index of Performance to include provisions of Virginia's approved waiver application from certain requirements of ESEA.
- Revised the methodology for determining federal Annual Measurable Objectives (AMOs) in mathematics for every student subgroup, including the three proficiency gap groups, for accountability years 2013-2014 through 2017-2018 based on new and more rigorous mathematics assessments administered for the first time in 2011-2012. The same methodology is being used to recalculate reading AMOs through accountability years 2017-2018 based on new and more rigorous reading assessments administered for the first time in 2012-2013.
- Approved an alternative accreditation plan from Albemarle County School Board for Murray High School, which has a graduation cohort of 50 or fewer students.
- Denied a request for a rating of Conditionally Accredited for Jefferson-Houston Elementary from the Alexandria City School Board.
- Approved a request for continued rating of Conditionally Accredited for Lindenwood Elementary School from the Norfolk City School Board.
- Approved a request for continued rating of Conditionally Accredited for Kiptopeke Elementary School from the Northampton County School Board.
- Approved an alternative accreditation plan for Arlington Mill High School from the Arlington County School Board.
- Reviewed and approved a Memorandum of Understanding with the Norfolk City School Board for Lafayette-Winona Middle School and William H. Ruffner Academy Middle School, schools designated as Accreditation Denied for the 2012-2013 school year.
- Reviewed and approved a Memorandum of Understanding with the Alexandria City School Board for Jefferson-Houston Elementary School, as the school is designated as Accreditation Denied for the 2012-2013 school year.
- Received a report on the implementation of a Memorandum of Understanding for the division level review for Petersburg City Public Schools. Further, the Board received a report on updates to Petersburg's corrective action plan under the Memorandum of Understanding.
- Received a report on the Program for International Student Assessment (PISA), and Trends in International Mathematics and Science Study (TIMSS) tests, and discussed options for the Commonwealth's participation in international benchmarking.
- Received a report from Roanoke City Public Schools and Arlington County Public Schools on their experience in closing achievement gaps.
- Began the process of amending the *Regulations Establishing the Standards for Accrediting Public Schools in Virginia* to address public virtual schools. The Board also began the process of amending the *Regulations Establishing the Standards for Accrediting Public Schools in Virginia* to require students pursuing a Standard Diploma to earn a career credential and to provide students pursuing either a Standard or an

Advanced Studies Diploma the opportunity to take a virtual course in their high school career. Further, the Board began the process for a comprehensive review of the regulations.

- Approved growth indicators for use in the Standards of Accreditation (SOA), teacher evaluation, and a school grading system.
- Recognized the following school divisions for receiving AdvancED/SACS District Accreditation:
    - Northumberland County Public Schools
    - Chesapeake City Public Schools
    - Poquoson City Public Schools
    - Powhatan County Public Schools
    - Radford City Public Schools

Goal 2: Rigorous Standards to Promote College and Career Readiness
The Board of Education will continue to raise the bar on academic performance standards to ensure global competitiveness. Our schools will lead the nation in rigor and quality, and our students will excel in postsecondary education and/or in the global workplace. Building on the success of the Standards of Learning (SOL) program, more rigorous and relevant expectations will continue to be implemented that meet or exceed national and international benchmarks for college and career readiness. Particular emphasis will be placed on supporting the attainment of literacy and mathematics skills for all students, pre-K through grade 12.

Board of Education actions to achieve goal:

- Approved textbooks for K-12 Science. The process for approving textbooks for purchase in school divisions involves a determination of the degree to which the content found in the textbooks is correlated with the Standards of Learning and Curriculum Framework for each subject.
- Approved cut scores for the End-of-Course Standards of Learning tests in Reading, Earth Science, Biology and Chemistry based on the *2010 English and Science Standards of Learning*.
- Approved cut scores for the grades 3-8 Reading Standards of Learning tests based on the *2010 English Standards of Learning*.
- Revised the *Computer Technology Standards of Learning*. The revisions were based on current research, best practices, and a review of national and international standards.
- Began the process of revising the *Foreign Language Standards of Learning*.
- Approved *Guidelines for Standards Diploma Credit Accommodations for Students with Disabilities* to strengthen postsecondary education and workplace readiness opportunities for all students.
- Approved cut scores for the grades 3, 5, and 8 Science and grades 5, 8, and End-of-Course Writing Standards of Learning tests based on the *2010 Science and English Standards of Learning*.
- Approved cut scores for the Virginia Modified Achievement Standards Test (VMAST) for grades 3-8 and End-of-Course Reading based on the *2010 English Standards of Learning*.
- Approved cut scores for the Virginia Grade Level Alternative (VGLA) assessments for grades 3-8 Reading and grades 3, 5, and 8 Science based on the *2010 English and Science Standards of Learning*.

- Revised the *Fine Arts Standards of Learning*.
- Approved cut scores for the Virginia Alternate Assessment Program (VAAP) in Reading and Mathematics for grades 3-8 and High School, in Writing for grades 5, 8, and High School, and in Science for grades 3, 5, 8, and High School.

An historical overview of the Standards of Learning program is included in Appendix A.

Goal 3: Expanded Opportunities to Learn
The Board of Education will put in place policies and initiatives that expand learning opportunities for all children. These policies and initiatives will include high-quality charter schools, college partnership laboratory schools, online learning programs, and Governor's Science, Technology, Engineering, and Mathematics (STEM) academies. Such learning opportunities provide options for parents and students while allowing communities and educators to create innovative instructional programs that can be replicated elsewhere in the public school system.

Board of Education actions to achieve goal:

- Approved the Charter School Committee's recommendation that the application for Loudoun Math and IT Academy in Loudoun County meets all applicable Board of Education charter school application criteria.
- Approved the Charter School Committee's recommendation that the application for Green Run Collegiate Charter School in Virginia Beach meets all applicable Board of Education charter school application criteria.
- Began the process to revise the *Licensure Regulations for School Personnel* to establish license and eligibility criteria for teachers who teach only online courses.
- Approved Governor's Science, Technology, Engineering, and Mathematics (STEM) Academies as follows:
    - Lynchburg Regional Governor's STEM Academy, Lynchburg City Public Schools.
    - Heritage High School Governor's STEM Academy, Newport News City Public Schools.
    - Northern Neck Technical Center Governor's STEM Academy for Agriculture and Maritime Studies, Richmond County Public Schools.
    - Pulaski County Public Schools Governor's STEM Academy
    - Fairfax County Public Schools Governor's STEM Academy at George C. Marshall High School.
    - Harrisonburg City Public Schools Governor's STEM Academy at Harrisonburg High School.
    - Montgomery County Public Schools Governor's STEM Academy at Christiansburg High School.
- Approved Governor's Health Sciences Academies as follows:
    - Hampton City Public Schools
    - Newport News Public Schools and York County Public Schools
    - Albemarle County Public Schools
    - Chesterfield County Public Schools
    - Cumberland County Public Schools Superintendent's Region 8 Academy

    - Fairfax County Public Schools Academies at Falls Church High School and West Potomac High School
    - Gloucester County Public Schools and Mathews County Public Schools
- Revised the criteria and application for establishing a College Partnership Laboratory School, to conform to legislation passed by the General Assembly, including allowing private institutions of higher education to apply, adding clarifying language regarding tuition, and strengthening the collaborative partnerships with public school divisions. The Board further revised the criteria to allow consideration of exceptions to the application process and approval timelines.
- Revised the *Individual Student Alternative Education Plan (ISAEP) Program Guidelines.* The guidelines require career guidance counseling, enrollment in a Board of Education-approved career and technical education credential, counseling on the economic impact of not completing high school, and successful completion of the economics and personal finance course.
- Revised guidelines to support implementation of the *Neighborhood Assistance Act Tax Credit Program for Education*, which provides expanded learning opportunities for low-income persons and students with a disability through scholastic instruction and assistance, such as postsecondary academic and career planning and scholarships.
- Revised the Approved Industry Certifications, Occupational Competency Assessments, and Licensure to meet requirements for the Board's Career and Technical Education and Advanced Mathematics and Technology Seals and the Student-Selected Verified Credit.
- Approved requests from 25 schools in 16 school divisions, in response to legislation from the 2013 General Assembly, for a two-year waiver from the science or history and social science Standards of Learning assessment requirement, or both, for third-grade students.

Goal 4: Nurturing Young Learners
The Board of Education will work cooperatively with partners to promote new and innovative partnerships that help to ensure that all children enter kindergarten with the skills they need for success in school.

On behalf of the Board of Education, the Department of Education recently completed the revised *Virginia Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year-Olds*. The Foundation Blocks describe specific indicators for pre-kindergarten children in the content areas of reading and mathematics. Final standards for four-year-olds in the areas of music and visual arts were developed, and other content areas were reviewed and updated to align with the revised kindergarten Standards of Learning (SOL) in English/language arts, mathematics, science, and history and social science.

Virginia's *Preschool Curriculum Review Rubric and Planning Tool* was updated to include music and the visual arts. The purpose is to help early childhood teachers identify and choose curricula that are based on scientific research and that align with Virginia's Foundation Blocks for Early Learning.

Virginia's *Quality Indicators for Responsive Teaching* is a new technical assistance tool that complements the preschool standards and the rubric. The purpose of the indicators is to help teachers and parents design environments, materials, and interactions that will support

children's learning. Each section correlates with Virginia's Foundation Blocks for Early Learning.

The Department of Education notified school divisions of the preschool standards, rubric, and quality indicators, and the legislative requirement to comply with these standards in Virginia preschool programs.

Goal 5: Highly Qualified and Effective Educators
The Board of Education will establish policies and standards that strengthen the preparation, recruitment, and retention of the best and brightest educators, including meaningful and ongoing professional development, especially in teacher shortage areas and in hard-to-staff schools.

Board of Education actions to achieve goal:

- Revised the *Advancing Virginia's Leadership Agenda Guidance Document: Standards and Indicators for School Leaders and Documentation for the Principal of Distinction (Level II) Administration and Supervision Endorsement* to align with the 2012 *Guidelines for Uniform Performance Standards and Evaluation Criteria for Principals*.
- Revised the *Guidelines for Uniform Performance Standards and Evaluation Criteria for Superintendents.*
- Revised the *Licensure Regulations for School Personnel* to include language regarding civics training.
- Began the process for a comprehensive revision of the *Licensure Regulations for School Personnel*, the *Regulations Governing the Review and Approval of Education Programs in Virginia*, and the *Regulations Governing the Employment of Professional Personnel*.
- Approved the accountability measurement of partnerships and collaborations based on PreK-12 school needs required by the *Regulations Governing the Review and Approval of Education Programs in Virginia* for colleges and universities with approved programs.
- Granted approval to add new education (endorsement) programs at Averett University, Mary Baldwin College, Radford University, Regent University, University of Virginia, and Virginia Commonwealth University.
- Granted approval to Washington and Lee University (Rockbridge Teacher Education Consortium – RTEC) to offer education (endorsement) programs.
- Accredited the teacher education program at Sweet Briar College.
- Accredited the teacher education program at the University of Mary Washington.
- Began the process of revising the *Procedures for Adjusting Grievances.*
- Approved passing scores for the following licensure assessments:
    - Virginia Communication and Literacy Assessment (VCLA)
    - Praxis Elementary Education: Multiple Subjects (5031)
    - Praxis Middle School English Language Arts (5047)
    - Praxis Middle School Mathematics (5169)
    - Praxis English Language Arts: Content Knowledge (5038)
    - Praxis Mathematics: Content Knowledge (5161)
- Approved passing scores for the Praxis Core Academic Skills for Educators Assessment as the prescribed entry requirement into an approved education program.
- Recognized the following educators with Board of Education Resolutions:
    - 2013 Regional Teachers of the Year and Virginia Teacher of the Year:

        - Region 1—Paul Frederick Daszkiewicz, mathematics teacher, Meadowbrook High School, Chesterfield County Public Schools
        - Region 2 and Teacher of the Year—Kathryn B. Galford, sixth-grade English teacher, Greenbrier Middle School, Chesapeake City Public Schools
        - Region 3—Suzanne M. Sherman, second-grade teacher, Cool Spring Primary School, King William County Public Schools
        - Region 4—Lydia L. Stewart, teacher of students with moderate intellectual disabilities, Osbourn Park High School, Prince William County Public Schools
        - Region 5—David W. Webb, Jr., teaches band and Advanced Placement music theory, Jefferson Forest High School, Bedford County Public Schools
        - Region 6—Tracey L. Nielsen, teacher of deaf and hard of hearing prekindergarten and kindergarten students, Virginia Heights Elementary School, Roanoke City Public Schools
        - Region 7—Steven P. Ahn, biology, earth and space science teacher, Abingdon High School, Washington County Public Schools
        - Region 8—Cynthia R. Whitaker, sixth-grade mathematics teacher, Edward W. Wyatt Middle School, Greensville County Public Schools
    - Virginia Recipient of the 2012 National Distinguished Principal Award - Gail Kinsey, principal, Fairfax Villa Elementary School, Fairfax County Public Schools.
    - 2013 Horace Mann Awards for Teaching Excellence Recipient – Kellie Blair Hardt, teacher, Grace E. Metz Middle School, Manassas Public Schools.
    - 2012 Outstanding High School Principal of Virginia - Antonia M. Fox, principal, Tabb Middle School, York County Public Schools.
    - 2012 Outstanding Middle School Principal of Virginia - Timothy A. McClung, principal, Central Academy Middle School, Botetourt County Public Schools.
    - Virginia Recipient of the 2012 Milken Family Foundation National Education Award - LaKeshia Ames, fourth-grade mathematics teacher, Churchland Primary and Intermediate School, Portsmouth Public Schools.

Goal 6: Sound Policies for Student Success
The Board of Education will provide leadership to implement the provisions of state and federal laws and regulations in effective and efficient ways that expand opportunities for all of Virginia's school children to excel academically.

Board of Education actions to achieve goal:

- Revised the criteria for character education programs. The purpose of the character education program is to instill in students civic virtues and personal character traits so as to improve the learning environment, promote student achievement, reduce disciplinary problems, and develop civic-minded students of high character.
- Continued the process to promulgate *Regulations Governing Unexcused Absences and Truancy* to identify students at risk of academic failure due to missed days at school and provide intervention to resolve school attendance problems. The proposed regulations provide consistency across school divisions in the collection and reporting of school attendance data, as well as guidance on student attendance policies.

- Denied Henrico County Public Schools' request for all of its schools to begin school prior to Labor Day, as the proposal did not comport with the provisions of § 22.1-79.1 of the *Code of Virginia*.
- Approved proposed revisions to the Standards of Quality (SOQ), as required by the *Code of Virginia*.
- Approved *Training Standards for Paraprofessionals Assigned to Work with a Teacher Who Has Primary Oversight of Students With Autism Spectrum Disorders*, which will improve the knowledge and skill level of paraprofessionals supporting the academic learning of students with autism.
- Began the process of revising the *Regulations Governing Local School Boards and School Divisions* to require local school boards that opt to use a textbook that has not been approved by the Board of Education to conduct a local textbook review that includes a certification from the publisher that the content of the textbook is accurate and an agreement that the publisher will correct all factual and editing errors found in the textbook at its own expense.
- Revised the *Guidelines for Considering and Approving Requests for Pre-Labor Day Openings*.
- Established a revised Composite Index for the Bedford County Public Schools, effective July 1, 2013.
- Denied a petition to amend the *Rules Governing Division Superintendent of Schools* because such additional requirements would create a burdensome new record-keeping mandate on school divisions without evidence that this new mandate would advance public education.
- Began the process of repealing the *Regulations Governing Substitute Teachers*, *Regulations for Conducting Division-Level Academic Reviews*, and the *Regulations Governing the Process for Submitting Proposals to Consolidate School Divisions* because the requirements are stipulated in the *Code of Virginia*.
- Continued the process of revising the *Regulations Governing the Operation of Private Schools for Students with Disabilities*.
- Received a report on a survey regarding parental notification related to controversial or sensitive materials.

Goal 7: Safe and Secure Schools
The Board of Education will provide leadership to create safe and secure school environments.

Board of Education actions to achieve goal:

- Reviewed and approved financial reports on the Literary Fund.
- Received a report on the resources and support available to school divisions regarding school safety. The Virginia Department of Education (VDOE) and the Virginia Center for School Safety (VCSS) of the Virginia Department of Criminal Justice Services (DCJS) work in partnership to provide technical assistance and training to school division personnel.

*Board actions included in this report are from July 2012-June 2013.

II. Assessment of the Extent to Which the Board's Goals are Being Met

The Board of Education's *Comprehensive Plan: 2012-2017* defined seven goals and the strategies it will implement to meet its goals. The goals directly address the realities and challenges our public schools face in ensuring all graduates are college and career ready.

The Board of Education is committed to assessing its progress in meeting its goals. The following "report card on the Board's performance measures" shows 2012-2013 results, the one year trend, and the three year trend in several key indicators of student performance.

A Report Card on the Board's Performance Measures

Performance Measures to Gauge Progress in Meeting Goals	Results 2012-2013[8]	1 Year Trend[9]	3 Year Trend Change from 2010-2011
Percent of third-grade students reading on grade level[10]	72 %	↓ (14)	↓ (11)
Percent of eighth-grade students taking Algebra I or higher in middle school	51.8 %	↓ (0.8)	↑ (3)
Virginia on-time graduation rate	89.1%	↑ (1.1)	↑ (2.5)
High school dropout rate	5.9 %	↑ (-0.6)	↑ (-1.3)
Federal graduation indicator (students earning Advanced Studies or Standard Diplomas in at least four years)	84.5 %	↑ (1.5)	↑ (2.8)
9th grade cohort graduates earning advanced studies diploma	49.7 %	↑ (1.1)	↑ (2.4)
Percent of students scoring advanced proficient on statewide assessments			
English (Reading and Writing)	17.8 %	↓ (17.2)	↓ (18.4)
Mathematics	13.2 %	↑ (2.1)	↓ (26)
History and Social Science	29.2 %	↑ (0.1)	↑ (0.6)
Science	15.2 %	↓ (14)	↓ (13.3)
Number of at-risk four-year-olds served by Virginia Preschool Initiative	17,295	↑ (677)	↑ (1,414)
Number of National Board Certified educators Percentage of National Board Certified educators	1,968 2.05 %	↑ (78) ↑ (0.09)	↑ (173) ↑ (0.23)
Number of CTE students who earned one or more Board-approved credential(s)	56,247	↑ (14,029)	↑ (25,634)
Percent of schools rated fully accredited	77 %[11]	↓ (16)	↓ (19)
Number of innovative options reviewed by the Board			
Charter School Applications	2	↓ (1)	↑ (2)
College Lab School Applications	1	↑ (1)	↑ (1)
Governor's STEM or Health Sciences Academies	15	↑ (10)	↑ (14)
Percent of schools that maintain a passing rate on Virginia assessment tests of 95% or above in each of the four core academic areas	0.3 %	↓ (0.32)	↓ (3.34)
Number of schools earning recognition under Virginia Index of Performance	151[12]	↓ (296)	↓ (577)
Number of schools that are chronically low performing by state and federal standards[13]	26	↓ (18)	↓ (19)
Percent of schools meeting or exceeding federal accountability measures Percent of divisions meeting or exceeding federal accountability measures	39 %[14] 14%	↓ (29) ↓ (13)	NA

Performance Improving ↑
Performance Declining ↓
Performance Maintained ↔

[8] 2012-2013 was the first year of new SOL assessments based on more rigorous reading and science standards
[9] 2011-2012 was the first year of new SOL assessments based on more rigorous mathematics standards
[10] Percentage of all students passing Grade 3 Reading SOL
[11] Results of the new college and career ready mathematics tests, first introduced during 2011-2012, and more rigorous reading and science tests, introduced during 2012-2013, are included in the accreditation ratings
[12] Criteria were revised in 2012 to promote an increasing focus on college and career readiness and STEM
[13] Schools accredited with warning, denied accreditation, or conditional accreditation (not new) for 3 or more years
[14] In addition to new goals for passing rates on reading, science, and math assessments, a "no backsliding" provision was incorporated into federal accountability ratings to require continuous progress by higher-achieving schools and divisions

III. Critical Needs of the Public Schools in Virginia

Although Virginia has witnessed many gains in student achievement, there are continuing challenges and needs facing K-12 public education in Virginia. The overarching issues that need to be addressed are:

- Persistent achievement gaps among groups of students - Family income, race, disabilities, language proficiency, and other demographic factors remain too strong an indicator of passing rates on tests, high school graduation rates, and other measures of academic success.
- Chronically underperforming schools - A small but significant number of schools remain chronically low-performing by state and federal standards. Improving these schools and better serving the children who attend them will require focus, perseverance, resources, and teamwork.
- Professionalism of the teaching profession - Attracting the best and the brightest individuals into the teaching profession, supporting their continued professional development, boosting morale, and retaining those who excel is of critical importance to student achievement.

In addition to the issues discussed above, the Board has identified the following areas of need:

- Over the last five years, the accreditation bar has been raised through the introduction of more rigorous curriculum standards and challenging new assessments that test students' problem-solving and critical-thinking skills as well as their content knowledge. In addition, the benchmark pass rates required for full accreditation have increased, and high schools must meet goals for improving graduation rates. The focus of the SOL program has shifted to the ambitious but vital goal of college and career readiness for all students. Temporary declines in SOL scores and accreditation ratings are signs that the Commonwealth is expecting more, not that students are learning less. The Board, school divisions, and schools need to remain focused on raising the rigor of Virginia's academic standards to reflect college and career readiness, while educating the public about the impact of such changes. An historical overview of the Standards of Learning program is included in Appendix A.
- Continued investment of resources is integral to improving student performance, especially given the high expectations reflected in increasingly rigorous SOL tests and efforts to close achievement gaps among demographic groups. Many local school systems face declining resources as a result of the recession and find it difficult to serve high percentages of students who are from low-income backgrounds, or who have limited English proficiency. While resources are declining in many localities, expectations continue to increase for all students.
- The Board will monitor the implementation and effects of new policies, including growth indicators and the A-F school grading formula, to assure the policies are fair, transparent, and accurate. Many Board members expressed concern that the necessary data was not available during the timeline provided by the General Assembly for the Board to fully consider the impact of the A-F grading system, given the implementation of rigorous new SOL mathematics tests in 2011-2012 and science and reading tests in 2012-2013. The Board will monitor and reevaluate the policies to consider unintended consequences and refine such policies as needed.
- It remains important to set high academic expectations for students with disabilities, but

also support individualized curriculum to result in appropriate employment and independent living skills for students who do not pursue postsecondary education. The Board will continue to support the need to address transition issues as early as possible across all areas in a student's school career.

- There is some concern about ambiguity in the Standards of Quality as it relates to class size. The SOQ, as written in the *Code of Virginia*, does not provide guidance on questions such as the definition of "class" and when students must be counted. The Board plans to consider guidance to help school divisions interpret and the Department and Board to enforce class size provisions.
- The *Code of Virginia* allows a substitute to serve for up to 90 teaching days in a teacher vacancy (or more if approved by the Superintendent of Public Instruction on a case-by-case basis) during one school year. The Board expressed concern regarding the length of time a substitute may serve in a vacancy, given that substitute teachers are not required to hold a license.
- The Board supports reform of the *Elementary and Secondary Education Act of 1965* (ESEA) that respects state authority for public education while ensuring policies are implemented at the state and local levels that address closing achievement gaps. The Board will also continue to seek flexibility from ESEA through a renewal of its waiver of certain requirements under the "No Child Left Behind" Act.
- Recognizing the reality that our graduates must compete successfully in a global economy, the Board continues to identify cost-effective ways to measure the achievements of Virginia students on recognized international benchmarks. The state accountability system lacks sufficient data to benchmark the performance of its students on international tests such as the Programme for International Student Assessment (PISA) and the Trends in International Mathematics and Science Study (TIMSS). The Board would like to participate in obtaining state-level results from the 2015 PISA, which would require an appropriation of $600,000 in the next biennial budget.
- The Board's role in promoting high-quality preschool programs and increasing the number of children served by such programs is limited, but the Board remains dedicated to nurturing young learners and supportive of the Department's efforts in this area, as noted in goal four.
- Many children still face difficult personal circumstances such as high poverty, high crime in their neighborhoods, lack of parental support, limited English proficiency and other circumstances that obstruct their learning at school. For instance, the percent of students eligible for free and reduced-price meals has grown from 34.6 percent in 2008-2009 to 40.2 percent in 2012-2013. Further, childhood hunger and childhood obesity remain critical issues for many. High rates of unhealthy behaviors, hunger, and poor nutrition keep some students from focusing on learning.
- Maintaining the capacity of the VDOE staff to implement the constitutional and statutory requirements placed on the Board of Education and the Department of Education continues to be a challenge with thin resources, particularly in keeping up with increasingly burdensome and time-consuming federal reporting and accountability requirements. A recent study, "State Education Agencies as Agents of Change," co-published by the Center for American Progress and the American Enterprise Institute, reported Virginia's Department of Education staff to pupil ratio as the third lowest in the nation. Maintaining high expectations and turning around low-performing schools will require a strong, well-funded VDOE presence.

- The ability of VDOE staff to review and the Board to approve textbooks and instructional materials in the digital age is a concern as textbooks and instructional materials are changing at rapid pace, which requires increased time and resources for state-level review.

IV. Board of Education President's Listening Tour

In March 2013, the Board of Education President David Foster launched the President's Listening Tour. The listening tour is an initiative by the Board to reach out to partners in K-12 education to hear their thoughts on the work before the Board and the important issues facing our public schools. The president and one board member participated in each forum, designed to provide for open dialogue with parents, teachers, local school board members, administrators and other interested citizens. From March to November, the Board members visited Franklin County, Norfolk, Fauquier County, Washington County, Nottoway County, Harrisonburg, and Mathews County for regional gatherings with citizens. An additional forum is planned for Colonial Heights in December 2013. The comments and questions heard at each stop were shared with all Board members and the Superintendent of Public Instruction.

The following general themes were voiced by the education community at stops along the president's tour:

- Impact of an A-F grading school – many educators expressed concern regarding the unintended consequences of labeling a school with a single letter grade that cannot possibly take into consideration the myriad of factors that impact a student's achievement. Many also shared concerns about the negative economic impact a low grade could have on businesses and families considering moving to the area. Others expressed concern about the impact on teacher morale and student motivation.
- Questioning the effectiveness of SOL assessments – educators expressed concern that there is too much emphasis on testing and "teaching to the test," and that the SOL should better reflect 21st century skills such as problem solving.
- Persistent achievement gaps among groups of students, including economically disadvantaged students, students with disabilities, LEP students, and minority students are troubling. Educators also discussed the impact of home-life circumstances, such as poverty, hunger, or abuse, on a child's learning.
- Federal and state expansion into local school board decisions – educators voiced concerns about policies such as the Opportunity Educational Institution that take autonomy away from local school divisions and federal and state mandates that divert time and effort from educating students.
- Need for more resources – educators voiced frustration as to the lack of state resources for k-12 education amid increasing expectations and challenging demographics.
- Difficulty recruiting and retaining highly effective teachers, especially in hard-to-staff schools, and the ability to provide them professional development opportunities and timely training on new standards.
- Desire for more widespread geographical representation on the Board of Education.
- Technology infrastructure in parts of the Commonwealth is not sustainable for the advancements being used in education.

V. Compliance with the Standards of Quality

Section § 22.1-18 of the *Code of Virginia* requires the Board of Education to "identify any school divisions and the specific schools therein which have failed to establish and maintain schools meeting the existing prescribed Standards of Quality." Each year, the Department of Education collects self-assessment 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* (Standards of Quality). The chairman of the school board and division superintendent certify the level of compliance with the standards and the individual indicators within each standard to the Department of Education via an electronic data collection system.

Seventy-four divisions (56%) reported full compliance with the provisions of the Standards of Quality (SOQ) in the 2012-2013 school year (Appendix C). Appendix D contains a list of school divisions that have reported non-compliance with any of the provisions of the SOQ. The appendix also provides additional information on the status of compliance over the last three years for these divisions.

Where divisions indicate less than full compliance with the standards, corrective action plans for the noncompliance items are required. Of the divisions that were not in full compliance, all have filed a corrective action plan. The data are for the 2012-2013 school year and for the Standards of Quality that were in effect as of July 1, 2012.

School Divisions Reporting Non Compliance	
Standard	**# Divisions Noncompliant**
Standard 1- Instructional Programs	1
Standard 2 - Instructional, Administrative and Support Personnel	14
Standard 3 - Accreditation, Other Standards and Evaluation	45
Standard 5 - Quality of Classroom Instruction and Educational Leadership	1
Standard 6 - Planning and Evaluation	2
Standard 7 - School Board Policies	1

VI. Compliance with the Standards of Accreditation

Seventy-seven percent, or 1,413, of Virginia's 1,828 public schools are rated as Fully Accredited for 2013-2014 compared with 93 percent for 2012-2013. The number of schools accredited with warning nearly quadrupled to 395, and six schools have been denied state accreditation because of chronically low achievement.

The percentage of schools meeting state accreditation standards dropped sharply as a result of the introduction of rigorous new reading, writing and science Standards of Learning (SOL) tests during 2012-2013, as well as a second year of results from more challenging mathematics

assessments. In addition, the benchmark pass rates required for full accreditation have increased, and high schools must meet goals for improving graduation rates.

The focus of the SOL program has shifted to the ambitious but vital goal of college and career readiness for all students. Temporary declines in SOL scores and accreditation ratings are signs that the commonwealth is expecting more, not that students are learning less.

For a school now to earn full accreditation, at least 75 percent of students must pass reading and writing SOL tests, and at least 70 percent must pass state assessments in mathematics, science and history. High schools must also meet a benchmark for graduation. Previously, the reading and writing benchmark in middle and high schools was 70 percent and the required pass rate in grade-3 science and history was 50 percent.

Accreditation ratings also may reflect credit earned by schools that successfully remediate students who failed reading or mathematics tests during the previous year. Adjustments also may be made for students with limited-English proficiency and for students who have recently transferred into a Virginia public school.

A list of divisions with all schools fully accredited, schools rated accredited with warning, and schools rated accreditation denied is included in Appendix E.

VII. Charter School Report and Parent Choice

One charter school application was submitted to the Board of Education during 2012-2013 pursuant to § 22.1-212.9 of the *Code of Virginia.* The Board of Education reviewed the application and determined that it met the Board's approval criteria. The charter applicant submitted the application to the local school board for review, and it was approved to begin operation during 2013-2014.

The Department of Education collected information on the number of public charter school applications approved and denied by local school boards during 2012-2013.

- One new charter school application met the Board of Education criteria in 2012-2013 and was approved by its local school board during 2012-2013;
- One charter school application that met the Board of Education criteria in 2011-2012 was denied by its local school board during 2012-2013;
- One charter school application that met the Board of Education criteria in 2011-2012 continues planning and was not presented to its local school board during 2012-2013;
- No operating charter school closed; and
- Four charter schools operated for students in 2012-2013.

Of the four charter schools, two were accredited with warning and two were fully accredited. Three did not meet all Federal Annual Measurable Objectives (FAMOs) with an improvement plan required. One met all federal AMOs.

The following section provides a brief summary of additional public schools' options available to parents and students in the Commonwealth.

Academic-Year Governor's Schools
The Virginia Department of Education, in conjunction with localities, sponsors regional Academic-Year Governor's Schools that serve gifted high school students during the academic year. Currently, 19 Academic-Year Governor's Schools provide students with acceleration and exploration in areas ranging from the arts, to government and international studies, and to mathematics, science, and technology.

- Linwood Holton Governor's School
- Appomattox Regional Governor's School for Arts & Technology
- Blue Ridge Governor's School
- Central Virginia Governor's School for Science & Technology
- Chesapeake Bay Governor's School for Marine & Environmental Science
- Commonwealth Governor's School
- Governor's School for the Arts
- Jackson River Governor's School
- Maggie L. Walker Governor's School for Government & International Studies
- Massanutten Governor's School for Integrated Environmental Science & Technology
- Mountain Vista Governor's School
- New Horizons Governor's School for Science & Technology
- Piedmont Governor's School
- Roanoke Valley Governor's School for Science & Technology
- Shenandoah Valley Governor's School
- Southwest Virginia Governor's School for Science, Mathematics & Technology
- The Governor's School of Southside Virginia
- Thomas Jefferson High School for Science & Technology
- The Governor's School at Innovation Park

Governor's STEM Academies
Governor's STEM Academies are programs designed to expand options for the general student population to acquire STEM (Science, Technology, Engineering and Mathematics) literacy and other critical skills, knowledge and credentials that will prepare them for high-demand, high-wage, and high-skill careers in Virginia. Each academy is a partnership among school divisions, postsecondary institutions and business and industry. Twenty-two Academies have been approved by the Board of Education.

- Governor's Career and Technical Academy for Renewable Resources and Agricultural Sciences, Halifax County
  The program will prepare students for careers in forestry management and leadership in forestry-related industries, including agriculture, biotechnology and manufacturing.
- Greater Peninsula Governor's Stem Academy (Formerly Known as the Governor's Academy for Innovation, Technology & Engineering (GAITE), Hampton
  The program will focus on electrical and mechanical engineering with instruction provided at high schools in participating school divisions, online and at Thomas Nelson Community College.

- Governor's Career and Technical Academy in Arlington (GCTAA), Arlington County
  The program at the Arlington Career Center will integrate instruction in science, technology, engineering and mathematics (STEM) in five focus areas – automotive, digital media, information technology, emergency medical services and engineering.
- FIRST: Fostering Innovation and Relevance Through STEM and Trades, Suffolk
  The program at the Pruden Center for Industry will focus on engineering and industrial trades, health sciences, automotive technology, information technology and human services.
- STEM for LIFE (Science, Technology, Engineering, and Math for Life-Long Initiatives for Future Education), Russell County
  The program will focus on STEM and will include correlated "hands-on" instruction in science and mathematics for middle school students. Dual-enrollment classes offered at the University of Virginia's College at Wise (UVA-Wise) Technology Center in Lebanon will be offered to students in Russell, Dickenson, Tazewell, Scott and Lee counties.
- Stafford Academy for Technology (STAT), Stafford County
  The program will focus on information technology, mathematics and engineering with instruction provided at three locations – Brooke Point High School, North Stafford High School and Stafford High School.
- Loudoun Governor's Career and Technical Academy, Loudoun County
  This program offers students five career pathways in the areas of agriculture, health care, science, technology, engineering and mathematics, and transportation, distribution and logistics.
- Governor's Career and Technical Academy for Engineering Studies, Chesterfield County
  This program, located at Lloyd C. Bird High School, offers students two opportunities to pursue engineering studies. There is the science and mathematics pathway for those who want to pursue an engineering career and the engineering technology program.
- Governor's Career & Technical Education Academy for STEM in Richmond, Richmond
  Located at the Richmond Technical Center, the Academy focuses on Engineering and Technology and Therapeutic Services career pathways.
- The Blue Ridge Crossroads Governor’s Academy for Technical Education (BRCGATE), Carroll County
  The academy, located at Carroll County High School, provides programs in three pathways: Engineering and Technology, Construction, and Food Production and Processing Systems. In addition to serving students in Carroll County, students from Galax City Public Schools and Grayson County Public Schools attend the academy.
- Governor’s STEM Academy for Engineering, Marketing, and Information Technology Studies, Virginia Beach
  The academy, located at Landstown High School and Technology Academy, provides programs in three pathways: Engineering and Technology, Professional Sales and Web and Digital Communications.
- The Grassfield High School Governor’s STEM Academy, Chesapeake
  The program at the Grassfield High School focuses on engineering and technology, marketing management and programming and software. Students are provided opportunities to gain meaningful experiences in careers related to the pathways.
- Governor’s STEM Academy at Chantilly High School, Fairfax County

The program at the Chantilly High School focuses on engineering and technology and network systems. The Academy provides students with the STEM-enriched technological skills necessary to succeed in a related career and postsecondary education.

- Governor's STEM Academy at the Burton Center for Arts and Technology, Roanoke County
  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.
- The Bridging Communities Governor's STEM Academy, New Kent County
  The program at the Bridging Communities Governor's STEM Academy, located at the Bridging Communities Regional Career and Technical Education Center, will emphasize two career clusters, Health Sciences and Engineering and Technology, that will provide students clear pathways among high school and higher education and high-demand jobs. In addition to serving students in New Kent County, students from Charles City County, King William County, King & Queen County, and Middlesex County Public Schools may attend the academy.
- Lynchburg Regional Governor's STEM Academy, Lynchburg
  The Lynchburg Regional Governor's STEM Academy, a Region 2000 Partnership, focuses on pathways in two Career Clusters: Health Science and Science, Technology, Engineering and Mathematics (STEM) and will provide students academic and technical training in career preparation for Engineering and Technology and Diagnostic Services pathways. In addition to serving students in Lynchburg City, students from Amherst County, Appomattox County, Bedford County, and Campbell County Public Schools may attend the academy.
- Heritage High School Governor's STEM Academy, Newport News
  The program at the Heritage High School Governor's STEM Academy focuses on pathways in three Career Clusters: Architecture and Construction, Information Technology and Science, Technology, Engineering and Mathematics (STEM) and will offer a program of study designed to expand options for students to acquire skills in science, technology, engineering, and mathematics. The program combines academic coursework and research experience with a challenging and focused school environment to prepare students for 21st century careers.
- Northern Neck Technical Center Governor's STEM Academy for Agriculture and Maritime Studies, Richmond County
  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. In addition to serving students in Richmond County, students from the Town of Colonial Beach, Essex County, Lancaster County, Northumberland County and Westmoreland County Public Schools may attend the academy.
- Pulaski County Public Schools Governor's STEM Academy, Pulaski County
  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.

- Governor's STEM Academy at George C. Marshall High School, Fairfax County
  George C. Marshall High School Governor's STEM Academy, in collaboration with its partners, will provide students the foundational skills needed to pursue career pathways within information technology and engineering. The Academy is centrally located within Northern Virginia. Because of its central location, partnerships with local businesses, and postsecondary articulation and dual enrollment agreements, the Governor's STEM Academy will be uniquely poised to meet the mission: increase student access to STEM specific instructional programs and pathways in career and technical education; and develop a highly-skilled, diverse STEM high school graduate prepared for postsecondary education or the global work force.
- Governor's STEM Academy at Harrisonburg High School, Harrisonburg City
  Harrisonburg High School Governor's STEM Academy emphasizes an integrative (I-STEM) learning approach to prepare students for meeting the challenges of today and the near future. The I-STEM model consists of specific units that are collaboratively developed based on the Science Standards of Learning and integrated with those from language arts, mathematics, social science, and technology, as well as engineering content.
- Governor's STEM Academy at Christiansburg High School, Montgomery County
  Montgomery County Public Schools Governor's STEM Academy will be located at Christiansburg High School; however, some of the Academy courses will be offered at the division's other three high schools as well. Students who attend the smaller high schools will be eligible to continue a chosen program of study at Christiansburg High School with transportation provided. The Academy will focus on the following six career pathways: Engineering and Technology, Manufacturing Production Process Development, Production, Programming and Software Development, Information Support and Services, and Network Systems.

Governor's Health Sciences Academies

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

- Monticello Governor's Health Sciences Academy – Albemarle County
- Chesterfield County Public Schools Governor's Health Sciences Academy – Chesterfield County
- Superintendent's Region 8 Governor's Health Sciences Academy – Cumberland County
- Falls Church Governor's Health Sciences Academy – Fairfax County
- West Potomac Governor's Health Sciences Academy – Fairfax County
- Gloucester County Public Schools and Mathews County Public Schools Governor's Health Sciences Academy – Gloucester County and Mathews County

- Hampton City Public Schools Governor's Health Sciences Academy – Hampton City
- Newport News Schools and York County Public Schools Governor's Health Sciences Academy – Newport News and York County

VIII. Multidivision Online Learning

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 Web site containing relevant information, including course content, registration information, teacher qualifications, and completion rates. The local boards were required to post information on their Web sites to enable visitors to understand and compare various options for learners, including the types of online courses and programs available, conditions under which divisions will pay course fees and other costs for nonresident students, and criteria for granting high school credit.

In 2011, the Department of Education developed and implemented the multidivision online provider application process, including the *Criteria for Approval of Multidivision Online Providers* and the application, appeal, and monitoring process approved by the Board of Education. During this initial application period, 13 organizations were approved to offer online instruction as multidivision online providers. During the second year of program implementation, the legislation required monitoring of the approved providers and the reopening of the application window.

The second application window was opened on January 3, 2012, with provider applications accepted for 30 days. During that time, seven organizations submitted new applications and course correlation documents, and providers approved in 2011 submitted new courses for review and approval. After a thorough review, six of the new applicants were approved as multidivision online providers. For the one application not approved, review teams noted significant deficiencies in data collection and reporting capabilities, pupil performance standards, Section 508 compliance, teacher licensure requirements, and correlation to the SOL.

A third 30-day application window opened on January 2, 2013. During that time, four organizations submitted new applications and course correlation documents, and providers approved in 2011 and 2012 submitted new courses for review and approval. After a thorough review, the four new applicants were approved as multidivision online providers.

Ten of the 19 organizations approved in 2011or 2012 offered courses to students in Virginia during the 2012-13 school year. These organizations completed monitoring reports in June 2013. After reviewing data from these reports and conducting monitoring interviews with the providers, the Department of Education has identified three primary issues of concern: some approved providers are offering courses that have not been approved, some school divisions are not providing information on their Web sites about the approved multidivision online provider courses, and discrepancies exist between data submitted by providers and data reported in the Student Records Collection (SRC). These issues are detailed in the report in Appendix F.

IX. Virtual Virginia Overview

As a program of the Virginia Department of Education, Virtual Virginia offers online Advanced Placement (AP®), world language, core academic, and elective courses to students across the Commonwealth and nation. Virtual Virginia is committed to providing high-quality, rigorous course content with flexibility to meet the varied schedules of schools and students. The Virtual Virginia program strives to provide instruction that meets the individual needs of students.

Virtual Virginia works with Virginia public schools to provide students access to courses that are unavailable to them due to low enrollments, scheduling conflicts, and the lack of highly qualified teachers. Virtual Virginia ensures the availability of high quality and rigorous Advanced Placement and world language courses to underserved populations and provides equity of access to educational options throughout Virginia.

Courses are delivered via the Internet through a secure, Web-based environment; students may participate at school or at home. The courses promote a high level of interaction among students and teachers. The content is media-rich, interactive, and engaging and is designed to address different learning styles. The courses contain readings, discussion forums, written assignments, various forms of media, student presentations and projects, case studies, simulations, virtual lab assignments, models, interactivities, and opportunities for collaboration.

Virtual Virginia courses meet and exceed Virginia's Standards of Learning. All Advanced Placement courses are audited and approved by the College Board as well as the National Collegiate Athletic Association (NCAA). The course completion rate for 2012-13 was 93.6 percent.

Virtual Virginia teachers are highly qualified and hold Virginia licenses in their content area. Although teachers' loads vary by course, the average student to full-time teacher ratio is 1:109.

Public school students enroll in Virtual Virginia courses via their local school counselors. Schools must provide an adult mentor, the required textbooks, and technology resources. The local schools award letter grades and graduation credit for the courses taken.

Advanced Placement courses are tuition free for students participating in the Early College Scholars (ECS) program; non-ECS students pay a reduced tuition of $375 times the Local Composite Index (LCI). Standard courses are tuition free for public school students. Tuition is charged for nonpublic and out-of-state students; in addition, a $75 drop fee is assessed if students withdraw after the 21st day of class.

Virtual Virginia has served over 28,000 students since its inception in 2002. Currently there are 19,433 half-credit enrollments, including more than 5,000 students enrolled in the Economics and Personal Finance course. Current enrollment numbers reflect almost a 40 percent increase in half-credit enrollments over the 13,946 half-credit enrollments last year. One hundred and thirty-one students remain on waiting lists for spring block courses. It is anticipated that these students will be served.

X. Closing Statement by the Virginia Board of Education

Working with its many partners, the Board of Education will continue developing policies and proving leadership that improve student achievement and prepare students to succeed in postsecondary education and the workplace. Virginia's excellent statewide system of public education derives strength from its diversity and ensures equality of opportunity for each student in a safe and healthy learning environment that prepares all students to be capable, responsible, and self-reliant citizens in the global society.

Achieving the mission of the Board will not be easy. As schools implement more rigorous standards and tests, we have witnessed declines in passing rates and school accreditation. Even more attention and resources will need to be focused on closing the achievement gaps that persist among student subgroups and on chronically underperforming schools. We must not, however, become alarmed or discouraged or yield to the temptation to preserve the status quo. Raising expectations is the right thing to do, and our teachers and schools will rise to the challenge. Virginia students will be better prepared as a result.

Current conditions remind us more than ever that the key to economic recovery is a strong education system. The Board of Education will continue to think creatively and work collaboratively to assure that its goals and strategies are relevant, practical, and effective.

Appendix A
Historical Overview of the Standards of Learning Program

The Standards of Learning (SOL) have provided a foundation for increased student achievement for nearly two decades. The standards are at the core of a statewide system of support and accountability that has helped make Virginia's public schools among the nation's best.

Origins of reform

While the term "Standards of Learning" dates to the early 1980s, what Virginians today regard as the SOL program began in the mid 1990s in the wake of several ineffective attempts at reform and dramatic declines in the achievement of Virginia students on national assessments.

In 1994, the reading scores of Virginia fourth graders on the National Assessment of Educational Progress (NAEP) plummeted. This jolt, coupled with a decade of declining SAT scores, lead to a bipartisan consensus around the need for more rigorous academic and instructional standards in the Commonwealth's public schools.

The structure of the reform took shape through Governor George Allen's Commission on Champion Schools and the work of the Virginia Board of Education and then-Superintendent of Public Instruction William C. Bosher Jr.

In June 1995, the Board of Education revised the Standards of Learning in English, mathematics, history and science to increase specificity and content rigor. Bosher described the revised SOLs as "the most rigorous set of standards in math, science, English and social studies Virginia has ever known."

Seven months later, Allen's commission made its recommendations on the creation of an accountability program based on the new standards. The recommendations included statewide testing in all four content areas, an achievement-based school accreditation system and the publication of annual school report cards.

In September 1997, the Board of Education revised its *Regulations Establishing Standards for Accrediting Public Schools in Virginia* to carry out the Commission on Champion Schools' recommendations and create what we now call the SOL program.

SOL testing begins

SOL testing began in 1998 as students in grades 3, 5, 8 and in high school took assessments in reading, writing, mathematics, history and science. Results from the 1998 tests were used to establish proficiency standards for students.

The following year, schools were assigned accreditation ratings based on student achievement on the SOL tests. In 1999, only 116, or 6.5 percent, of the Commonwealth's 1,791 schools met the accreditation standard, although achievement increased on all tests. Under the new accreditation standards, all schools were expected to have pass rates of at least 70 percent in all four content areas by 2006-2007.

Despite the initially low pass rates on the new state tests, results from the 1998 national reading tests provided an early indication that the SOL program was having a positive impact on student

achievement. The percentage of students meeting NAEP's rigorous standard for proficiency jumped four points. Then-Board of Education President Kirk Schroder described the 1998 NAEP results as tangible evidence that Virginia schools were moving in the right direction.

Creating a statewide system of support

SOL-related initiatives were launched by Allen and his successor, Governor James Gilmore, to support schools in their efforts to improve reading skills and identify and assist students at risk of not meeting new, more rigorous graduation requirements. These efforts marked the beginning of the development of a statewide system of support linked to the standards.

The General Assembly approved the Virginia Early Reading Initiative in 1997 to provide early intervention for kindergartners and first graders (in 2000, this Allen-era initiative was expanded to include students through grade 3). The initiative included the development of a powerful diagnostic assessment to enable teachers and reading specialists to identify and correct reading problems sooner rather than later.

New algebra-related courses and professional development opportunities were developed for middle and high school mathematics teachers, and in 2000, the General Assembly approved Gilmore's Algebra Readiness Initiative to support diagnostic and intervention services for students in grades 6-9 at risk of not passing the Algebra I SOL test.

During their 2000 session, state lawmakers also approved Gilmore's SOL Technology Initiative, setting Virginia on a course to become a national leader in online assessment. The initiative authorized annual grants to school divisions, funded through the issuance of notes by the Virginia Public School Authority, to create the infrastructure and purchase the hardware required for online testing, as well as to increase students' access to technology. By fall 2001, students in 15 school divisions were taking at least some SOL tests online.

The 2000 General Assembly also responded to requests from school divisions by directing the Virginia Department of Education (VDOE) to develop three new course-specific history/social science tests to administer in grades 5-8 as an alternative to the cumulative grade-8 history/social science assessment. The cumulative test was ultimately phased out in 2008.

Also in 2000, VDOE academic review teams began visiting low-performing schools and assisting in the development and implementation of improvement plans. The Board of Education required schools reviewed because of low student achievement in reading and mathematics to implement instructional programs of proven effectiveness.

During this same year, the Board of Education revised it accountability regulations to provide additional options and flexibility for students in meeting assessment-related diploma requirements that were scheduled to become effective with the class of 2004. The changes included allowing students to substitute Advanced Placement, International Baccalaureate and other rigorous assessments for end-of-course SOL tests in the same subjects.

Support for students and schools

After his election in 2001, Governor Mark R. Warner signaled his support for the Standards of Learning reform program by re-appointing Jo-Lynne DeMary as superintendent of public

instruction. Warner subsequently endorsed the SOLs explicitly during remarks to the Board of Education and the Virginia Association of School Superintendents.

At Warner's direction, an Office of School Improvement was created within VDOE to work closely with low-performing schools to implement best practices.

Warner built on the Board's academic review process with his Partnership for Achieving Successful Schools (PASS) initiative. PASS paired Title I schools that had become subject to sanctions under the federal *No Child Left Behind Act of 2001* with similar schools that were meeting state and federal standards. The initiative also identified community and private sector partners to provide resources and opportunities for students and teachers.

Continued improvement and innovation

Year-to-year increases in achievement on the SOL tests resulted in ever-higher percentages of schools earning full accreditation. By the fall of 2002, 64 percent of the Commonwealth's schools had met or exceeded the standards.

"In schools where principals and teachers are implementing best practices and working collaboratively with the department's academic review teams, instruction is improving and student achievement is rising," DeMary said.

Virginia's online assessment system continued to grow as more high schools began administering SOL end-of-course tests online. During the spring 2003 test administration, students in 94 school divisions took approximately 76,000 online assessments. Schools reported that students were comfortable with the online format and that the web-based tests allowed initially unsuccessful students the benefit of speedier retakes.

Results from the 2002 national reading tests showed that the skills of Virginia students continued to improve and that the Commonwealth's students were among the nation's strongest readers. The percentage of Virginia fourth graders at or above grade level in reading rose seven points to 37 percent. An equal percentage of Virginia eighth graders met or exceeded the NAEP proficiency standard in reading, a four-point improvement from 1998.

Mark C. Christie, who led the Board of Education during the final year of the Gilmore administration and the first year of the Warner administration, responded to criticism that the gains on the state and national tests did not represent real increases in learning. Christie's May 2004 article in Weldon Cooper Center for Public Service's Virginia News Letter also compared the SOL program with earlier attempts at reform.

> *Critics claim that these dramatic gains merely reflect "teaching to the test." This cliché is the most intellectually shallow of all the arguments made against the SOL program. The SOL tests measure student learning of the SOL academic content, and our academic content standards in English, math, science and history are among the best in the nation. The SOL reading tests measure a student's ability to read, the SOL writing tests measure the ability to write, the SOL math tests measure the student's ability to do math. Do we want teachers to teach these skills? Of course we do.*

The performance of Virginia students on the SAT — the dominant college admissions test in the Commonwealth — in 2002 and 2003 provided additional evidence that the SOL program was making an impact on achievement. Virginia high school seniors posted a five-point increase in mathematics on the 2002 SAT and four-point improvement in reading the following year.

The 2003 SAT scores represented an 11-point improvement in mathematics since the beginning of SOL testing in 1998 and a seven-point improvement in reading. Nearly 8,400 more Virginia high school seniors took the SAT in 2003 compared with participation five years earlier.

“By taking the SAT in ever-greater numbers, Virginia students are showing that they are increasingly confident of their academic abilities,” said Thomas M. Jackson Jr., who succeeded Christie as state board president.

New diploma standards take effect

In 2003, Warner launched Project Graduation to help struggling rising seniors pass the SOL tests required to earn a standard or advanced diploma. At the same time, Warner said there would be no retreat from the new diploma requirements due to take effect in 2004.

Project Graduation, which remains part of the SOL program’s statewide system of support, included regional summer academies — where students received focused instruction in reading, writing, and Algebra I — and opportunities to retake corresponding SOL tests.

Thanks to Project Graduation and similar local initiatives — and the efforts of Virginia teachers in preparing students for the higher diploma standards — predictions that tens of thousands of seniors would be denied diplomas in 2004 did not materialize.

Statewide, 2004 graduates equaled 73.5 percent of ninth-grade enrollment four years earlier, compared with an average estimated four-year graduation rate over the previous five years of 74.7 percent.

Warner had fulfilled his promise not to “blink” — as other states had — when new, more rigorous diploma standards were about to take effect.

A 10-year trend of higher achievement

By 2005, 92 percent of Virginia schools had earned full accreditation as student achievement on the SOLs increased. "This year's accreditation ratings cap a long, bipartisan process in which we stood firm in our efforts to raise standards and insist on accountability," Warner said.

“The commitment of successive administrations, the General Assembly, and the Board of Education to the Standards of Learning has allowed Virginia to increase student achievement and provide students and schools with a foundation for even greater success,” DeMary said.

The performance of Virginia students on national reading and mathematics tests in 2005 continued what DeMary described as a 10-year trend of higher achievement in reading and mathematics reflecting the improving quality of instruction in the Commonwealth’s public schools. Virginia fourth- and eighth-grade students again performed at higher levels than their national and regional counterparts.

The percentage of Virginia fourth graders meeting or exceeding the NAEP proficiency standard in mathematics increased in 2005 to 39 percent (compared with only 19 percent in 1996), and the percentage of eighth graders meeting the standard in mathematics increased to 33 percent (compared with 21 percent in 1996).

Virginia fourth-graders led the nation on the 2005 NAEP in science. Forty percent met or exceeded the rigorous NAEP standard for science proficiency, compared with 32 percent five years earlier. Nationwide, only 27 percent of fourth-graders achieved at the proficient level or above. Thirty-five percent of Virginia students in grade 8 met or exceeded the NAEP standard, compared with 29 percent five years earlier. Nationwide, 27 percent of eighth-graders performed at the proficient level or above.

The performance of Virginia high school seniors on the SAT also improved significantly in 2005. The average mathematics score of Virginia public school seniors increased by six points, which was the largest increase in mathematics achievement in the nation.

Virginia also was poised to join a select group of states in which 20 percent or more of high school seniors qualified for college credit by earning a grade of 3 or more on an Advanced Placement (AP) examination. During 2005, 19.3 percent of the Commonwealth's public high school seniors earned a grade of 3 or better on at least one AP test, compared with 15.9 percent in 2000. Only four states had a higher percentage of seniors earning grades of 3 or better.

New tests challenge middle schools

In 2006, new reading and mathematics SOL tests were introduced in grades 4, 6 and 7 to comply with the NCLB requirement for annual testing in these subjects in grades 3-8. The new grade-level assessments represented a significant increase in expectations as students were required to demonstrate a deeper mastery of content, especially in math. Mathematics pass rates plunged in middle schools across the state. While nine out of 10 schools still earned full accreditation for 2006-2007, 86 of the state's 307 middle schools were accredited with warning.

The 2006-2007 school year also was the first to see schools denied accreditation because of persistently low-achievement on the state tests. Four of the six schools denied accreditation were in Petersburg and two were in Sussex County. VDOE's Office of School Improvement began intensive interventions in these and other low-performing school divisions.

The challenge presented by the more rigorous middle school assessments was met as VDOE and school divisions collaborated to develop new resources, especially for mathematics teachers. The department invited top middle school mathematics teachers from around the Commonwealth to participate in the creation of a series of videos illustrating how various concepts and operations could be effectively presented to diverse learners.

These resources, and others developed as part of this effort, were distributed to school divisions and posted on the VDOE website. The response to the middle school mathematics challenge created a template for future state-division collaborations.

Expanding accountability and recognizing excellence

At the start of his administration in 2006, Governor Timothy M. Kaine called on the Board of Education to include graduation as an accountability factor in the accreditation of high schools.

“Most of Virginia’s high school students are meeting or exceeding the Commonwealth’s diploma standards but we must redouble our efforts to address the issues that historically have caused students to dropout or complete high school without earning a diploma,” said Mark E. Emblidge, a former Richmond school board chairman who became president of the state board shortly after Kaine took office.

The board revised the Commonwealth’s accreditation standards to require high schools to meet an annual benchmark for graduation. This addition to the board’s accountability standards became effective with accreditation ratings for the 2011-2012 school year and was made possible by the development in 2008 of a longitudinal student data system that allowed VDOE to calculate cohort graduation and dropout rates for schools, divisions and the state.

School divisions began preparing for the new accountability measure by improving student-data systems and developing new programs to identify and assist students at risk of dropping out.

In 2008, VDOE reported a statewide four-year graduation rate of 81.3 percent for the class of 2008. The following March, VDOE reported a statewide dropout rate of 8.7 percent. By 2013, the graduation rate had risen to 89.1 percent and the dropout rate had fallen to 5.9 percent.

Kaine also urged the Board of Education to create a mechanism within the SOL program to recognize and reward schools and school divisions that far exceed state and federal accountability standards. The Board responded in 2007 by approving the Virginia Index of Performance (VIP) incentive program.

Virginia’s progress under the SOL program was recognized by Education Week in its January 2007 Quality Counts report. The report described Virginia students as the most likely to succeed in the nation and said that the typical student in the Commonwealth “enjoys higher achievement and is more likely to finish high school and continue on to college than in other states.” Virginia continues to rank among the top states — most recently fourth — in the annual Quality Counts report.

The College Board’s 2007 Advanced Placement Report to the Nation provided what Kaine described as another milestone on Virginia’s journey from “competence to excellence” under the SOL program as Virginia joined the handful of states in which 20 percent or more of high school seniors earned a grade of 3 or more on an AP examination. Only three states had higher percentages of seniors with scores qualifying for college credit.

Virginia fourth and eighth graders achieved significant overall gains in mathematics on the 2007 NAEP, compared with performance on the national tests two years earlier. And for the first time since the beginning of the national assessment program in the early 1990s, a majority – 60 percent – of black fourth graders in the Commonwealth demonstrated reading proficiency at or above the basic level.

Billy K. Cannaday Jr., who succeeded DeMary as state superintendent, said the improvements made 2007 a “watershed year” for the 12-year-old SOL program. "Because of the efforts of thousands of teachers and other educators – and the Commonwealth's commitment to the

Standards of Learning – students who traditionally have lagged behind are now achieving at higher levels," Cannaday said.

Virginia was the only state to receive a perfect score for academic standards from the American Federation of Teachers (AFT) in the union's Sizing Up Standards 2008 report. The AFT evaluated Virginia's SOLs and the academic standards of other states for clarity, specificity and content. The report by the nation's second-largest teachers' union cited Virginia as the only state in the nation to meet the AFTs' criteria for strong standards in English, mathematics, science and history at all grade levels and in all subject areas.

College- and career-ready standards

As it prepared to carry out legislatively mandated reviews of the Standards of Learning in mathematics and English, the Board of Education directed VDOE to study factors contributing to success in postsecondary education. As part of that effort, the department asked the College Board, ACT and the bipartisan education reform organization Achieve to compare their respective standards for postsecondary readiness with the English and mathematics SOLs.

The board's determination to increase the rigor of the SOL program — by shifting its focus from grade-level competency to college and career readiness — was reinforced by the relatively flat performance of Virginia students on the 2009 NAEP. "Our challenge is to build on the progress Virginia students have already made under the Standards of Learning program — especially in middle school and among minority students," then-Board President Eleanor B. Saslaw said.

The 2009 revision of Virginia's mathematics standards and the 2010 revision of the English and science SOLs reflected the input of the College Board, ACT and Achieve, as well as recommendations from college faculty and the business community.
"If Virginia's students master the state standards, they will likely be well prepared for both workplace and college success," Achieve reported.

After taking office in 2010, Governor Robert F. McDonnell signaled his support for increasing the rigor of the SOL program as Virginia came under pressure from the US Department of Education to replace the SOLs with the newly developed Common Core State Standards.

"We can't go back," McDonnell told the Washington Post in May 2010. "We've been working on this for 15 years."

The following month, the Board of Education reaffirmed its commitment to the SOL program and opposition to adoption of the Common Core as a prerequisite for participation in federal competitive grant programs.

"The Standards of Learning are clear and rigorous and have won the acceptance and trust of Virginia educators," the board said in a unanimously approved resolution. "Whatever adjustments might be warranted to ensure alignment of the SOL with the Common Core State Standards can be made within the process through which the Board of Education exercises its constitutional authority to establish standards for the Commonwealth's public schools."

In January 2011, Superintendent of Public Instruction Patricia I. Wright, who succeeded Cannaday during the Kaine administration and was reappointed by McDonnell, warned state

lawmakers that the transition to more rigorous standards would lead to short-term declines in pass rates on state tests.

"Our schools will begin a new trend line as these more rigorous standards and benchmarks become effective over the next few years," Wright said. "But we must not become alarmed or discouraged. And we must not give in to the temptation to preserve the status quo when we know in our hearts that we must raise standards for our young people to remain competitive in the 21st century."

Also in January, the National Center for Education statistics released results from revamped national science assessments administered in 2009. Virginia fourth graders again led the nation in science, with 46 percent meeting or exceeding the NAEP proficiency standard. Thirty-six percent of Virginia eighth graders performed at or above the proficiency level, with students in only six states ranking higher.

By spring 2011, 2.2 million SOL tests were being taken online. Pleased with the growth and success of the online assessment program, the General Assembly mandated that all SOL tests be administered online by spring 2013, except in cases where a student's disability necessitated a paper-and-pencil test.

In a July 2011 commentary published by the Richmond Times-Dispatch, Wright addressed questions about the growth of testing in the Commonwealth's schools:

> *Is there too much testing in Virginia's public schools? Is "test preparation" crowding out real teaching and learning in some schools? You may be surprised that my answer, as one of the architects of the SOL program, is "yes" to both questions.*
>
> *But in considering the amount of testing, it is important to distinguish between the actual SOL tests required by the Commonwealth and the myriad assessments that local administrators have put in place to identify students at risk of not passing the SOLs and potentially jeopardizing a school's accountability rating.*

Wright also noted the concerns of Board of Education members that local decisions sometimes prevented teachers from weaving SOL content into engaging curriculum, as originally intended by the Board. She pointed out that the overemphasis on "test prep" in some divisions was also counter to research showing that the best way to prepare students is to provide instruction that exceeds the depth and rigor of the standards.

Accreditation ratings announced in the fall of 2011 marked an all-time high, despite the introduction of new history and social science SOL tests during 2010-2011. Ninety-six percent of schools were fully accredited and only eight middle schools remained on academic warning.

Additional evidence of the continuing impact of the SOL reform was provided by results from the 2011 NAEP. In mathematics, the percentage of grade-8 students who met or exceeded the NAEP standard for proficiency increased by four points to 40 percent and the percentage of fourth-grade students at or above proficiency rose three points to 46 percent.

Wright said the gains on the national mathematics tests confirmed the improvements in teaching and learning that followed the introduction of grade-level SOL testing in 2006, and mirrored increases in achievement on the middle school mathematics and Algebra I SOL tests.

Beyond multiple choice

Students began taking SOL tests based on the 2009 mathematics standards in 2011-2012, and new tests in reading, writing and science were introduced in 2012-2013. The new online assessments included innovative technology-enhanced items that required students to apply their content knowledge and employ problem-solving and critical-thinking skills. The items mirrored students' classroom experiences and were widely praised by mathematics teachers and division-level instructional leaders.

As predicted, the new SOLs produced lower pass rates. But during 2012-2013, the second year for the new mathematics assessments, students made gains on every grade-level and end-of-course mathematics test.

"As schools adapt to the new SOLs and as our talented, hardworking teachers continue to engage students, I am confident that we will see improvement in English and science scores just as we did in math scores," Board of Education President David M. Foster said. "In turn, we will improve the odds that our graduates are equipped to succeed in a competitive, fast-changing world. We owe it to our students and to ourselves to set high expectations — and then to do all that we can to help each student meet those expectations."

In response to concerns from school divisions about the amount of time it took some students to complete the new mathematics SOL tests, VDOE surveyed teachers and other educators from 16 relatively high-scoring divisions. High expectations for students, thorough knowledge of the 2009 Mathematics SOL Curriculum Framework, and an emphasis on multistep problem solving and vocabulary throughout the year were cited as contributing to the success of students who completed the new tests in three or fewer hours.

An online survey conducted at the close of the 2011-2012 school year found overwhelming support among teachers for increasing the flow of SOL-related information and resources from VDOE directly to classroom teachers. As a result, the department in January 2013 launched TeacherDirect, a weekly e-mail bulletin informing teachers of the latest SOL resources and professional development opportunities. This marked a significant break from the long-standing practice of channeling information through school division central offices.

By the fall of 2013, the impact of the Commonwealth's college- and career-ready standards and assessments was clear in the accreditation ratings by VDOE.

Seventy-seven percent, or 1,413, of Virginia's 1,828 public schools were rated as fully accredited for 2013-2014, compared with 93 percent for 2012-2013. The number of schools accredited with warning nearly quadrupled to 395, and six schools have been denied state accreditation because of chronically low achievement.

"Over the last five years, the accreditation bar has been raised through the introduction of more rigorous curriculum standards and challenging new assessments that test students' problem-solving and critical-thinking skills as well as their content knowledge," Wright said. "In addition,

the benchmark pass rates required for full accreditation have increased, and high schools must meet goals for improving graduation rates."

"The focus of the SOL program has shifted to the ambitious but vital goal of college and career readiness for all students," Foster added. "Temporary declines in SOL scores and accreditation ratings are signs that the Commonwealth is expecting more, not that students are learning less."

The 2013-2014 school year opened on an encouraging note as results from both the ACT and SAT college-admissions tests showed across-board-gains for Virginia students, despite nationwide declines in student achievement on both assessments.

The percentage of Virginia public school students meeting ACT's college-readiness benchmarks in English, reading, mathematics and science was 10 or more points higher than the percentages nationwide. Black students narrowed the achievement gap in all three SAT subject areas by achieving larger gains than Virginia public school students overall.

Foster said the SAT and ACT results demonstrated that Virginia students were continuing to make progress under the SOL program and the college- and career-ready expectations introduced by the Board since 2009.

International Comparisons

In October 2013, a long-awaited National Center for Education Statistics study connecting 2011 NAEP mathematics and science scores of American students with results from the 2011 Trends in International Mathematics and Science Study (TIMSS) ranked Virginia eighth graders above international averages in both subjects.

The study ranked the mathematics achievement of Virginia eighth graders higher than that of peers in 39 countries and systems, including Finland. Finland's public schools are frequently held up as a model for states to emulate. Only students in South Korea, Singapore, Taiwan (Chinese Taipei), Hong Kong, Japan, Russia and Quebec ranked higher. Mathematics achievement in one country — Israel — was found to be similar to achievement in Virginia.

The study found that Virginia eighth graders achieved at a statistically higher level in science than students in 37 countries and systems, including Hong Kong and Russia. Students in only four countries — Singapore, Taiwan, South Korea and Japan — were ranked higher. The study rated the science achievement of students in six countries and systems — including Finland — as equivalent to that of Virginia students.

2013 NAEP

The 2013 NAEP reading and mathematics tests showed that the reading skills of Virginia fourth-grade students improved significantly between 2009 and 2013. Forty-three percent of the commonwealth's grade-4 students met or exceeded the NAEP proficiency, compared with 38 percent four years earlier.

In mathematics, 47 percent of the state's fourth graders achieved scores at or above the proficient level, compared with 46 percent in 2011, 43 percent in 2009 and 42 percent in 2007. The improvement since 2007 was seen as statistically significant.

The reading achievement of Virginia eighth graders on the 2013 NAEP was flat. Thirty-six percent achieved at or above the proficient level in reading, the same percentage as in 2011.

"The 2010 revisions to the English SOL place increased emphasis on strengthening adolescent literacy and equipping students with the reading skills they will need during their first year of college or in the work force," Superintendent of Public Instruction Wright said. "As schools implement these more challenging standards and state tests, I expect to see an improvement in the performance of Virginia middle and high school students on national reading assessments."

Thirty-eight percent of Virginia eighth graders achieved proficient or advanced mathematics scores on the 2013 NAEP, compared with 40 percent in 2011. The two-point decline was not statistically noteworthy. Eighth graders in only five states — Massachusetts, New Hampshire, New Jersey, Minnesota and Vermont — achieved higher average math scores. The National Center for Education Statistics described the increase in grade-8 mathematics achievement in Virginia since 2005 — when 33 percent earned proficient or advanced scores — as significant.

In Conclusion

As his term as president of the Board of Education neared its end, Foster reflected on how far Virginia's public schools have come under the SOL program and on the challenges that remain:

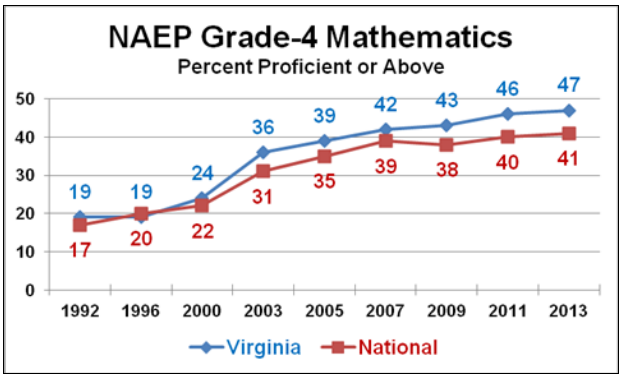
> *"In education as elsewhere, those who would make sound policy look at long-term trends and multiple measures. All of the trends and measures point in the same direction: SAT scores are up, ACT scores are up, NAEP scores are up, Advanced Placement scores are up, graduation rates are up, and minority achievement is up. Remarkably, Virginians are even competing favorably with Finland and three dozen other countries in math and science assessments.*
>
> *"None of this has been easy, of course, nor will pursuing the road ahead to universal proficiency and the elimination of achievement gaps be easy. We still have a lot of hard work to do. But as President Kennedy famously said of the space race, 'We do not do these things because they are easy; we do them because they are hard.' Those who value the future of our young people, our Commonwealth, and our nation will not do the easy thing and abandon the SOL-based reforms that have taken us this far. They will stay the course until we have accomplished even harder things."*

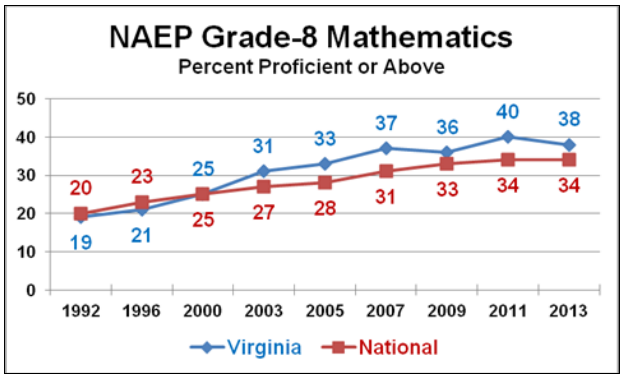
Impact of the Standards of Learning Program on National Assessment of Educational Progress

Key Dates:

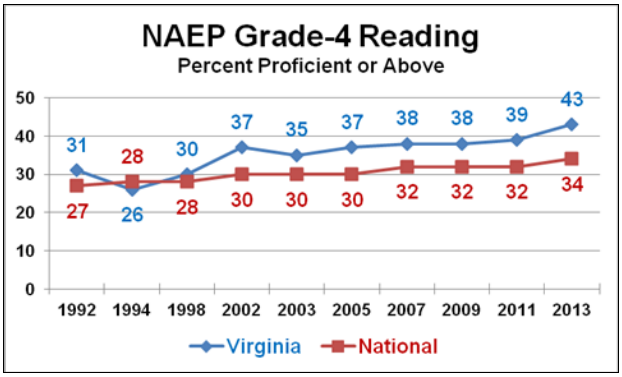
1995: Board of Education adopts revised Standards of Learning (SOL)
1998: SOL testing begins
1999: First school accreditation ratings awarded
2006: Reading and mathematics SOL tests given to students in previously untested grades (4, 6 & 7)
2009: Board approves college- and career-ready Mathematics SOL
2010: Board approves college- and career-ready English and Science SOL

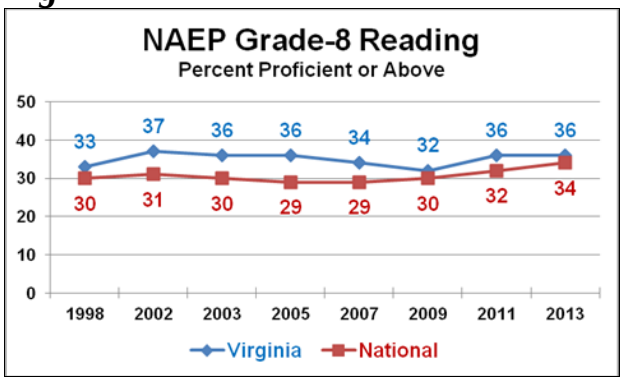
Mathematics



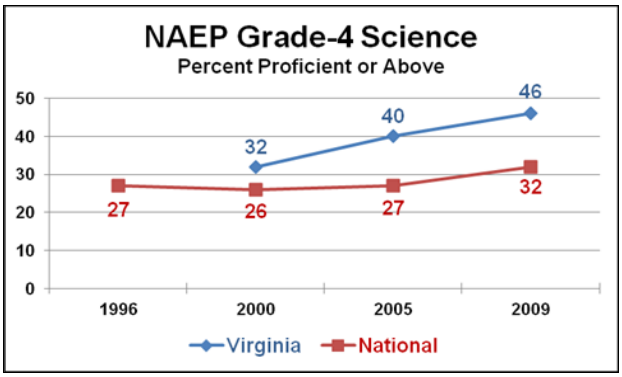


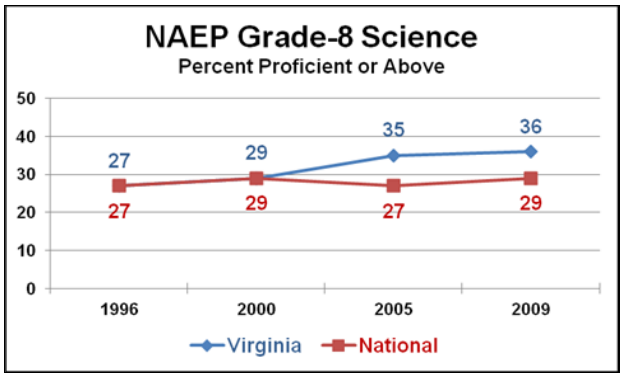
Reading





Science





Appendix B
Standards of Quality: Effective July 1, 2013

§ 22.1-18. Report on education and standards of quality for school divisions; when submitted and effective.

> By November 15 of each year, the Board of Education shall submit to the Governor and the General Assembly a report… Such report shall include a complete listing of the current standards of quality for the Commonwealth's public schools, together with a justification for each particular standard, how long each such standard has been in its current form, and whether the Board recommends any change or addition to the standards of quality.

The Constitution of Virginia requires the Board of Education to prescribe standards of quality for the public schools of Virginia, subject to revision only by the General Assembly. These standards, found in the *Code of Virginia* §§ 22.1-253.13:1 through 22.1-253.13:9, are known as the Standards of Quality (SOQ) and encompass the requirements that must be met by all Virginia public schools and divisions. Every two years – as required by the Code – the Board of Education reviews the SOQ for necessary revisions. In 2012, the Board reviewed and submitted proposed revisions to the Standards of Quality. The proposed revisions are available at www.doe.virginia.gov/boe/quality.

Standard	Justification	Last Revised
1 - Instructional programs supporting the Standards of Learning and other educational objectives	Provides authorization to the Board of Education to establish the Standards of Learning, and requires local school boards to develop and implement a program of instruction for grades K through 12 that is aligned to the Standards of Learning and meets or exceeds the requirements of the Board of Education.	2013
2 - Instructional, administrative, and support personnel	Establishes the requirement that school boards must provide instructional, administrative, and support personnel necessary for the operation and maintenance of schools.	2013
3 - Accreditation, other standards, assessments, and releases from state regulations	Authorizes the Board of Education to promulgate the standards of accreditation, and requires local school boards to maintain schools that meet the standards of accreditation. The Board is authorized to prescribe Standards of Learning assessments and other assessments.	2013
4 - Student achievement and graduation requirements	Authorizes local school boards to award diplomas to all secondary school students who earn the units of credit prescribed by	2013

	the Board of Education, pass the prescribed tests, and meet such other requirements prescribed by the school board and approved by the Board of Education.	
5 - Quality of classroom instruction and educational leadership	Establishes the expectations for programs of professional development and training, and appropriate performance evaluations for effective educational leadership.	2013
6 - Planning and public involvement	Establishes the requirement for a statewide comprehensive, unified, long-range plan based on data collection, analysis, and evaluation. Each local school board shall also adopt a divisionwide comprehensive, unified, long-range plan based on data collection, an analysis of the data, and how the data will be utilized to improve classroom instruction and student achievement. Each public school shall also prepare a comprehensive, unified, long-range plan.	2007
7 - School board policies	Establishes the requirement that local school boards maintain and follow up-to-date policies and regulations, which are available to employees and to the public.	2013

Following are the current Standards of Quality, effective July 1, 2013:

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

A. The General Assembly and the Board of Education believe that the fundamental goal of the public schools of the Commonwealth must be to enable each student to develop the skills that are necessary for success in school, preparation for life, and reaching their full potential. The General Assembly and the Board of Education find that the quality of education is dependent upon the provision of (i) the appropriate working environment, benefits, and salaries necessary to ensure the availability of high-quality instructional personnel; (ii) the appropriate learning environment designed to promote student achievement; (iii) quality instruction that enables each student to become a productive and educated citizen of Virginia and the United States of America; and (iv) the adequate commitment of other resources. In keeping with this goal, the General Assembly shall provide for the support of public education as set forth in Article VIII, Section 1 of the Constitution of Virginia.

B. The Board of Education shall establish educational objectives known as the Standards of Learning, which shall form the core of Virginia's educational program, and other educational objectives, which together are designed to ensure the development of the skills that are necessary for success in school and for preparation for life in the years beyond. At a minimum, the Board shall establish Standards of Learning for English, mathematics, science, and history and social science. The Standards of Learning shall not be construed to be regulations as defined in § 2.2-4001.

The Board shall seek to ensure that the Standards of Learning are consistent with a high-quality foundation educational program. The Standards of Learning shall include, but not be limited to, the basic skills of communication (listening, speaking, reading, and writing); computation and critical reasoning, including problem solving and decision making; proficiency in the use of computers and related technology; and the skills to manage personal finances and to make sound financial decisions.

The English Standards of Learning for reading in kindergarten through grade three shall be based on components of effective reading instruction, to include, at a minimum, phonemic awareness, phonics, fluency, vocabulary development, and text comprehension.

The Standards of Learning in all subject areas shall be subject to regular review and revision to maintain rigor and to reflect a balance between content knowledge and the application of knowledge in preparation for eventual employment and lifelong learning. The Board of Education shall establish a regular schedule, in a manner it deems appropriate, for the review, and revision as may be necessary, of the Standards of Learning in all subject areas. Such review of each subject area shall occur at least once every seven years. Nothing in this section shall be construed to prohibit the Board from conducting such review and revision on a more frequent basis.

To provide appropriate opportunity for input from the general public, teachers, and local school boards, the Board of Education shall conduct public hearings prior to establishing revised Standards of Learning. Thirty days prior to conducting such hearings, the Board shall give notice of the date, time, and place of the hearings to all local school boards and any other persons requesting to be notified of the hearings and publish notice of its intention to revise the Standards of Learning in the Virginia Register of Regulations. Interested parties shall be given reasonable opportunity to be heard and present information prior to final adoption of any revisions of the Standards of Learning.

In addition, the Department of Education shall make available and maintain a website, either separately or through an existing website utilized by the Department of Education, enabling public elementary, middle, and high school educators to submit recommendations for improvements relating to the Standards of Learning, when under review

by the Board according to its established schedule, and related assessments required by the Standards of Quality pursuant to this chapter. Such website shall facilitate the submission of recommendations by educators.

School boards shall implement the Standards of Learning or objectives specifically designed for their school divisions that are equivalent to or exceed the Board's requirements. Students shall be expected to achieve the educational objectives established by the school division at appropriate age or grade levels. The curriculum adopted by the local school division shall be aligned to the Standards of Learning.

The Board of Education shall include in the Standards of Learning for history and social science the study of contributions to society of diverse people. For the purposes of this subsection, "diverse" includes consideration of disability, ethnicity, race, and gender.

The Board of Education shall include in the Standards of Learning for health instruction in emergency first aid, cardiopulmonary resuscitation, and the use of an automated external defibrillator, including hands-on practice of the skills necessary to perform cardiopulmonary resuscitation. Such instruction shall be based on the current national evidence-based emergency cardiovascular care guidelines for cardiopulmonary resuscitation and the use of an automated external defibrillator, such as a program developed by the American Heart Association or the American Red Cross. No teacher who is in compliance with subdivision D 4 of § 22.1-298.1 shall be required to be certified as a trainer of cardiopulmonary resuscitation to provide instruction for non-certification.

With such funds as are made available for this purpose, the Board shall regularly review and revise the competencies for career and technical education programs to require the full integration of English, mathematics, science, and history and social science Standards of Learning. Career and technical education programs shall be aligned with industry and professional standard certifications, where they exist.

C. Local school boards shall develop and implement a program of instruction for grades K through 12 that is aligned to the Standards of Learning and meets or exceeds the requirements of the Board of Education. The program of instruction shall emphasize reading, writing, speaking, mathematical concepts and computations, proficiency in the use of computers and related technology, and scientific concepts and processes; essential skills and concepts of citizenship, including knowledge of Virginia history and world and United States history, economics, government, foreign languages, international cultures, health and physical education, environmental issues, and geography necessary for responsible participation in American society and in the international community; fine arts, which may include, but need not be limited to, music and art, and practical arts; knowledge and skills needed to qualify for further education, gainful employment, or training in a career or technical field; and development of the ability to

apply such skills and knowledge in preparation for eventual employment and lifelong learning and to achieve economic self-sufficiency.

Local school boards shall also develop and implement programs of prevention, intervention, or remediation for students who are educationally at risk including, but not limited to, those who fail to achieve a passing score on any Standards of Learning assessment in grades three through eight or who fail an end-of-course test required for the award of a verified unit of credit. Such programs shall include components that are research-based.

Any student who achieves a passing score on one or more, but not all, of the Standards of Learning assessments for the relevant grade level in grades three through eight may be required to attend a remediation program.

Any student who fails to achieve a passing score on all of the Standards of Learning assessments for the relevant grade level in grades three through eight or who fails an end-of-course test required for the award of a verified unit of credit shall be required to attend a remediation program or to participate in another form of remediation. Division superintendents shall require such students to take special programs of prevention, intervention, or remediation, which may include attendance in public summer school programs, in accordance with clause (ii) of subsection A of § 22.1-254 and § 22.1-254.01.

Remediation programs shall include, when applicable, a procedure for early identification of students who are at risk of failing the Standards of Learning assessments in grades three through eight or who fail an end-of-course test required for the award of a verified unit of credit. Such programs may also include summer school for all elementary and middle school grades and for all high school academic courses, as defined by regulations promulgated by the Board of Education, or other forms of remediation. Summer school remediation programs or other forms of remediation shall be chosen by the division superintendent to be appropriate to the academic needs of the student. Students who are required to attend such summer school programs or to participate in another form of remediation shall not be charged tuition by the school division.

The requirement for remediation may, however, be satisfied by the student's attendance in a program of prevention, intervention or remediation that has been selected by his parent, in consultation with the division superintendent or his designee, and is either (i) conducted by an accredited private school or (ii) a special program that has been determined to be comparable to the required public school remediation program by the division superintendent. The costs of such private school remediation program or other special remediation program shall be borne by the student's parent.

The Board of Education shall establish standards for full funding of summer remedial programs that shall include, but not be limited to, the minimum number of instructional hours or the equivalent thereof required for full funding and an assessment system designed to evaluate program effectiveness. Based on the number of students attending and the Commonwealth's share of the per pupil instructional costs, state funds shall be provided for the full cost of summer and other remediation programs as set forth in the appropriation act, provided such programs comply with such standards as shall be established by the Board, pursuant to § 22.1-199.2.

D. Local school boards shall also implement the following:

1. Programs in grades K through three that emphasize developmentally appropriate learning to enhance success.

2. Programs based on prevention, intervention, or remediation designed to increase the number of students who earn a high school diploma and to prevent students from dropping out of school. Such programs shall include components that are research-based.

3. Career and technical education programs incorporated into the K through 12 curricula that include:

a. Knowledge of careers and all types of employment opportunities, including, but not limited to, apprenticeships, entrepreneurship and small business ownership, the military, and the teaching profession, and emphasize the advantages of completing school with marketable skills;

b. Career exploration opportunities in the middle school grades; and

c. Competency-based career and technical education programs that integrate academic outcomes, career guidance, and job-seeking skills for all secondary students. Programs shall be based upon labor market needs and student interest. Career guidance shall include counseling about available employment opportunities and placement services for students exiting school. Each school board shall develop and implement a plan to ensure compliance with the provisions of this subdivision. Such plan shall be developed with the input of area business and industry representatives and local community colleges and shall be submitted to the Superintendent of Public Instruction in accordance with the timelines established by federal law.

4. Educational objectives in middle and high school that emphasize economic education and financial literacy pursuant to § 22.1-200.03.

5. Early identification of students with disabilities and enrollment of such students in appropriate instructional programs consistent with state and federal law.

6. Early identification of gifted students and enrollment of such students in appropriately differentiated instructional programs.

7. Educational alternatives for students whose needs are not met in programs prescribed elsewhere in these standards. Such students shall be counted in average daily membership (ADM) in accordance with the regulations of the Board of Education.

8. Adult education programs for individuals functioning below the high school completion level. Such programs may be conducted by the school board as the primary agency or through a collaborative arrangement between the school board and other agencies.

9. A plan to make achievements for students who are educationally at risk a divisionwide priority that shall include procedures for measuring the progress of such students.

10. An agreement for postsecondary degree attainment with a community college in the Commonwealth specifying the options for students to complete an associate's degree or a one-year Uniform Certificate of General Studies from a community college concurrent with a high school diploma. Such agreement shall specify the credit available for dual enrollment courses and Advanced Placement courses with qualifying exam scores of three or higher.

11. A plan to notify students and their parents of the availability of dual enrollment and advanced placement classes, the International Baccalaureate Program, and Academic Year Governor's School Programs, the qualifications for enrolling in such classes and programs, and the availability of financial assistance to low-income and needy students to take the advanced placement and International Baccalaureate examinations. This plan shall include notification to students and parents of the agreement with a community college in the Commonwealth to enable students to complete an associate's degree or a one-year Uniform Certificate of General Studies concurrent with a high school diploma.

12. Identification of students with limited English proficiency and enrollment of such students in appropriate instructional programs.

13. Early identification, diagnosis, and assistance for students with reading and mathematics problems and provision of instructional strategies and reading and mathematics practices that benefit the development of reading and mathematics skills for all students.

Local school divisions shall provide reading intervention services to students in kindergarten through grade three who demonstrate deficiencies based on their individual performance on the Standards of Learning reading test or any reading diagnostic test that meets criteria established by the Department of Education. Local school divisions shall report the results of the diagnostic tests to the Department of Education on an annual basis, at a time to be determined by the Superintendent of Public Instruction. Each student who receives early intervention reading services will be assessed again at the end of that school year. The local school division, in its discretion, shall provide such reading intervention services prior to promoting a student from grade three to grade four. Reading intervention services may include the use of: special reading teachers; trained aides; volunteer tutors under the supervision of a certified teacher; computer-based reading tutorial programs; aides to instruct in-class groups while the teacher provides direct instruction to the students who need extra assistance; and extended instructional time in the school day or school year for these students. Funds appropriated for prevention, intervention, and remediation; summer school remediation; at-risk; or early intervention reading may be used to meet the requirements of this subdivision.

Local school divisions shall provide algebra readiness intervention services to students in grades six through nine who are at risk of failing the Algebra I end-of-course test, as demonstrated by their individual performance on any diagnostic test that has been approved by the Department of Education. Local school divisions shall report the results of the diagnostic tests to the Department of Education on an annual basis, at a time to be determined by the Superintendent of Public Instruction. Each student who receives algebra readiness intervention services will be assessed again at the end of that school year. Funds appropriated for prevention, intervention, and remediation; summer school remediation; at-risk; or algebra readiness intervention services may be used to meet the requirements of this subdivision.

14. Incorporation of art, music, and physical education as a part of the instructional program at the elementary school level.

15. A program of physical fitness available to all students 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, or (iii) other programs and physical activities deemed appropriate by the local school board. Each local school board shall incorporate into its local wellness policy a goal for the implementation of such program during the regular school year.

16. A program of student services for kindergarten through grade 12 that shall be designed to aid students in their educational, social, and career development.

17. The collection and analysis of data and the use of the results to evaluate and make decisions about the instructional program.

E. From such funds as may be appropriated or otherwise received for such purpose, there shall be established within the Department of Education a unit to (i) conduct evaluative studies; (ii) provide the resources and technical assistance to increase the capacity for school divisions to deliver quality instruction; and (iii) assist school divisions in implementing those programs and practices that will enhance pupil academic performance and improve family and community involvement in the public schools. Such unit shall identify and analyze effective instructional programs and practices and professional development initiatives; evaluate the success of programs encouraging parental and family involvement; assess changes in student outcomes prompted by family involvement; and collect and disseminate among school divisions information regarding effective instructional programs and practices, initiatives promoting family and community involvement, and potential funding and support sources. Such unit may also provide resources supporting professional development for administrators and teachers. In providing such information, resources, and other services to school divisions, the unit shall give priority to those divisions demonstrating a less than 70 percent passing rate on the Standards of Learning assessments.

(1988, cc. 645, 682; 1990, cc. 797, 820, 839; 1991, cc. 295, 304; 1992, cc. 132, 591; 1994, cc. 618, 790; 1996, cc. 163, 522; 1997, cc. 466, 828, 829; 1998, cc. 103, 602, 627, 800, 816, 902; 1999, cc. 377, 444, 445, 452, 461, 488, 552, 595, 994; 2000, cc. 504, 547, 653, 662, 677, 684, 710, 750, 867; 2001, c. 483; 2002, c. 837; 2003, cc. 690, 697, 714, 861; 2004, cc. 404, 848, 939, 955; 2005, cc. 331, 450; 2007, c. 234; 2008, c. 661; 2009, c. 802; 2012, cc. 794, 845; 2013, cc. 123, 157, 498, 530.)

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

A. The Board shall establish requirements for the licensing of teachers, principals, superintendents, and other professional personnel.

B. School boards shall employ licensed instructional personnel qualified in the relevant subject areas.

C. Each school board shall assign licensed instructional personnel in a manner that produces divisionwide ratios of students in average daily membership to full-time equivalent teaching positions, excluding special education teachers, principals, assistant principals, counselors, and librarians, that are not greater than the following ratios: (i)

24 to one in kindergarten with no class being larger than 29 students; if the average daily membership in any kindergarten class exceeds 24 pupils, a full-time teacher's aide shall be assigned to the class; (ii) 24 to one in grades one, two, and three with no class being larger than 30 students; (iii) 25 to one in grades four through six with no class being larger than 35 students; and (iv) 24 to one in English classes in grades six through 12.

Within its regulations governing special education programs, the Board shall seek to set pupil/teacher ratios for pupils with intellectual disability that do not exceed the pupil/teacher ratios for self-contained classes for pupils with specific learning disabilities.

Further, school boards shall assign instructional personnel in a manner that produces schoolwide ratios of students in average daily memberships to full-time equivalent teaching positions of 21 to one in middle schools and high schools. School divisions shall provide all middle and high school teachers with one planning period per day or the equivalent, unencumbered of any teaching or supervisory duties.

D. Each local school board shall employ with state and local basic, special education, gifted, and career and technical education funds a minimum number of licensed, full-time equivalent instructional personnel for each 1,000 students in average daily membership (ADM) as set forth in the appropriation act. Calculations of kindergarten positions shall be based on full-day kindergarten programs. Beginning with the March 31 report of average daily membership, those school divisions offering half-day kindergarten with pupil/teacher ratios that exceed 30 to one shall adjust their average daily membership for kindergarten to reflect 85 percent of the total kindergarten average daily memberships, as provided in the appropriation act.

E. In addition to the positions supported by basic aid and in support of regular school year programs of prevention, intervention, and remediation, state funding, pursuant to the appropriation act, shall be provided to fund certain full-time equivalent instructional positions for each 1,000 students in grades K through 12 who are identified as needing prevention, intervention, and remediation services. State funding for prevention, intervention, and remediation programs provided pursuant to this subsection and the appropriation act may be used to support programs for educationally at-risk students as identified by the local school boards.

To provide algebra readiness intervention services required by § 22.1-253.13:1, school divisions may employ mathematics teacher specialists to provide the required algebra readiness intervention services. School divisions using the Standards of Learning Algebra Readiness Initiative funding in this manner shall only employ instructional personnel licensed by the Board of Education.

F. In addition to the positions supported by basic aid and those in support of regular school year programs of prevention, intervention, and remediation, state funding, pursuant to the appropriation act, shall be provided to support 17 full-time equivalent instructional positions for each 1,000 students identified as having limited English proficiency.

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 to provide instruction to identified limited English proficiency students. Using these funds in this manner is intended to supplement the instructional services provided in this section. School divisions using the SOQ Prevention, Intervention, and Remediation funds in this manner shall employ only instructional personnel licensed by the Board of Education.

G. In addition to the full-time equivalent positions required elsewhere in this section, each local school board shall employ the following reading specialists in elementary schools, one full-time in each elementary school at the discretion of the local school board.

To provide reading intervention services required by § 22.1-253.13:1, school divisions may employ reading specialists to provide the required reading intervention services. School divisions using the Early Reading Intervention Initiative funds in this manner shall employ only instructional personnel licensed by the Board of Education.

H. Each local school board shall employ, at a minimum, the following full-time equivalent positions for any school that reports fall membership, according to the type of school and student enrollment:

1. Principals in elementary schools, one half-time to 299 students, one full-time at 300 students; principals in middle schools, one full-time, to be employed on a 12-month basis; principals in high schools, one full-time, to be employed on a 12-month basis;

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

3. Librarians in elementary schools, one part-time to 299 students, one full-time at 300 students; librarians in middle schools, one-half time to 299 students, one full-time at 300 students, two full-time at 1,000 students; librarians in high schools, one half-time to 299 students, one full-time at 300 students, two full-time at 1,000 students. Local school divisions that employ a sufficient number of librarians to meet this staffing requirement may assign librarians to schools within the division according to the area of greatest need, regardless of whether such schools are elementary, middle, or secondary; and

4. Guidance counselors in elementary schools, one hour per day per 100 students, one full-time at 500 students, one hour per day additional time per 100 students or major fraction thereof; guidance counselors in middle schools, one period per 80 students, one full-time at 400 students, one additional period per 80 students or major fraction thereof; guidance counselors in high schools, one period per 70 students, one full-time at 350 students, one additional period per 70 students or major fraction thereof. Local school divisions that employ a sufficient number of guidance counselors to meet this staffing requirement may assign guidance counselors to schools within the division according to the area of greatest need, regardless of whether such schools are elementary, middle, or secondary.

I. Local school boards shall employ five full-time equivalent positions per 1,000 students in grades kindergarten through five to serve as elementary resource teachers in art, music, and physical education.

J. Local school boards shall employ two full-time equivalent positions per 1,000 students in grades kindergarten through 12, one to provide technology support and one to serve as an instructional technology resource teacher.

To provide flexibility, school divisions may use the state and local funds for instructional technology resource teachers to employ a data coordinator position, an instructional technology resource teacher position, or a data coordinator/instructional resource teacher blended position. The data coordinator position is intended to serve as a resource to principals and classroom teachers in the area of data analysis and interpretation for instructional and school improvement purposes, as well as for overall data management and administration of state assessments. School divisions using these funds in this manner shall employ only instructional personnel licensed by the Board of Education.

K. Local school boards may employ additional positions that exceed these minimal staffing requirements. These additional positions may include, but are not limited to, those funded through the state's incentive and categorical programs as set forth in the appropriation act.

L. A combined school, such as kindergarten through 12, shall meet at all grade levels the staffing requirements for the highest grade level in that school; this requirement shall apply to all staff, except for guidance counselors, and

shall be based on the school's total enrollment; guidance counselor staff requirements shall, however, be based on the enrollment at the various school organization levels, i.e., elementary, middle, or high school. The Board of Education may grant waivers from these staffing levels upon request from local school boards seeking to implement experimental or innovative programs that are not consistent with these staffing levels.

M. School boards shall, however, annually, on or before January 1, report to the public the actual pupil/teacher ratios in elementary school classrooms by school for the current school year. Such actual ratios shall include only the teachers who teach the grade and class on a full-time basis and shall exclude resource personnel. School boards shall report pupil/teacher ratios that include resource teachers in the same annual report. Any classes funded through the voluntary kindergarten through third grade class size reduction program shall be identified as such classes. Any classes having waivers to exceed the requirements of this subsection shall also be identified. Schools shall be identified; however, the data shall be compiled in a manner to ensure the confidentiality of all teacher and pupil identities.

N. Students enrolled in a public school on a less than full-time basis shall be counted in ADM in the relevant school division. Students who are either (i) enrolled in a nonpublic school or (ii) receiving home instruction pursuant to § 22.1-254.1, and who are enrolled in public school on a less than full-time basis in any mathematics, science, English, history, social science, career and technical education, fine arts, foreign language, or health education or physical education course shall be counted in the ADM in the relevant school division on a pro rata basis as provided in the appropriation act. Each such course enrollment by such students shall be counted as 0.25 in the ADM; however, no such nonpublic or home school student shall be counted as more than one-half a student for purposes of such pro rata calculation. Such calculation shall not include enrollments of such students in any other public school courses.

O. Each local school board shall provide those support services that are necessary for the efficient and cost-effective operation and maintenance of its public schools.

For the purposes of this title, unless the context otherwise requires, "support services positions" shall include the following:

1. Executive policy and leadership positions, including school board members, superintendents and assistant superintendents;

2. Fiscal and human resources positions, including fiscal and audit operations;

3. Student support positions, including (i) social workers and social work administrative positions; (ii) guidance administrative positions not included in subdivision H 4; (iii) homebound administrative positions supporting instruction; (iv) attendance support positions related to truancy and dropout prevention; and (v) health and behavioral positions, including school nurses and school psychologists;

4. Instructional personnel support, including professional development positions and library and media positions not included in subdivision H 3;

5. Technology professional positions not included in subsection J;

6. Operation and maintenance positions, including facilities; pupil transportation positions; operation and maintenance professional and service positions; and security service, trade, and laborer positions;

7. Technical and clerical positions for fiscal and human resources, student support, instructional personnel support, operation and maintenance, administration, and technology; and

8. School-based clerical personnel in elementary schools; part-time to 299 students, one full-time at 300 students; clerical personnel in middle schools; one full-time and one additional full-time for each 600 students beyond 200 students and one full-time for the library at 750 students; clerical personnel in high schools; one full-time and one additional full-time for each 600 students beyond 200 students and one full-time for the library at 750 students. Local school divisions that employ a sufficient number of school-based clerical personnel to meet this staffing requirement may assign the clerical personnel to schools within the division according to the area of greatest need, regardless of whether such schools are elementary, middle, or secondary.

Pursuant to the appropriation act, support services shall be funded from basic school aid.

School divisions may use the state and local funds for support services to provide additional instructional services.

P. Notwithstanding the provisions of this section, when determining the assignment of instructional and other licensed personnel in subsections C through J, a local school board shall not be required to include full-time students of approved virtual school programs.

(1988, cc. 645, 682; 1991, c. 480; 1997, c. 828; 2004, cc. 939, 955; 2005, cc. 331, 450; 2010, cc. 537, 817; 2011, cc. 55, 74; 2012, cc. 476, 507; 2013, cc. 123, 157, 158, 224.)

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

A. The Board of Education shall promulgate regulations establishing standards for accreditation pursuant to the Administrative Process Act (§ 2.2-4000 et seq.), which shall include, but not be limited to, student outcome measures, requirements and guidelines for instructional programs and for the integration of educational technology into such instructional programs, administrative and instructional staffing levels and positions, including staff positions for supporting educational technology, student services, auxiliary education programs such as library and media services, course and credit requirements for graduation from high school, community relations, and the philosophy, goals, and objectives of public education in Virginia.

The Board of Education shall promulgate regulations establishing standards for accreditation of public virtual schools under the authority of the local school board that enroll students full time.

The Board shall review annually the accreditation status of all schools in the Commonwealth.

Each local school board shall maintain schools that are fully accredited pursuant to the standards for accreditation as prescribed by the Board of Education. Each local school board shall review the accreditation status of all schools in the local school division annually in public session. Within the time specified by the Board of Education, each school board shall submit corrective action plans for any schools within its school division that have been designated as not meeting the standards as approved by the Board.

When the Board of Education has obtained evidence through the school academic review process that the failure of schools within a division to achieve full accreditation status is related to division level failure to implement the Standards of Quality, the Board may require a division level academic review. After the conduct of such review and within the time specified by the Board of Education, each school board shall submit for approval by the Board a corrective action plan, consistent with criteria established by the Board and setting forth specific actions and a schedule designed to ensure that schools within its school division achieve full accreditation status. Such corrective action plans shall be part of the relevant school division's comprehensive plan pursuant to § 22.1-253.13:6.

With such funds as are appropriated or otherwise received for this purpose, the Board shall adopt and implement an academic review process, to be conducted by the Department of Education, to assist schools that are accredited with warning. The Department shall forward a report of each academic review to the relevant local school board, and such school board shall report the results of such academic review and the required annual progress reports in public session. The local school board shall implement any actions identified through the academic review and utilize them for improvement planning.

B. The Superintendent of Public Instruction shall develop and the Board of Education shall approve criteria for determining and recognizing educational performance in the Commonwealth's public school divisions and schools. Such criteria, when approved, shall become an integral part of the accreditation process and shall include student outcome measurements. The Superintendent of Public Instruction shall annually identify to the Board those school divisions and schools that exceed or do not meet the approved criteria. Such identification shall include an analysis of the strengths and weaknesses of public education programs in the various school divisions in Virginia and recommendations to the General Assembly for further enhancing student learning uniformly across the Commonwealth. In recognizing educational performance in the school divisions, the Board shall include consideration of special school division accomplishments, such as numbers of dual enrollments and students in Advanced Placement and International Baccalaureate courses, and participation in academic year Governor's Schools.

The Superintendent of Public Instruction shall assist local school boards in the implementation of action plans for increasing educational performance in those school divisions and schools that are identified as not meeting the approved criteria. The Superintendent of Public Instruction shall monitor the implementation of and report to the Board of Education on the effectiveness of the corrective actions taken to improve the educational performance in such school divisions and schools.

C. With such funds as are available for this purpose, the Board of Education shall prescribe assessment methods to determine the level of achievement of the Standards of Learning objectives by all students. Such assessments shall evaluate knowledge, application of knowledge, critical thinking, and skills related to the Standards of Learning being assessed. The Board shall (i) in consultation with the chairpersons of the eight regional superintendents' study groups, establish a timetable for administering the Standards of Learning assessments to ensure genuine end-of-course and end-of-grade testing and (ii) with the assistance of independent testing experts, conduct a regular analysis and validation process for these assessments.

In prescribing such Standards of Learning assessments, the Board shall provide local school boards the option of administering tests for United States History to 1877, United States History: 1877 to the Present, and Civics and Economics. The last administration of the cumulative grade eight history test will be during the 2007-2008 academic school year. Beginning with the 2008-2009 academic year, all school divisions shall administer the United States History to 1877, United States History: 1877 to the Present, and Civics and Economics tests. The Board shall also provide the option of industry certification and state licensure examinations as a student-selected verified credit.

The Board of Education shall make publicly available such assessments in a timely manner and as soon as practicable following the administration of such tests, so long as the release of such assessments does not

compromise test security or deplete the bank of assessment questions necessary to construct subsequent tests, or limit the ability to test students on demand and provide immediate results in the web-based assessment system.

The Board shall include in the student outcome measures that are required by the Standards for Accreditation end-of-course or end-of-grade tests for various grade levels and classes, as determined by the Board, in accordance with the Standards of Learning. These Standards of Learning assessments shall include, but need not be limited to, end-of-course or end-of-grade tests for English, mathematics, science, and history and social science. Local school divisions shall provide targeted mathematics remediation and intervention to students in grades six through eight who show computational deficiencies as demonstrated by their individual performance on any diagnostic test or grade-level Standards of Learning mathematics test that measures non-calculator computational skills.

In addition, to assess the educational progress of students, the Board of Education shall (a) develop appropriate assessments, which may include criterion-referenced tests and alternative assessment instruments that may be used by classroom teachers; (b) select appropriate industry certification and state licensure examinations; and (c) prescribe and provide measures, which may include nationally normed tests to be used to identify students who score in the bottom quartile at selected grade levels. An annual justification that includes evidence that the student meets the participation criteria defined by the Virginia Department of Education shall be provided for each student considered for the Virginia Grade Level Alternative. Each Individual Education Program team shall review such justification and make the final determination as to whether or not the Virginia Grade Level Alternative is appropriate for the student. The superintendent and the school board chairman shall certify to the Board of Education, as a part of certifying compliance with the Standards of Quality, that there is a justification in the Individual Education Program for every student who takes the Virginia Grade Level Alternative. Compliance with this requirement shall be monitored as a part of the special education monitoring process conducted by the Department of Education. The Board shall report to the Governor and General Assembly in its annual reports pursuant to § 22.1-18 any school division that is not in compliance with this requirement.

The Standards of Learning requirements, including all related assessments, shall be waived for any student awarded a scholarship under the Brown v. Board of Education Scholarship Program, pursuant to § 30-231.2, who is enrolled in a preparation program for the General Education Development (GED) certificate or in an adult basic education program to obtain the high school diploma.

The Board of Education may adopt special provisions related to the administration and use of any Standards of Learning test or tests in a content area as applied to accreditation ratings for any period during which the Standards of Learning content or assessments in that area are being revised and phased in. Prior to statewide administration of such tests, the Board of Education shall provide notice to local school boards regarding such special provisions.

D. The Board of Education may pursue all available civil remedies pursuant to § 22.1-19.1 or administrative action pursuant to § 22.1-292.1 for breaches in test security and unauthorized alteration of test materials or test results.

The Board may initiate or cause to be initiated a review or investigation of any alleged breach in security, unauthorized alteration, or improper administration of tests, including the exclusion of students from testing who are required to be assessed, by local school board employees responsible for the distribution or administration of the tests.

Records and other information furnished to or prepared by the Board during the conduct of a review or investigation may be withheld pursuant to subdivision 11 of § 2.2-3705.3. However, this section shall not prohibit the disclosure of records to (i) a local school board or division superintendent for the purpose of permitting such board or superintendent to consider or to take personnel action with regard to an employee or (ii) any requester, after the conclusion of a review or investigation, in a form that (a) does not reveal the identity of any person making a complaint or supplying information to the Board on a confidential basis and (b) does not compromise the security of any test mandated by the Board. Any local school board or division superintendent receiving such records or other information shall, upon taking personnel action against a relevant employee, place copies of such records or information relating to the specific employee in such person's personnel file.

Notwithstanding any other provision of state law, no test or examination authorized by this section, including the Standards of Learning assessments, shall be released or required to be released as minimum competency tests, if, in the judgment of the Board, such release would breach the security of such test or examination or deplete the bank of questions necessary to construct future secure tests.

E. With such funds as may be appropriated, the Board of Education may provide, through an agreement with vendors having the technical capacity and expertise to provide computerized tests and assessments, and test construction, analysis, and security, for (i) web-based computerized tests and assessments for the evaluation of student progress during and after remediation and (ii) the development of a remediation item bank directly related to the Standards of Learning.

F. To assess the educational progress of students as individuals and as groups, each local school board shall require the use of Standards of Learning assessments and other relevant data, such as industry certification and state licensure examinations, to evaluate student progress and to determine educational performance. Each local school shall require the administration of appropriate assessments to all students for grade levels and courses identified by the Board of Education, which may include criterion-referenced tests, teacher-made tests and alternative assessment instruments and shall include the Standards of Learning Assessments and the National Assessment of Educational

Progress state-by-state assessment. Each school board shall analyze and report annually, in compliance with any criteria that may be established by the Board of Education, the results from the Stanford Achievement Test Series, Ninth Edition (Stanford Nine) assessment, if administered, industry certification examinations, and the Standards of Learning Assessments to the public.

The Board of Education shall not require administration of the Stanford Achievement Test Series, Ninth Edition (Stanford Nine) assessment, except as may be selected to facilitate compliance with the requirements for home instruction pursuant to § 22.1-254.1.

The Board shall include requirements for the reporting of the Standards of Learning assessment scores and averages for each year as part of the Board's requirements relating to the School Performance Report Card. Such scores shall be disaggregated for each school by student subgroups on the Virginia assessment program as appropriate and shall be reported to the public within three months of their receipt. These reports (i) shall be posted on the portion of the Department of Education's website relating to the School Performance Report Card, in a format and in a manner that allows year-to-year comparisons, and (ii) may include the National Assessment of Educational Progress state-by-state assessment.

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

H. Any school board may request the Board of Education for release from state regulations or, on behalf of one or more of its schools, for approval of an Individual School Accreditation Plan for the evaluation of the performance of one or more of its schools as authorized for certain other schools by the Standards of Accreditation pursuant to 8 VAC 20-131-280 C of the Virginia Administrative Code. Waivers of regulatory requirements may be granted by the Board of Education based on submission of a request from the division superintendent and chairman of the local school board. The Board of Education may grant, for a period up to five years, a waiver of regulatory requirements that are not (i) mandated by state or federal law or (ii) designed to promote health or safety. The school board shall provide in its waiver request a description of how the releases from state regulations are designed to increase the quality of instruction and improve the achievement of students in the affected school or schools. The Department of Education shall provide (a) guidance to any local school division that requests releases from state regulations and (b) information about opportunities to form partnerships with other agencies or entities to any local school division in

which the school or schools granted releases from state regulations have demonstrated improvement in the quality of instruction and the achievement of students.

The Board of Education may also grant local school boards waivers of specific requirements in § 22.1-253.13:2, based on submission of a request from the division superintendent and chairman of the local school board, permitting the local school board to assign instructional personnel to the schools with the greatest needs, so long as the school division employs a sufficient number of personnel divisionwide to meet the total number required by § 22.1-253.13:2 and all pupil/teacher ratios and class size maximums set forth in subsection C of § 22.1-253.13:2 are met. The school board shall provide in its request a description of how the waivers from specific Standards of Quality staffing standards are designed to increase the quality of instruction and improve the achievement of students in the affected school or schools. The waivers may be renewed in up to five-year increments, or revoked, based on student achievement results in the affected school or schools.

(1988, cc. 645, 682; 1990, cc. 820, 839; 1992, c. 591; 1998, cc. 456, 567, 602, 627, 843, 902; 1999, cc. 670, 731, 1015; 2000, cc. 504, 735, 742, 750, 752, 867, 1061; 2001, cc. 651, 731; 2002, cc. 101, 167, 656, 732; 2003, cc. 691, 1004; 2004, cc. 472, 939, 955, 965; 2005, cc. 331, 450, 753, 834; 2006, cc. 25, 38, 95, 117, 131; 2007, c. 234; 2009, c. 825; 2010, c. 76; 2011, cc. 248, 666; 2012, c. 183; 2013, cc. 539, 571, 584, 728.)

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

A. Each local school board shall award diplomas to all secondary school students, including students who transfer from nonpublic schools or from home instruction, who earn the units of credit prescribed by the Board of Education, pass the prescribed tests, and meet such other requirements as may be prescribed by the local school board and approved by the Board of Education. Provisions shall be made to facilitate the transfer and appropriate grade placement of students from other public secondary schools, from nonpublic schools, or from home instruction as outlined in the standards for accreditation. Course credits earned for online courses taken in the Department of Education's Virtual Virginia program shall transfer to Virginia public schools in accordance with provisions of the standards for accreditation. Further, reasonable accommodation to meet the requirements for diplomas shall be provided for otherwise qualified students with disabilities as needed.

In addition, each local school board may devise, vis-a-vis the award of diplomas to secondary school students, a mechanism for calculating class rankings that takes into consideration whether the student has taken a required class more than one time and has had any prior earned grade for such required class expunged.

Each local school board shall notify the parents of rising eleventh and twelfth grade students of (i) the number and subject area requirements of standard and verified units of credit required for graduation pursuant to the standards for accreditation and (ii) the remaining number and subject area requirements of such units of credit the individual student requires for graduation.

B. Students identified as disabled who complete the requirements of their individualized education programs shall be awarded special diplomas by local school boards.

Each local school board shall notify the parent of such students with disabilities who have an individualized education program and who fail to meet the requirements for a standard or advanced studies diploma of the student's right to a free and appropriate education to age 21, inclusive, pursuant to Article 2 (§ 22.1-213 et seq.) of Chapter 13.

C. Students who have completed a prescribed course of study as defined by the local school board shall be awarded certificates of program completion by local school boards if they are not eligible to receive a Board of Education-approved diploma.

Each local school board shall provide notification of the right to a free public education for students who have not reached 20 years of age on or before August 1 of the school year, pursuant to Chapter 1 (§ 22.1-1 et seq.), to the parent of students who fail to graduate or who have failed to achieve the number of verified units of credit required for graduation as provided in the standards for accreditation. If such student who does not graduate or achieve such verified units of credit is a student for whom English is a second language, the local school board shall notify the parent of the student's opportunity for a free public education in accordance with § 22.1-5.

D. In establishing course and credit requirements for a high school diploma, the Board shall:

1. Provide for the selection of integrated learning courses meeting the Standards of Learning and approved by the Board to satisfy graduation credit requirements, which shall include Standards of Learning testing, as necessary.

2. Establish the requirements for a standard and an advanced studies high school diploma, which shall each include at least one credit in fine or performing arts or career and technical education and one credit in United States and Virginia history. The requirements for a standard high school diploma shall, however, include at least two sequential electives chosen from a concentration of courses selected from a variety of options that may be planned to ensure the completion of a focused sequence of elective courses. Such focused sequence of elective courses shall provide a foundation for further education or training or preparation for employment. The advanced studies diploma shall be

the recommended diploma for students pursuing baccalaureate study. Both the standard and the advanced studies diploma shall prepare students for post-secondary education and the career readiness required by the Commonwealth's economy.

Beginning with first-time ninth grade students in the 2013-2014 school year, requirements for the standard diploma shall include a requirement to earn a career and technical education credential that has been approved by the Board, that could include, but not be limited to, the successful completion of an industry certification, a state licensure examination, a national occupational competency assessment, or the Virginia workplace readiness skills assessment.

Beginning with first-time ninth grade students in the 2016-2017 school year, requirements for the standard and advanced diplomas shall include a requirement to be trained in emergency first aid, cardiopulmonary resuscitation, and the use of automated external defibrillators, including hands-on practice of the skills necessary to perform cardiopulmonary resuscitation.

The Board shall make provision in its regulations for students with disabilities to earn a standard diploma.

3. Provide, in the requirements to earn a standard or advanced studies diploma, the successful completion of one virtual course. The virtual course may be a noncredit-bearing course.

4. Provide, in the requirements for the verified units of credit stipulated for obtaining the standard or advanced studies diploma, that students completing elective classes into which the Standards of Learning for any required course have been integrated may take the relevant Standards of Learning test for the relevant required course and receive, upon achieving a satisfactory score on the specific Standards of Learning assessment, a verified unit of credit for such elective class that shall be deemed to satisfy the Board's requirement for verified credit for the required course.

5. Establish a procedure to facilitate the acceleration of students that allows qualified students, with the recommendation of the division superintendent, without completing the 140-hour class, to obtain credit for such class upon demonstration of mastery of the course content and objectives. Having received credit for the course, the student shall be permitted to sit for the relevant Standards of Learning assessment and, upon receiving a passing score, shall earn a verified credit. Nothing in this section shall preclude relevant school division personnel from enforcing compulsory attendance in public schools.

6. Provide for the award of verified units of credit for passing scores on industry certifications, state licensure examinations, and national occupational competency assessments approved by the Board of Education.

School boards shall report annually to the Board of Education the number of Board-approved industry certifications obtained, state licensure examinations passed, national occupational competency assessments passed, Virginia workplace readiness skills assessments passed, and the number of career and technical education completers who graduated. These numbers shall be reported as separate categories on the School Performance Report Card.

For the purposes of this subdivision, "career and technical education completer" means a student who has met the requirements for a career and technical concentration or specialization and all requirements for high school graduation or an approved alternative education program.

In addition, the Board may:

a. For the purpose of awarding verified units of credit, approve the use of additional or substitute tests for the correlated Standards of Learning assessment, such as academic achievement tests, industry certifications or state licensure examinations; and

b. Permit students completing career and technical education programs designed to enable such students to pass such industry certification examinations or state licensure examinations to be awarded, upon obtaining satisfactory scores on such industry certification or licensure examinations, the appropriate verified units of credit for one or more career and technical education classes into which relevant Standards of Learning for various classes taught at the same level have been integrated. Such industry certification and state licensure examinations may cover relevant Standards of Learning for various required classes and may, at the discretion of the Board, address some Standards of Learning for several required classes.

7. Provide for the waiver of certain graduation requirements (i) upon the Board's initiative or (ii) at the request of a local school board. Such waivers shall be granted only for good cause and shall be considered on a case-by-case basis.

E. In the exercise of its authority to recognize exemplary academic performance by providing for diploma seals, the Board of Education shall develop criteria for recognizing exemplary performance in career and technical education programs by students who have completed the requirements for a Board of Education-approved diploma and shall award seals on the diplomas of students meeting such criteria.

In addition, the Board shall establish criteria for awarding a diploma seal for advanced mathematics and technology for the Board of Education-approved diplomas. The Board shall consider including criteria for (i) technology

courses; (ii) technical writing, reading, and oral communication skills; (iii) technology-related training; and (iv) industry, professional, and trade association national certifications.

The Board shall also establish criteria for awarding a diploma seal for excellence in civics education and understanding of our state and federal constitutions and the democratic model of government for the Board of Education-approved diplomas. The Board shall consider including criteria for (i) successful completion of history, government, and civics courses, including courses that incorporate character education; (ii) voluntary participation in community service or extracurricular activities that includes the types of activities that shall qualify as community service and the number of hours required; and (iii) related requirements as it deems appropriate.

F. The Board shall establish, by regulation, requirements for the award of a general achievement adult high school diploma for those persons who are not subject to the compulsory school attendance requirements of § 22.1-254 and have (i) achieved a passing score on the GED examination; (ii) successfully completed an education and training program designated by the Board of Education; (iii) earned a Board of Education-approved career and technical education credential such as the successful completion of an industry certification, a state licensure examination, a national occupational competency assessment, or the Virginia workplace readiness skills assessment; and (iv) satisfied other requirements as may be established by the Board for the award of such diploma.

G. To ensure the uniform assessment of high school graduation rates, the Board shall collect, analyze, and report high school graduation and dropout data using a formula prescribed by the Board.

The Board may promulgate such regulations as may be necessary and appropriate for the collection, analysis, and reporting of such data.

(1988, cc. 645, 682; 1990, cc. 820, 839; 1993, c. 661; 1994, cc. 618, 790; 1997, cc. 828, 835; 1998, cc. 72, 602, 627; 2001, cc. 483, 500; 2003, c. 688; 2004, cc. 509, 939, 955; 2005, c. 345; 2006, c. 584; 2007, cc. 34, 56, 234, 351, 859, 919; 2008, c. 351; 2009, c. 490; 2010, cc. 80, 89, 162, 163, 313; 2011, c. 209; 2012, cc. 454, 642; 2013, cc. 498, 530.)

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

A. Each member of the Board of Education shall participate in high-quality professional development programs on personnel, curriculum and current issues in education as part of his service on the Board.

B. Consistent with the finding that leadership is essential for the advancement of public education in the Commonwealth, teacher, principal, and superintendent evaluations shall be consistent with the performance standards included in the Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, Principals, and Superintendents. Evaluations shall include student academic progress as a significant component and an overall summative rating. Teacher evaluations shall include regular observation and evidence that instruction is aligned with the school's curriculum. Evaluations shall include identification of areas of individual strengths and weaknesses and recommendations for appropriate professional activities.

C. The Board of Education shall provide guidance on high-quality professional development for (i) teachers, principals, supervisors, division superintendents, and other school staff; (ii) principals, supervisors, and division superintendents in the evaluation and documentation of teacher and principal performance based on student academic progress and the skills and knowledge of such instructional or administrative personnel; (iii) school board members on personnel, curriculum and current issues in education; and (iv) programs in Braille for teachers of the blind and visually impaired, in cooperation with the Virginia Department for the Blind and Vision Impaired.

The Board shall also provide technical assistance on high-quality professional development to local school boards designed to ensure that all instructional personnel are proficient in the use of educational technology consistent with its comprehensive plan for educational technology.

D. Each local school board shall require (i) its members to participate annually in high-quality professional development activities at the state, local, or national levels on governance, including, but not limited to, personnel policies and practices; the evaluation of personnel, curriculum, and instruction; use of data in planning and decision making; and current issues in education as part of their service on the local board and (ii) the division superintendent to participate annually in high-quality professional development activities at the local, state, or national levels, including the Standards of Quality, Board of Education regulations, and the Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, Principals, and Superintendents.

E. Each local school board shall provide a program of high-quality professional development (i) in the use and documentation of performance standards and evaluation criteria based on student academic progress and skills for teachers, principals, and superintendents to clarify roles and performance expectations and to facilitate the successful implementation of instructional programs that promote student achievement at the school and classroom levels; (ii) as part of the license renewal process, to assist teachers and principals in acquiring the skills needed to work with gifted students, students with disabilities, and students who have been identified as having limited English proficiency and to increase student achievement and expand the knowledge and skills students require to meet the standards for academic performance set by the Board of Education; (iii) in educational technology for all

instructional personnel which is designed to facilitate integration of computer skills and related technology into the curricula; and (iv) for principals and supervisors designed to increase proficiency in instructional leadership and management, including training in the evaluation and documentation of teacher and principal performance based on student academic progress and the skills and knowledge of such instructional or administrative personnel.

In addition, each local school board shall also provide teachers and principals with high-quality professional development programs each year in (a) instructional content; (b) the preparation of tests and other assessment measures; (c) methods for assessing the progress of individual students, including Standards of Learning assessment materials or other criterion-referenced tests that match locally developed objectives; (d) instruction and remediation techniques in English, mathematics, science, and history and social science; (e) interpreting test data for instructional purposes; (f) technology applications to implement the Standards of Learning; and (g) effective classroom management.

F. Schools and school divisions shall include as an integral component of their comprehensive plans required by § 22.1-253.13:6, high-quality professional development programs that support the recruitment, employment, and retention of qualified teachers and principals. Each school board shall require all instructional personnel to participate each year in these professional development programs.

G. Each local school board shall annually review its professional development program for quality, effectiveness, participation by instructional personnel, and relevancy to the instructional needs of teachers and the academic achievement needs of the students in the school division.

(1988, cc. 645, 682; 1990, cc. 820, 839; 1992, c. 132; 1997, c. 827; 1998, cc. 826, 852; 1999, cc. 830, 1030, 1037; 2000, c. 867; 2004, cc. 939, 955; 2005, cc. 331, 450; 2007, c. 234; 2013, cc. 588, 650.)

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

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

This plan shall include the objectives of public education in Virginia, including strategies for first improving student achievement, particularly the achievement of educationally at-risk students, then maintaining high levels of student

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

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

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

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

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

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

(1988, cc. 645, 682; 1990, cc. 820, 839; 1992, c. 591; 1998, c. 106; 2000, c. 867; 2001, c. 484; 2004, cc. 939, 955, 965; 2005, cc. 331, 450; 2007, c. 234.)

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

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

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

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

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

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

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

4. School-community communications and community involvement;

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

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

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

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

D. A current copy of all school division policies and regulations approved by the local school board, including the Student Conduct Policy, shall be posted on the division's website and shall be available to employees and to the public. School boards shall ensure that printed copies of such policies and regulations are available as needed to citizens who do not have online access.

E. An annual announcement shall be made in each division at the beginning of the school year and, for parents of students enrolling later in the academic year, at the time of enrollment, advising the public that the policies are available in such places.

(1988, cc. 645, 682, 754; 1990, c. 291; 1992, c. 591; 2004, cc. 939, 955; 2007, c. 234; 2008, cc. 474, 827; 2013, c. 301.)

§ 22.1-253.13:8. Compliance.

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

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

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

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

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

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

(1988, cc. 645, 682; 1990, cc. 820, 839; 2004, cc. 939, 955, 965; 2005, cc. 331, 450.)

§ 22.1-253.13:9. Virginia Index of Performance incentive program.

A. Schools and local school divisions shall be recognized by the Board of Education in accordance with guidelines it shall establish for the Virginia Index of Performance (VIP) incentive program. The VIP incentive program shall be designed to recognize and reward fully accredited schools and school divisions that make significant progress toward achieving advanced proficiency levels in reading, mathematics, science, and history and social science, and on other indicators of school and student performance that are aligned with the Commonwealth's goals for public education. Such recognition may include:

1. Public announcements recognizing individual schools and divisions;

2. Tangible rewards;

3. Waivers of certain board regulations;

4. Exemptions from certain reporting requirements; or

5. Other commendations deemed appropriate to recognize high achievement.

In addition to Board recognition, local school boards shall adopt policies to recognize individual schools through public announcements or media releases as well as other appropriate recognition.

In order to encourage school divisions to promote student achievement in science, technology, engineering, and mathematics, the Board of Education shall take into account in its guidelines a school division's increase in enrollments and elective course offerings in these areas.

B. A school that maintains a passing rate on Virginia assessment program tests or additional tests approved by the Board of 95 percent or above in each of the four core academic areas for two consecutive years may, upon application to the Department of Education, receive a waiver from annual accreditation. A school receiving such a waiver shall be fully accredited for a three-year period. However, such school shall continue to annually submit documentation in compliance with the pre-accreditation eligibility requirements.

C. Schools may be eligible to receive the Governor's Award for Outstanding Achievement. This award will be given to schools rated fully accredited that significantly increase the achievement of students within student subgroups in accordance with guidelines prescribed by the Board of Education.

D. In its guidelines for calculating an award under the Virginia Index of Performance incentive program pursuant to this section, the Department of Education shall take into account the number of high school students who earn the one-year Uniform Certificate of General Studies or an associate's degree from a community college in the Commonwealth concurrent with a high school diploma.

(2010, cc. 38, 103; 2011, cc. 119, 145; 2012, c. 794.)

Appendix C
Full Compliance with the Standards of Quality: 2012-2013

74 Divisions Reporting Fully Compliant with All Provisions of the Standards of Quality for 2012-2013

Accomack County	Albemarle County	Alleghany County
Amelia County	Appomattox County	Augusta County
Botetourt County	Buckingham County	Caroline County
Charlotte County	Charlottesville City	Chesapeake City
Chesterfield County	Craig County	Culpeper County
Cumberland County	Dickenson County	Fairfax County
Falls Church City	Franklin County	Fredericksburg City
Galax City	Giles County	Gloucester County
Greene County	Halifax County	Hanover County
Harrisonburg City	Henry County	Highland County
Isle of Wight County	King George County	King William County
Lancaster County	Lexington City	Loudoun County
Lunenburg County	Manassas Park City	Mathews County
Middlesex County	Nelson County	Northumberland County
Norton City	Nottoway County	Orange County
Pittsylvania County	Poquoson City	Powhatan County
Prince George County	Pulaski County	Radford City
Rappahannock County	Richmond County	Roanoke County
Rockbridge County	Rockingham County	Russell County
Salem City	Scott County	Shenandoah County
Smyth County	Spotsylvania County	Stafford County
Surry County	Warren County	Washington County
Waynesboro City	West Point	Westmoreland County
Williamsburg-James City County	Winchester City	Wise County
Wythe County	York County	`

Appendix D
Divisions Reporting Non-Compliance with Any Provisions of the Standards of Quality for 2012-2013

	§ 22.1-253.13:1 – STANDARD 1 - INSTRUCTIONAL PROGRAMS SUPPORTING THE STANDARDS OF LEARNING AND OTHER EDUCATIONAL OBJECTIVES				
Requirement	**School Division**	**2012-2013 Was Division Compliant?**	**2011-2012 Was Division Compliant?**	**20010-2011 Was Division Compliant?**	**2009-2010 Was Division Compliant?**
An agreement for postsecondary degree attainment with a community college in the Commonwealth specifying the options for students to complete an associate's degree or a one-year Uniform Certificate of General Studies from a community college concurrent with a high school diploma. Such agreement shall specify the credit available for dual enrollment courses and Advanced Placement courses with qualifying exam scores of three or higher.	Colonial Heights City	No	N/A	N/A	N/A
A plan to notify students and their parents of the availability of dual enrollment and advanced placement classes, the IB Program, and Academic Year Governor's School Programs, the qualifications for enrolling in such classes and programs, and the availability of financial assistance to low-income and needy students to take the advanced placement and IB examinations. This plan shall include notification to students and parents of the agreement with a community college in the Commonwealth to enable students to complete an associate's degree or a one-year Uniform Certificate of General Studies concurrent with a high school diploma.	Colonial Heights City	No	N/A	N/A	N/A

§ 22.1-253.13:2 – Standard 2. Instructional, administrative, and support personnel. Please note: The data collection for compliance with the Standards of Quality takes place during the spring of each year. A number of school divisions reported being out of compliance with the standard: "The school board employs licensed instructional personnel qualified in the relevant subject areas." Given school division staffing patterns and turnover/vacancy issues, school divisions may be undertaking efforts to hire licensed instructional personnel in all areas but may not have completed all hiring processes or may be encountering difficulties with teacher shortages in certain areas.

Requirement	School Division	2012-2013 Was Division Compliant?	2011-2012 Was Division Compliant?	2010-2011 Was Division Compliant?	2009-2010 Was Division Compliant ?
The school board employs licensed instructional personnel qualified in the relevant subject areas.	Bland County	No	Yes	Yes	Yes
The school board employs licensed instructional personnel qualified in the relevant subject areas.	Floyd County	No	Yes	Yes	Yes
The school board employs licensed instructional personnel qualified in the relevant subject areas.	Fluvanna County	No	Yes	Yes	Yes
The school board employs licensed instructional personnel qualified in the relevant subject areas.	Goochland County	No	No	No	Yes
The school board employs licensed instructional personnel qualified in the relevant subject areas.	Greensville County	No	No	Yes	No
The school board employs licensed instructional personnel qualified in the relevant subject areas.	Martinsville City	No	No	No	No
The school board employs licensed instructional personnel qualified in the relevant subject areas.	Patrick County	No	Yes	Yes	Yes
The school board employs licensed instructional personnel qualified in the relevant subject areas.	Petersburg City	No	No	No	No
Twenty-five to one in grades four through six with no class larger than thirty-five pupils.	Prince William County	No	No	No	No

	§ 22.1-253.13:2 – Standard 2. Instructional, administrative, and support personnel				
Requirement	**School Division**	**2012-2013 Was Division Compliant?**	**2011-2012 Was Division Compliant?**	**2010-2011 Was Division Compliant?**	**2009-2010 Was Division Compliant ?**
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.	Prince William County	No	No	Yes	No
Guidance counselors in elementary schools, one hour per day per 100 students, one full-time at 500 students, one hour per day additional time per 100 students or major fraction thereof; guidance counselors in middle schools, one period per 80 students, one full-time at 400 students, one additional period per 80 students or major fraction thereof; guidance counselors in high schools, one period per 70 students, one full-time at 350 students, one additional period per 70 students or major fraction thereof.	Clarke County	No	No	Yes	Yes
Guidance counselors in elementary schools, one hour per day per 100 students, one full-time at 500 students, one hour per day additional time per 100 students or major fraction thereof; guidance counselors in middle schools, one period per 80 students, one full-time at 400 students, one additional period per 80 students or major fraction thereof; guidance counselors in high schools, one period per 70 students, one full-time at 350 students, one additional period per 70 students or major fraction thereof.	Prince Edward County	No	Yes	Yes	Yes

	§ 22.1-253.13:2 – Standard 2. Instructional, administrative, and support personnel				
Requirement	**School Division**	**2012-2013 Was Division Compliant?**	**2011-2012 Was Division Compliant?**	**2010-2011 Was Division Compliant?**	**2009-2010 Was Division Compliant?**
Guidance counselors in elementary schools, one hour per day per 100 students, one full-time at 500 students, one hour per day additional time per 100 students or major fraction thereof; guidance counselors in middle schools, one period per 80 students, one full-time at 400 students, one additional period per 80 students or major fraction thereof; guidance counselors in high schools, one period per 70 students, one full-time at 350 students, one additional period per 70 students or major fraction thereof.	Prince William County	No	No	Yes	No
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.	New Kent County	No	No	No	Yes
The school board, annually, on or before January 1, reports to the public the actual pupil teacher ratios (excluding resource personnel) in elementary school classrooms by school for the current year. The board also reports the pupil/teacher ratio including resource teachers in the same report. The report includes identification of the schools but ensures confidentiality of all teacher and pupil identities	Essex County	No	Yes	Yes	Yes
The school board, annually, on or before January 1, reports to the public the actual pupil teacher ratios (excluding resource personnel) in elementary school classrooms by school for the current year. The board also reports the pupil/teacher ratio including resource teachers in the same report. The report includes identification of the schools but ensures confidentiality of all teacher and pupil identities.	Mecklenburg County	No	Yes	Yes	Yes

	§ 22.1-253.13:3 – Standard 3. Accreditation, other standards and evaluation. *Please Note: The accreditation ratings are for school year 2012-2013. The accreditation ratings for school year 2013-2014 will be reported in the 2014 annual report.*				
Requirement	**School Division**	**2012-2013 Was Division Compliant?**	**2011-2012 Was Division Compliant?**	**2010-2011 Was Division Compliant?**	**2009-2010 Was Division Compliant?**
All schools are fully accredited by the Board of Education.	Alexandria City	No	No	No	No
All schools are fully accredited by the Board of Education.	Amherst County	No	Yes	Yes	Yes
All schools are fully accredited by the Board of Education.	Arlington County	No	No	Yes	Yes
All schools are fully accredited by the Board of Education.	Bedford County	No	Yes	Yes	Yes
All schools are fully accredited by the Board of Education.	Bristol City	No	Yes	Yes	Yes
All schools are fully accredited by the Board of Education.	Brunswick County	No	Yes	Yes	Yes
All schools are fully accredited by the Board of Education.	Buchanan County	No	Yes	Yes	Yes
All schools are fully accredited by the Board of Education.	Buena Visa City	No	Yes	Yes	Yes
All schools are fully accredited by the Board of Education.	Campbell County	No	Yes	Yes	Yes
All schools are fully accredited by the Board of Education.	Carroll County	No	Yes	Yes	Yes
All schools are fully accredited by the Board of Education.	Charles City County	No	Yes	Yes	Yes
All schools are fully accredited by the Board of Education.	Covington City	No	No	Yes	Yes
All schools are fully accredited by the Board of Education.	Danville City	No	Yes	No	No
All schools are fully accredited by the Board of Education.	Dinwiddie County	No	No	Yes	Yes
All schools are fully accredited by the Board of Education.	Essex County	No	Yes	Yes	Yes
All schools are fully accredited by the Board of Education.	Franklin City	No	Yes	Yes	Yes

	§ 22.1-253.13:3 – Standard 3. Accreditation, other standards and evaluation. *Please Note: The accreditation ratings are for school year 2012-2013. The accreditation ratings for school year 2013-2014 will be reported in the 2014 annual report.*				
Requirement	**School Division**	**2012-2013 Was Division Compliant?**	**2011-2012 Was Division Compliant?**	**2010-2011 Was Division Compliant?**	**2009-2010 Was Division Compliant?**
All schools are fully accredited by the Board of Education.	Frederick County	No	Yes	Yes	Yes
All schools are fully accredited by the Board of Education.	Grayson County	No	Yes	Yes	No
All schools are fully accredited by the Board of Education.	Hampton City	No	No	No	No
All schools are fully accredited by the Board of Education.	Henrico County	No	No	No	No
All schools are fully accredited by the Board of Education.	Hopewell City	No	No	Yes	Yes
All schools are fully accredited by the Board of Education.	King & Queen County	No	No	Yes	Yes
All schools are fully accredited by the Board of Education.	Lee County	No	Yes	Yes	Yes
All schools are fully accredited by the Board of Education.	Louisa County	No	Yes	Yes	Yes
All schools are fully accredited by the Board of Education.	Lynchburg City	No	No	Yes	Yes
All schools are fully accredited by the Board of Education.	Madison County	No	Yes	Yes	Yes
All schools are fully accredited by the Board of Education.	Manassas City	No	No	Yes	Yes
All schools are fully accredited by the Board of Education.	Mecklenburg County	No	Yes	Yes	Yes
All schools are fully accredited by the Board of Education.	Montgomery County	No	Yes	Yes	Yes
All schools are fully accredited by the Board of Education.	Newport News City	No	No	Yes	Yes
All schools are fully accredited by the Board of Education.	Norfolk City	No	No	No	No
All schools are fully accredited by the Board of Education	Northampton County	No	Yes	No	No

	§ 22.1-253.13:3 – Standard 3. Accreditation, other standards and evaluation. *Please Note: The accreditation ratings are for school year 2012-2013. The accreditation ratings for school year 2013-2014 will be reported in the 2014 annual report.*				
Requirement	**School Division**	**2012-2013 Was Division Compliant?**	**2011-2012 Was Division Compliant?**	**2010-2011 Was Division Compliant?**	**2009-2010 Was Division Compliant?**
All schools are fully accredited by the Board of Education	Page County	No	No	No	Yes
All schools are fully accredited by the Board of Education	Petersburg City	No	No	No	No
All schools are fully accredited by the Board of Education	Portsmouth City	No	No	No	Yes
All schools are fully accredited by the Board of Education	Prince William County	No	No	Yes	No
All schools are fully accredited by the Board of Education	Richmond City	No	No	Yes	No
All schools are fully accredited by the Board of Education	Roanoke City	No	No	No	No
All schools are fully accredited by the Board of Education	Southampton County	No	Yes	Yes	Yes
All schools are fully accredited by the Board of Education	Staunton City	No	Yes	Yes	Yes
All schools are fully accredited by the Board of Education	Suffolk City	No	No	Yes	Yes
All schools are fully accredited by the Board of Education	Sussex County	No	No	No	No
All schools are fully accredited by the Board of Education	Tazewell County	No	No	Yes	Yes
All schools are fully accredited by the Board of Education	Virginia Beach City	No	No	Yes	Yes

	§ 22.1-253.13:3 – Standard 3. Accreditation, other standards and evaluation. *Please Note: The accreditation ratings are for school year 2012-2013. The accreditation ratings for school year 2013-2014 will be reported in the 2014 annual report.*				
Requirement	**School Division**	**2012-2013 Was Division Compliant?**	**2011-2012 Was Division Compliant?**	**2010-2011 Was Division Compliant?**	**2009-2010 Was Division Compliant?**
Each school board analyzes and reports annually the results from the Stanford Achievement Test Series, Ninth Edition (Stanford Nine) assessment, if administered, industry certification assessments examinations, and the Standards of Learning Assessments to the public	Fauquier County	No	Yes	Yes	Yes
For each student considered for the Virginia Grade Level Alternative (VGLA), the school division has submitted an annual justification that includes evidence that the student meets the participation criteria defined by the Department of Education.	Buchanan County	No	Yes	Yes	Yes

	§ 22.1-253.13:5. Standard 5. Quality of classroom instruction and educational leadership.				
Requirement	**School Division**	**2012-2013 Was Division Compliant?**	**2011-2012 Was Division Compliant?**	**2010-2011 Was Division Compliant?**	**2009-2010 Was Division Compliant?**
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; 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.	Colonial Beach	No	Yes	Yes	Yes

	§ 22.1-253.13:6 – Standard 6. Planning and Public Involvement.				
Requirement	**School Division**	**2012-2013 Was Division Compliant?**	**2011-2012 Was Division Compliant?**	**2010-2011 Was Division Compliant?**	**2009-2010 Was Division Compliant?**
The local school board has adopted a division-wide comprehensive, unified, long-range plan based on data collection, an analysis of the data, and how the data will be utilized to improve classroom instruction and student achievement.	Clarke County	No	No	No	No

	§ 22.1-253.13:6 – Standard 6. Planning and Public Involvement..				
Requirement	**School Division**	**2012-2013 Was Division Compliant?**	**2011-2012 Was Division Compliant?**	**2010-2011 Was Division Compliant?**	**2009-2010 Was Division Compliant?**
The school division's comprehensive plan includes, but is not limited to: the objectives of the school division including strategies for improving student achievement; particularly the achievement of educationally at-risk students, then maintaining high levels of student achievement	Essex County	No	No	No	No

	§ 22.1-253.13:7 – Standard 7. School Board Policies.				
Requirement	**School Division**	**2012-2013 Was Division Compliant?**	**2011-2012 Was Division Compliant?**	**2010-2011 Was Division Compliant?**	**2009-2010 Was Division Compliant?**
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.	Essex County	No	Yes	Yes	Yes

Appendix E
Divisions with All Schools Fully Accredited, Schools Rated Accredited with Warning, Schools Rated Accreditation Denied: 2013-2014 Based on Assessments in 2012-2013

2013-2014 Accreditation Ratings		
Accreditation Rating	**Number of Schools**	**Percent of All Schools**
Fully Accredited	1,413	77%
Accredited with Warning	395	22%
Accreditation Denied	6	<10%
Provisionally Accredited	3	<10%
Conditionally Accredited (New Schools)	10	<10%
Conditionally Accredited (Reconstituted Schools)	1	<10%
Total Schools	1,828	100%

Note: Updated September 20, 2013

Divisions with All Schools Fully Accredited

All schools are fully accredited in 36 of the commonwealth's 132 school divisions, compared with 87 last year. Divisions with all schools fully accredited (other than new schools that automatically receive conditional accreditation) are:

Charlottesville
Clarke County
Colonial Heights
Falls Church
Floyd County
Franklin County
Fredericksburg
Giles County
Goochland County
Hanover County
King George County
King William County
Lexington
Mathews County
Middlesex County
Nelson County
New Kent County
Northumberland County
Norton
Orange County
Page County
Patrick County
Poquoson
Powhatan County
Prince George County
Richmond County
Roanoke County
Rockingham County
Salem
Shenandoah County
Stafford County
Surry County
Warren County
West Point
Williamsburg-James City County
Wise County

Schools Rated Accredited with Warning

The number of schools accredited with warming rose from 98 in 2012 to 395. Of the 395 warned schools, 349 are warned in mathematics and 224 are warned in math alone. The new reading and writing SOL tests were a factor for 146 schools warned in English; 32 of these are Accredited with Warning for 2013-2014 solely because of English. Of the 37 schools warned in science, eight – all elementary schools – are warned exclusively because of achievement on the new science tests.

There were 19 schools accredited with warning for a third consecutive year:

- Dinwiddie County – Dinwiddie County Middle
- Hampton – Jane H. Bryan Elementary
- Henrico County – L. Douglas Wilder Middle
- Lynchburg – Sandusky Middle
- Newport News – Newsome Park Elementary, Sedgefield Elementary and Willis A. Jenkins Elementary
- Norfolk – Booker T. Washington High, Campostella Elementary, Lake Taylor Middle and Tidewater Park Elementary
- Petersburg – Vernon Johns Junior High
- Portsmouth – I.C. Norcom High
- Richmond – Armstrong High, Fred D. Thompson Middle, George Wythe High, John Marshall High and Thomas C. Boushall Middle
- Virginia Beach – Bayside Middle

Schools Rated Accreditation Denied

Six schools in three divisions are denied state accreditation for 2013-2014 because of chronically low student achievement:

- Alexandria – Jefferson-Houston Elementary for a second consecutive year
- Norfolk – Lafayette-Wynona Middle for a fourth consecutive year; William H. Ruffner Middle for a second consecutive year; and Lindenwood Elementary, which had been granted Conditional Accreditation for 2012-2013
- Petersburg – Peabody Middle for an eighth consecutive year and A.P. Hill Elementary, which had been Accredited with Warning for three consecutive years

Appendix F
A Status Report Regarding Multidivision Online Learning

Background

In 2010, the Virginia General Assembly passed legislation, introduced by Delegate Richard P. Bell on behalf of Governor Robert F. McDonnell, authorizing the establishment of virtual school programs. The legislation required the Superintendent of Public Instruction to develop and the Virginia Board of Education to approve criteria for approving, monitoring, and, if necessary, revoking the approval of multidivision providers of online courses and virtual school programs. This legislation stipulated that the courses or programs must meet certain requirements with regard to accreditation and staffing as well as the educational objectives and assessments in the Virginia Standards of Learning (SOL).

The legislation allowed local school boards to enter into contracts with approved providers to offer such courses and programs. As guidance to these boards, the Superintendent of Public Instruction developed model policies and procedures pertaining to student access. In addition, the legislation required the Virginia Department of Education to develop a Web site containing relevant information, including course content, registration information, teacher qualifications, and completion rates. The local boards were required to post information on their Web sites to enable visitors to understand and compare various options for learners, including the types of online courses and programs available, conditions under which divisions will pay course fees and other costs for nonresident students, and criteria for granting high school credit.

In 2011, the Department of Education developed and implemented the multidivision online provider application process, including the *Criteria for Approval of Multidivision Online Providers* and the application, appeal, and monitoring process approved by the Board of Education. During this initial application period, 13 organizations were approved to offer online instruction as multidivision online providers. During the second year of program implementation, the legislation required monitoring of the approved providers and the reopening of the application window.

The second application window was opened on January 3, 2012, with provider applications accepted for 30 days. During that time, seven organizations submitted new applications and course correlation documents, and providers approved in 2011 submitted new courses for review and approval. After a thorough review, six of the new applicants were approved as multidivision online providers. For the one application not approved, review teams noted significant deficiencies in data collection and reporting capabilities, pupil performance standards, Section 508 compliance, teacher licensure requirements, and correlation to the SOL.

A third 30-day application window opened on January 2, 2013. During that time, four organizations submitted new applications and course correlation documents, and providers approved in 2011 and 2012 submitted new courses for review and approval. After a thorough review, the four new applicants were approved as multidivision online providers.

Ten of the 19 organizations approved in 2011or 2012 offered courses to students in Virginia during the 2012-13 school year. These organizations completed monitoring reports in June 2013.

After reviewing data from these reports and conducting monitoring interviews with the providers, the Department of Education has identified three primary issues of concern: some approved providers are offering courses that have not been approved, some school divisions are not providing information on their Web sites about the approved multidivision online provider courses, and discrepancies exist between data submitted by providers and data reported in the Student Records Collection (SRC). These issues are detailed in this report.

Activities during the Reporting Period

The following is a list of key activities that occurred between November 1, 2012 and October 1, 2013:

- The application window was opened for 30 days beginning January 2, 2013. Applications were received from four organizations.

- Applications were subjected to an extensive review by career and technical education, policy, instruction, special education, information management, technology, and finance staff in the Department of Education.

- All four organizations were approved to offer online instruction, contingent upon the submission of additional information in the areas of teacher licensure, Section 508 compliance, and data reporting. A summary of approved providers and the courses for which they have been approved to offer is shown in this report.

- Of the 278 courses reviewed for correlation to the SOL, 103 were approved during the application period. Providers were given the opportunity to submit additional correlation information for courses that did not receive initial approval.

- The Department of Education required approved providers to complete monitoring reports that detailed their activities in the Commonwealth during the 2012-13 academic year.

- The Department of Education conducted monitoring interviews with nine of the ten providers that offered courses during the 2012-13 school year: Apex Learning; BYU Independent Study; Connections Academy, LLC; Edgenuity (formerly known as Education2020, Inc.); EdOptions Online Academy; FLVS Global School; K12, Inc.; The VHS Collaborative; and York County School Division. CCPS Online – Chesterfield County Public Schools offered courses to students residing in the division only during the 2012-13 school year; as such, a monitoring interview was not deemed necessary.

- The Assistant Superintendent of Technology, Career and Adult Education detailed findings from the monitoring reports and interviews in letters to each provider. Providers with deficiencies in 2012 were allowed 10 business days to address these deficiencies. Providers addressed the deficiencies within the required time. Based upon 2013 findings, six of the nine issues from 2012 were resolved. The status of the three remaining issues that reoccurred is discussed later in this report in the Issues and Challenges section.

Data Collection and Monitoring

The Department of Education collects data from three sources: the Student Record Collection (SRC), provider monitoring reports, and Department of Education surveys. The SRC data are collected three times a year: to correspond with fall membership, with the March 31 average daily membership, and with the last day of school.

It appears that school divisions are still somewhat uncertain about what constitutes a multidivision online provider as compared to a provider of online content taught by local teachers. This issue is complicated by the fact that some multidivision online providers also offer online content that can be taught by local teachers. As a result, there is a discrepancy in the enrollment data submitted by multidivision online providers on the monitoring reports and the enrollment data reported by divisions through the SRC. As the Department of Education continues to provide guidance, it is expected that the level of this discrepancy will decrease each year.

Once students are enrolled in a virtual course, the Department of Education can provide information via the State Testing Identifier (STI), including assessment data, cohort graduation data, course enrollment and completion data, career and technical education reports, and funding summary reports.

Enrollment Data

During the fall Master Schedule Collection, school divisions provide data on the number of students served by approved multidivision online providers. The table below shows participating students by division.

Division	Number of students served by approved providers in 2011-12	Number of students served by approved providers in 2012-13
Arlington County	238	227
Buena Vista County	179	131
Carroll County	364	402
Chesapeake City	0	7
Chesterfield County	368	497
Colonial Heights City	20	0
Fairfax County	90	482
Fauquier County	44	85
Floyd County	94	0
Franklin County	0	418
Goochland County	15	41
Grayson County	3	3

Henry County	23	0
King George County	7	25
King and Queen County	31	166
Lancaster County	19	2
Loudoun County	36	7
Middlesex County	32	0
Nelson County	2	0
Northumberland County	4	14
Patrick County	0	133
Pittsylvania County	8	9
Poquoson City	1	3
Radford City	2	0
Roanoke County	20	29
Suffolk City	1	1
Tazewell County	133	46
Washington County	18	0
Waynesboro City	0	1
York County	22	2
Total Students Served	**1774**	**2731**

Assessment Data

Assessment data for students who took the Virginia Standards of Learning subject area tests, the Virginia Modified Achievement Standards Test, Virginia Alternative Assessment, and Virginia Grade Level Alternative were collected. The SRC shows the participation rates for all students who were required to take one or more of these assessments and who took a virtual course from an approved provider were as follows:

- English: 99.11%
- Mathematics: 98.55%
- Science: 98.41%
- History: 99.08%

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

Course Enrollment, Completion, and Pass Rate Data

Data from the provider monitoring reports show that 4,821 students enrolled in virtual courses from approved providers; 63.02 percent of those students completed the courses. Completion data from individual providers are presented in the table below.

Course Completion Data	Courses	Number of Enrollments	Number of Completers	Overall Completer Percentage
Accelerated Education[1]	N/A	0	0	0.00%
Apex Learning	See Course List	350	277	79.14%
BYU Independent Study	See Course List	13	11	84.62%
Cambium Learning[1]	N/A	0	0	0.00%
Chesterfield County Public Schools	See Course List	827	784	94.80%
CompuHigh[1]	N/A	0	0	0.00%
Connections Academy	See Course List	81	72	88.89%
Connections Education GradPoint[1]	N/A	0	0	0.00%
Edgenuity	See Course List	96	83	86.46%
Edison Learning[1]	N/A	0	0	0.00%
Edmentum[1]	N/A	0	0	0.00%
EdOptions Online	See Course List	302	144	47.68%
FlipSwitch (formerly known as American Virtual Academy)[1]	N/A	0	0	0.00%
Florida Virtual School	See Course List	61	47	77.05%
Glynlyon OdysseyWare[1]	N/A	0	0	0.00%
K12	See Course List	2883	1417	49.15%
Middleton Academy (formerly known as Milburn Online)[1]	N/A	0	0	0.00%
Proximity Learning[1]	N/A	0	0	0.00%
The American Academy[1]	N/A	0	0	0.00%
VHS Global	See Course List	204	199	97.55%
York County Public Schools	See Course List	4	4	100.00%
Totals		**4821**	**3038**	**63.02%**

Data from the provider monitoring reports show that 4,821 students enrolled in virtual courses from approved providers; 60.84 percent of those students both completed and passed the courses. Pass rates from individual providers are below.

Course Pass Rates	**Courses**	**Number of Students Enrolled in Courses**	**Number of Students Completing and Passing Courses**	**Overall Pass Rate**
Accelerated Education[1]	N/A	0	0	0.00%
Apex Learning	See Course List	350	277	79.14%
BYU Independent Study	See Course List	13	11	84.62%
Cambium Learning[1]	N/A	0	0	0.00%
Chesterfield County Public Schools	See Course List	827	728	88.03%
CompuHigh[1]	N/A	0	0	0.00%
Connections Academy	See Course List	81	59	72.84%
Connections Education GradPoint[1]	N/A	0	0	0.00%
Edgenuity	See Course List	96	82	85.42%
Edison Learning[1]	N/A	0	0	0.00%
Edmentum[1]	N/A	0	0	0.00%
EdOptions Online	See Course List	302	123	40.73%
FlipSwitch (formerly known as American Virtual Academy)[1]	N/A	0	0	0.00%
Florida Virtual School	See Course List	61	47	77.05%
Glynlyon OdysseyWare[1]	N/A	0	0	0.00%
K12	See Course List	2883	1417	49.15%
Middleton Academy (formerly known as Milburn Online)[1]	N/A	0	0	0.00%
Proximity Learning[1]	N/A	0	0	0.00%
The American Academy[1]	N/A	0	0	0.00%
VHS Global	See Course List	204	185	90.69%
York County Public Schools	See Course List	4	4	100.00%
Totals		**4821**	**2933**	**60.84%**

[1]Provider did not provide courses to any students in Virginia during the 2012-13 school year.

Student Demographic Data

Student demographic data were requested on the provider monitoring reports. Of the 20 approved providers, ten offered instruction during the 2012-13 school year. Of these ten, only four collected and reported student data on gender, race, and ethnicity. Of the data reported:

- Gender data were provided for 581 students. Of these students, 49.5 percent were male and 50.5 percent were female.

- Racial and ethnic data were provided for 788 students. Of these students, 7.7 percent were reported as Hispanic or Latino; 4.3 percent were Asian or Pacific Islander; 17.4 percent were Black or African American; 63.9 percent were White; and 5.3 percent were two or more ethnicities. Less than 2 percent were reported as American Indian, Alaskan Native, Native Hawaiian, or Pacific Islander.

The table below shows demographic data as reported by each of the approved providers.

	Number of Students Served		Demographic Information		Ethnic and Racial Makeup of Student Body						
Provider	Full-Time	Part-Time	Males	Females	Hispanic or Latino	American Indian or Alaskan Native	Asian	Black or African American	Native Hawaiian or Pacific Islander	White	Two or More Ethnicities
Accelerated Education[1]	0	0	0	0	0	0	0	0	0	0	0
Apex Learning	0	350	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
BYU	0	16	4	12	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Cambium Learning[1]	0	0	0	0	0	0	0	0	0	0	0
Chesterfield County Public Schools	482	0	DNA	DNA	25	0	19	77	0	345	16
Compu High[1]	0	0	0	0	0	0	0	0	0	0	0
Connections Academy	0	57	31	26	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Connections Education GradPoint[1]	0	0	0	0	0	0	0	0	0	0	0
Edgenuity	53	21	33	41	4	1	3	11	0	50	5
Edison Learning[1]	0	0	0	0	0	0	0	0	0	0	0
Edmentum[1]	0	0	0	0	0	0	0	0	0	0	0

EdOptions Online	73	157	133	97	32	0	12	48	9	108	21
FlipSwitch (formerly known as American Virtual Academy)[1]	0	0	0	0	0	0	0	0	0	0	0
Florida Virtual School	0	61	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Glynlyon Odyssey Ware[1]	0	0	0	0	0	0	0	0	0	0	0
K12	106	1006	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Middleton Academy (formerly known as Milburn Online)[1]	0	0	0	0	0	0	0	0	0	0	0
Proximity Learning[1]	0	0	0	0	0	0	0	0	0	0	0
The American Academy[1]	0	0	0	0	0	0	0	0	0	0	0
The VHS Collaborative	0	204	87	117	DNA	DNA	DNA	DNA	DNA	DNA	DNA
York County Public Schools	0	2	DNA	DNA	0	0	0	1	0	1	0

[1]Provider did not provide courses to any students in Virginia during the 2012-13 school year. DNA indicates Data Not Available.

Provider Monitoring Interviews

The Department of Education conducted monitoring interviews with nine of the ten providers that offered courses during the 2012-13 school year. Chesterfield County Public Schools did not serve students outside of Chesterfield County during the 2012-13 school year; as such, a monitoring interview was not deemed necessary.

Apex Learning
During the monitoring interview, the Department of Education noted that no responses were received from stakeholders of the provider on the Department of Education Parental Satisfaction Survey. The provider was requested to work with local school divisions to find ways to improve the stakeholder response to the survey. No additional issues were identified.

BYU Independent Study
During the monitoring interview, it was revealed that the provider offered courses that were not approved by the Department of Education. BYU Independent Study indicated that an error in their registration system allowed students from Virginia to be enrolled in unapproved courses that were part of their national online program. BYU Independent Study was instructed to discontinue the offering of the courses until they have been submitted to the Department of Education for review. In addition, a corrective action plan was required to prevent a reoccurrence of the issue. Technical assistance was provided and possible solutions were identified. Official submission of the solutions is due by October 22, 2013.

CCPS Online
Chesterfield County Public Schools did not serve students outside of Chesterfield County during the 2012-13 school year; as such, a monitoring interview was not deemed necessary.

Connections Academy, LLC
The provider submitted updated teacher and administrator information to the Department of Education as requested. No additional issues were identified.

Edgenuity
The results from the Department of Education Parental Satisfaction Survey for the provider showed several stakeholders had unsatisfactory experiences with the provider. Edgenuity was provided with the survey results and encouraged to address the issues noted by stakeholders. No additional issues were identified.

EdOptions Online Academy (PLATO Learning)
During the monitoring interview, it was noted that the Virginia-approved course list on the provider Web page was unavailable several times during the 2012-13 school year. The provider was reminded to maintain a working URL to a provider Web page that displays courses approved by the Department of Education. This was not deemed a significant issue requiring a corrective action plan but was noted in the letter sent to the provider by the Assistant Superintendent of Technology, Career and Adult Education.

FLVS Global School (Florida Virtual School)
The provider submitted updated teacher and administrator information to the Department of Education as requested. No additional issues were identified.

K12, Inc.
During the monitoring interview, it was revealed that the provider offered courses that were not approved by the Department of Education. This issue also occurred during the 2011-12 school year and was included in the 2012 report. K12, Inc., indicated that misinterpretation of the policies for multidivision online providers and miscommunication within the company were the reasons the issue reoccurred. K12, Inc., was instructed to discontinue offering these courses until such time that they are reviewed and approved by the Department of Education. In addition, a corrective action plan was required to prevent a reoccurrence of the issue. Technical assistance was provided and possible solutions were identified. Official submission of the solutions is due by October 22, 2013.

VHS Global Collaborative
During the monitoring interview, the Department of Education noted that no responses were received from stakeholders of the provider on the Parental Satisfaction Survey. The provider was requested to work with local school divisions to find ways to improve the stakeholder response to the survey. No additional issues were identified.

York County Public Schools
The provider submitted updated teacher and administrator information to the Department of Education as requested. No additional issues were identified.

Department of Education Parental Satisfaction Survey Data

The Department of Education requested all multidivision online providers send program participants links to a parent survey. A total of 194 survey responses were received from 7 of the 10 providers who offered instruction during the 2012-13 school year. Of these, 182 were from parents, 2 were from mentors, and 10 were from students. The table below shows the demographics of the survey responses received.

	Total Responses	Responder Demographic			Number of Courses Taken Online		
		Parent	Mentor	Other	1-2	3-5	6+
Apex Learning	0	0	0	0	0	0	0
BYU	1	1	0	0	0	1	0
Chesterfield County Public Schools	80	74	0	6	78	1	1
Connections Academy	1	1	0	0	1	0	0
Edgenuity	6	6	0	0	6	0	0
EdOptions Online	0	0	0	0	0	0	0
Florida Virtual School	3	3	0	0	2	1	0
K12	102	96	2	4	4	6	92
The VHS Collaborative	0	0	0	0	0	0	0
York County Public Schools	1	1	0	0	1	0	0
Total	**194**	**182**	**2**	**10**	**92**	**9**	**93**

The surveys showed that 47 percent of the students participated in one or two courses online, while another 48 percent participated in six or more. In addition, 90 percent of the respondents stated that they would enroll their children with the provider again. Only two of the ten providers received more than six survey responses, which limits the usefulness of the data. Further results from these surveys included:

Technical Issues

- Eighty-three percent (83%) reported that their children often did not have, rarely had, or never had any technical issues with the online courses.

- Ninety-six percent (96%) reported that any technical issues were resolved in an average to very fast period of time.

- The respondents provided a variety of examples regarding technical issues.

Overall Course Quality

- Eighty-six percent (86%) agreed or strongly agreed that the quality of the online course was good.

- Eighty-seven percent (87%) agreed or strongly agreed that the quality of the course content was good.

- Eighty-four percent (84%) agreed or strongly agreed that their children had been appropriately challenged by the online course.

- Eighty percent (80%) agreed that the online course was appropriately personalized to meet the unique needs of their children.

Communication

- Ninety percent (90%) agreed or strongly agreed that the frequency of communication with teachers met their children's needs; 89% agreed or strongly agreed that the actual communications were adequate.

- Forty percent (40%) were neutral about whether the frequency of communication with other students met their children's needs; 53% agreed or strongly agreed that it met their children's needs.

- Eighty-nine percent (89%) agreed or strongly agreed that the frequency of communication between their children and the teachers met their children's needs.

Issues and Challenges

During the 2012-13 school year, the three issues identified in the previous year continued to be areas of concern:

- There were significant discrepancies in the enrollment data submitted by providers and the data reported by school divisions through the SRC. These discrepancies make it impossible to report accurately on the status of multidivision online provider learning opportunities.

- The *Code of Virginia* requires that school divisions provide information on their Web sites detailing virtual and online learning opportunities for students. A review found that many division Web sites do not post the required information about approved multidivision online provider courses.

- Two approved providers (K12, Inc., and BYU Independent Study) offered courses that were not approved by the Department of Education. This issue occurred with K12, Inc., during the 2011-12 school year and was included in the 2012 report. The issue was discussed during the provider monitoring process. K12, Inc., indicated that a misinterpretation of the policies for multidivision online providers and miscommunication within the company as reasons the issue reoccurred. BYU Independent Study indicated that an error in their registration system allowed students from Virginia to be enrolled in unapproved courses that were part of their national online program.

The Department of Education will continue to provide guidance to providers on the submission of enrollment data. The Department of Education will also continue to provide guidance to school divisions on the reporting of enrollment data and providing information about approved multidivision online provider courses. The Assistant Superintendent of Technology, Career and Adult Education detailed findings from the monitoring reports and interviews in letters to each provider. Providers with deficiencies were allowed 10 business days to provide information needed to address these deficiencies. The two providers that offered courses that were not approved by the Department of Education were instructed to discontinue offering the courses until they have been approved by the Department of Education. The two providers were also instructed to develop a corrective action plan to prevent a reoccurrence of the issue. Technical assistance was provided to both providers. Both providers have offered solutions that will be officially submitted for review no later than October 22, 2013. Further action required, if any, will be determined upon the completion of the corrective action plan review.

Summary of Approved Providers and Courses

Of the 14 applications received during the 2011 application window, 13 providers met the criteria for approval: Apex Learning; BYU Independent Study; CCPS Online; CompuHigh, LLC; Connections Academy, LLC; Education2020, Inc. (now known as Edgenuity); EdOptions Online Academy; Edison Learning, Inc.; Florida Virtual School; Giant Campus of Virginia (merged with Education2020, Inc., during the 2011-12 school year); K12 Virtual Schools, LLC; Virtual High School Global Consortium (now known as The VHS Collaborative); and York County School Division.

Of the seven applications received during the 2012 application window, six providers met the criteria for approval: Accelerate Education; American Virtual Academy (now known as FlipSwitch); Cambium Education, Inc.; Glynlyon-Odysseyware; Proximity Learning, Inc. (mylanguage360); and Plato Learning, Inc. Plato Learning, Inc., merged with Edmentum during the 2012-13 school year and no longer offers an online program as a multidivision online provider.

Of the four applications received during the 2013 application window, all four providers met the criteria for approval: Edmentum, Connections Education GradPoint, Milburn Online (now known as Middleton Academy), and The American Academy, LLC.

Since 2011, the Department of Education has approved a total of 23 multidivision online providers. As stated above, due to mergers, two of the providers (Giant Campus of Virginia and Plato Learning, Inc.) no longer offer courses as a multidivision online provider. The third provider, Proximity Learning, Inc. (mylanguage360), was approved as a multidivision online provider in 2012 but has not had any courses approved. Therefore, 20 of the 23 multidivision online providers are listed below with the courses they have been approved to offer.

The approved providers may offer 868 approved courses. See below for a listing of each provider and its approved courses. If a provider's course name differs from the name used to identify the course in Virginia, the provider's course name follows in brackets.

Accelerate Education
P. O. Box 99790
Seattle, Washington 98139

Approved SOL Courses
Algebra I
Biology
Chemistry
English Grade 9
English Grade 10
English Grade 11
English Grade 12
Health Grade 7
Health Grade 9
Physics

Apex Learning
1215 Fourth Avenue, Suite 1500
Seattle, Washington 98161

Approved SOL Courses
Virginia SOL Course [Provider Course Title]
Algebra I [Algebra I (Core/Honors/LA)]
Algebra II [Algebra 2 (Core/Honors/LA)]
Biology [Biology (Core/Honors/LA)]
Chemistry [Chemistry (Core/Honors/LA)]
Earth Science [Earth Science (Core/Honors/LA)]
Economics and Personal Finance [U.S. and Global Economics (Honors)]
English Grade 4 [English Foundations I (Foundation) Grade 04]
English Grade 5 [English Foundations I (Foundation) Grade 05]
English Grade 6 [English Foundations I (Foundation) Grade 06]
English Grade 7 [English Foundations II (Foundation) Grade 07]
English Grade 8 [English Foundations II (Foundation) Grade 08]
English Grade 9 [English Foundations II (Foundation) Grade 09]
English Grade 9 [English I: Introduction to Literature and Composition (Honors/LA)]
English Grade 9 [Writing Skills and Strategies (Core) Grade 9]
English Grade 10 [English II: Critical Reading and Effective Writing (Core/Honors/LA)]
English Grade 11 [English Grade 11 (Core/Honors)]
English Grade 12 [English Grade 12 (Honors)]
English Grade 12 [English IV: British and World Literature (Core)]
French I [French I (Core)]
French II [French II (Core)]
French II [French II (Honors)]
General Music 9-12 [Music Grades 9-12 (Core)]
Geometry [Geometry (Core/Honors/LA)]
Physical Science [Physical Science (Core/Honors/LA)]
Spanish I [Spanish 1 (Core/Honors)]

Spanish II [Spanish 2 (Honors)]
Virginia & U.S. Government [U.S. Government and Politics (Core)]
Virginia & U.S. History [US History (Core)]
Visual Arts I: Foundations [Art Appreciation]
World Geography [Geography and World Cultures (Core)]
World History & Geography 1500 - Present [World History since the Renaissance (Core)]
World History & Geography 1500 - Present [World History (Core)]
World History & Geography to 1500 [World History to the Renaissance (Core)]

BYU Independent Study
120 MORC
Provo, Utah 84602

Approved SOL Courses
Virginia SOL Course [Provider Course Title]
Algebra II [ALG 55, ALG 57]
Biology [Biology 41]
English Grade 9 [English 41]
Geometry [Geometry 41]
Health Grade 9 [Health 41]
Health Grade 10 [Health 41]
Physics [PHSCS 41, PHSCS 43]
Spanish [SPAN 41, SPAN 43]
Spanish [SPAN 51, SPAN 53]
US History 1865 to Present [HIST 43]

Cambium Education, Inc.
4185 Salazar Way
Frederick, Colorado 80504

Approved SOL Courses
Virginia and U.S. History
Math Grade 7
Biology
Chemistry

CCPS Online - Chesterfield County Public Schools
4003 Cogbill Road
Richmond, Virginia 23234

Approved SOL Courses
Health Grade 9 [Health 9]
Health Grade 10 [Health 10]
PE Grade 10 [PE 10]
PE Grade 9 [PE 9]
Va. and US Government

Non-SOL Elective Courses
Computer Applications
Earth Science 2
Keyboarding
Psychology
Sociology

CompuHigh, LLC
515 Wilson Avenue
Morgantown, West Virginia 26501

Approved SOL Courses
Virginia SOL Course [Provider Course Title]
Earth Science [Earth Science]
World History & Geography to 1500 [World History I]
Biology

Connections Academy, LLC
1001 Fleet Street, 5th Floor
Baltimore, Maryland 21202

Approved SOL Courses
Virginia SOL Course [Provider Course Title]
Algebra I [Algebra I]
Algebra II [Algebra II]
Biology [Biology]
Chemistry [Chemistry]
Earth Science [Earth Science]
Economics and Personal Finance [Economics and Personal Finance]
English Kindergarten [Language Arts K]
English Grade 1 [Language Arts 1]
English Grade 2 [Language Arts 2]
English Grade 7 [Language Arts 7]
English Grade 8 [Language Arts 8]
English Grade 9 [English 9]
English Grade 10 [English 10]
English Grade 11 [English 11]
English Grade 12 [English 12]
French I (French I)
French II (French II)
Geometry
Health Grade 7 [Health and Phys Ed 7]
Health Grade 8 [Health and Phys Ed 8]
Health Grade 10 [Health and Phys Ed 10]
History Grade 1 [Social Studies 1]
Life Science [Science 7]
Mathematics Kindergarten [Math K]
Mathematics Grade 1 [Math 1]
Mathematics Grade 2 [Math 2]
Mathematics Grade 3 [Math 3]
Mathematics Grade 4 [Math 4]
Mathematics Grade 5 [Math 5]
Mathematics Grade 6 [Math 6]
Mathematics Grade 7 [Math 7]
Mathematics Grade 8 [Algebra Readiness (Math 8)]
Mathematics/Probability and Statistics [Math-Statistics]

Music Kindergarten [Music I]
Music Grade 4 [Music II]
Music Grade 5 [Music III]
Music Grades 6-8 [Music IV]
Music Grades 9-12 [Music Appreciation]
PE Grade 1 [Physical Education 1]
PE Grade 2 [Physical Education 2]
PE Grade 3 [Physical Education 3]
PE Grade 4 [Physical Education 4]
PE Grade 5 [Physical Education 5]
Physical Science [Science 8]
Science Grade 1 [Science 1]
Science Grade 5 [Science 5]
Science Grade 6 [Science 6]
Spanish I [Spanish I]
US History 1865 to Present [Social Studies 5 US History II]
US History to 1865 [Social Studies 4 US History I]
Virginia & US Government [American Government]
Virginia & US History [United States History]
Visual Arts Grade 1 [Art 1]
Visual Arts Grade 2 [Art 2]
Visual Arts Grade 3 [Art 3]
Visual Arts Grade 4 [Art 4]
Visual Arts Grade 5 [Art 5]
Visual Arts Grade 6 [Art 6]
Visual Arts Grade 7 [Art 7]
Visual Arts Grade 8 [Art 8]
Visual Arts Kindergarten [Art K]
World Geography [World Geography and Geography and Society]

Non-SOL Elective Courses
AP Art History
AP Biology
AP Calculus AB
AP Calculus BC
AP Computer Science A
AP English Language and Composition
AP English Literature
AP Environmental Science
AP Macroeconomics
AP Microeconomics
AP Physics B
AP Psychology
AP Spanish Language
AP Statistics
AP US Government
AP US History
AP World History
Business Systems Technology
Chinese I A
Chinese I B
Chinese II A
Chinese II B
College Prep with ACT
College Prep with SAT
Consumer Math A
Consumer Math B
Digital Photography
Driver's Education
Emergent Computer Technology
Environmental Science A
Environmental Science B
Explorations in Mathematics A
Explorations in Mathematics B
Game Design
Introduction to Computers and Applications A
Introduction to Computers and Applications B
Japanese I A
Japanese I B
Japanese II A
Japanese II B
Journalism A
Journalism B
Keyboarding HS
Programming I: VB.NET
Programming II: Java
Psychology A
Psychology B
Web Design

Connections Education GradPoint
8621 Robert Fulton Drive, Suite 200
Columbia, Maryland 21046

Approved SOL Courses
Virginia SOL Course [Provider Course Title]
English Grade 12 [English 12]
Trigonometry [Trigonometry]

Non-SOL Elective Courses
AP Art History
AP Biology
AP Calculus AB
AP Calculus BC
AP Computer Science A
AP English Language and Composition
AP English Literature and Composition
AP Environmental Science
AP Human Geography
AP Macroeconomics
AP Microeconomics
AP Psychology
AP Spanish
AP Statistics
AP United States Government and Politics
AP United States History
Environmental Science
Adaptive Personal Fitness IEP or 504 Plan

Anthropology I
Anthropology II
Archaeology
Astronomy
Forensic Science I
Forensic Science II
GED LA Test Prep Course
GED Mathematics Test Prep Course
GED Social Studies Test Prep Course
Gothic Literature
Great Minds in Science
Human Geography
Introduction to Social Media
LA ACT Test Prep Course
Law and Order
Marine Science/Honors
Mathematics ACT Test Prep Course
Music Appreciation
Mythology and Folklore
Orientation to Art 2D
Personal Psychology I
Personal Psychology II
Philosophy
Reading for College Success
Science: Math ACT Prep Course
Science: Science Concepts ACT Test Prep Course
Social Problems I
Social Problems II
Sociology I
Sociology II
Thinking and Learning Strategies
Va. EOC Social Studies Test Prep Course
World Religions

Edgenuity (formerly known as Education2020, Inc.)
7303 East Earll Drive
Scottsdale, Arizona 85251

Approved SOL Courses
Virginia SOL Course [Provider Course Title]
Algebra I (Algebra I)
Algebra II [Algebra II]
Algebra II and Trigonometry [Algebra II and Trigonometry]
Algebra Functions and Data Analysis [Algebra Functions and Data Analysis]
Biology [Biology]
Chemistry [Chemistry]
Civics and Economics
Earth Science [Earth Science]
Economics and Personal Finance
English Grade 6 (English 6)
English Grade 7 [English 7]
English Grade 8 [English 8]
English Grade 9 [English 9]
English Grade 10 [English 10]
English Grade 11 [English 11]
English Grade 12 [English 12]
French [French I]
French II [French II]
French III [French III]
Geometry [Geometry]
German I [VA German I]
German II [VA German II]
Health Grade 10 [Health]
Latin I [VA Latin I]
Latin II [VA Latin II]
Life Science [Life Science]
Mathematics Grade 6 [Math 6]
Mathematics Grade 7 [Math 7]
Mathematics Grade 8 [Math 8]
Mathematical Analysis
Modern Languages I [VA Chinese I]
Modern Languages II [VA Chinese II]
Physical Education Grades 9/10
Physical Science [Physical Science]
Physics [Physics]
Science Grade 6
Spanish I [VA Spanish I]
Spanish II [VA Spanish II]
Spanish III [VA Spanish III]
US History 1865 to Present [US History]
US History to 1865 [Middle School US History]
Virginia and U.S. Government
Virginia and U.S. History
World History & Geography 1500-Present [World History and Geography II 1500 and Beyond]
World History & Geography to 1500 [World History and Geography I to 1500]

Non-SOL Elective Courses
3D Art I - Modeling
3D Art II - Animation
AP Calculus
AP Environmental Science
AP Human Geography
AP Language and Composition
AP Literature and Composition
AP Psychology
AP US History
Art History I
Audio Engineering
Basic Algebra
Basic Mathematics
C++ Programming
Career Planning and Development
Computer Applications: Office 2007
Computer Literacy
Computer Science I
Digital Arts I
Digital Arts II

Engineering Design I
Environmental Science
Flash Animation
Flash Game Development
Foundations of Personal Wellness
Game Design
Green Design and Technology
Healthy Living
IDEA Writing - (Instruction to Develop Expository Modeling and Applied Writing)
Image Design and Editing
Intermediate Algebra
Intro to Communication and Speech
Introduction to Art
Introduction to Entrepreneurship I
Introduction to Entrepreneurship II
Introduction to Information Technology
Introduction to Marketing I
Introduction to Marketing II
Lifetime Fitness
Literacy and Comprehension I
Literacy and Comprehension II
Psychology
Reading Skills
Sociology
Strategies for Academic Success
The Classic Novels Package (includes 15 novels)
Writing Skills
Virtual Tutor Test-Prep ACT (includes Math, Reading, Writing, English, and Science strands)
Virtual Tutor Test-Prep GED (includes Math, Reading, Science, Social Studies, Writing strands)
Virtual Tutor Test-Prep SAT (includes Math, Critical Reading, and Writing strands)
Virtual Tutor Test-Prep SOL 8th Grade Math
Virtual Tutor Test-Prep SOL 8th Grade Reading
Virtual Tutor Test-Prep SOL 8th Grade Writing
Virtual Tutor Test-Prep EOC SOL 9th Grade Reading
Virtual Tutor Test-Prep EOC SOL 9th Grade Writing
Virtual Tutor Test-Prep EOC SOL 10th Grade Reading
Virtual Tutor Test-Prep EOC SOL 10th Grade Writing
Virtual Tutor Test-Prep EOC SOL 11th Grade Reading
Virtual Tutor Test-Prep EOC SOL 11th Grade Writing
Virtual Tutor Test-Prep EOC SOL Algebra I
Virtual Tutor Test-Prep EOC SOL Algebra II
Virtual Tutor Test-Prep EOC SOL Geometry
Virtual Tutor Test-Prep EOC SOL Earth Science
Virtual Tutor Test-Prep EOC SOL Biology
Virtual Tutor Test-Prep EOC SOL Chemistry
Virtual Tutor Test-Prep EOC SOL Civics & Economics
Virtual Tutor Test-Prep EOC US History
Virtual Tutor Test-Prep EOC SOL World Geography
Virtual Tutor Test-Prep EOC SOL World History & Geography to 1500
Virtual Tutor Test-Prep EOC SOL World History & Geography 1500-Present
Virtual Tutor Test-Prep COMPASS (includes Math, Reading, and Writing strands)
Virtual Tutor Test-Prep ACCUPLACER (includes Sentence Skills, Reading Comprehension, Arithmetic, Elementary Algebra, and Written Summary strands)

Edmentum
5600 West 83rd Street, Suite 300
Bloomington, Minnesota 55437

Approved SOL Courses
Virginia SOL Course [Provider Course Title]
English Grade 12 [English 12]
Algebra I [Algebra 1]
Biology [Biology]
Geometry [Geometry]
Life Science [Life Science]
Math Grade 8 [Pre-Algebra]
Mathematical Analysis [Pre-Calculus/Mathematical Analysis]

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

Approved SOL Courses
Virginia SOL Course [Provider Course Title]
Algebra I [Algebra I]
Algebra II [Algebra II]
Algebra II [Pre-Calculus]
Biology [Biology]
Chemistry [Chemistry]
Earth Science [Earth Science]
English Grade 6 [English 6]
English Grade 8 [English 8]
English Grade 9 [English I]
English Grade 10 [English II]
English Grade 11 [American Literature]
English Grade 12 [British Literature]
Geometry [Geometry]
Health Grade 9 [Health Grade 9]
Life Science [Life Science Grade 7]
Mathematics Grade 6 [Math 6]
Mathematics Grade 7 [Math 7]
Mathematics Grade 8 [Math 8]
Physical Science [Physical Science]
Physics [Physics]
Science Grade 6 [Science Grade 6]
Spanish I [Spanish I]

Spanish II [Spanish II]
Virginia & US Government [Government]
Virginia & US History [American History]
World Geography [Geography]
World History & Geography 1500-Present [World History Since 1500]
World History & Geography to 1500 [World History Before 1815]

EdisonLearning, Inc.
485 Lexington Avenue
New York, New York 10017

Approved SOL Courses
Virginia SOL Course [Provider Course Title]
Algebra I [Algebra I]
Algebra II [Algebra II]
Biology [Biology]
Chemistry [Chemistry]
Earth Science [Earth Science]
English Grade 9 [World Literature I]
English Grade 10 [World Literature II]
English Grade 11 [American Literature]
English Grade 12 [British Literature]
Geometry [Geometry]
World Geography [World Geography]
World History 1500-Present [World History II]

Non-SOL Elective Courses
Astronomy
Biotechnology
Calculus
Computer Engineering
Electrical Engineering
Environmental Science
Epidemiology
Fitness
Forensics
General Math
Genetics
Health
HTML
Intro to Office Applications
Introduction to Technological Sciences
JAVA
Life Science
Life Skills
Macroeconomics
Mechanical Engineering
Microeconomics
Music Theory
Natural Disasters
Physical Science
Pre-Algebra
Pre-Calculus
Psychology
Science of Computing
Sociology
Sports Science
Statistics
Superstars of Science
Trigonometry

FlipSwitch (formerly known as American Virtual Academy)
2471 North Arizona Avenue
Chandler, Arizona 85225

Approved SOL Courses
Algebra I
Biology
Chemistry
English Grade 9
English Grade 10
English Grade 11
English Grade 12
Geometry
Health Grade 9
Mathematics Grade 8
Physics

Florida Virtual School
2145 Metrocenter Boulevard, Suite 200
Orlando, Florida 32835

Approved SOL Courses
Virginia SOL Course [Provider Course Title]
Biology [Biology/Biology Honors]
Chemistry [Chemistry/Chemistry Honors]
English Grade 9 [English I]
English Grade 10 [English II]
English Grade 11 [English III]
English Grade 12 [English IV]
Geometry [Geometry/Geometry Honors]
Health Grade 9 [Health and PE Grade 9]
Latin I [Latin I]
Latin II [Latin II]
Latin III [Latin III]
Physics [Physics/Physics Honors]
Spanish I [Spanish I]
Spanish II [Spanish II]
Spanish III [Spanish III]
US & World Government [American Government/American Government Honors]
US & World History [American History/American History Honors]

Non-SOL Elective Courses
3D Art I Modeling
3D Art II Animation
Adult Ed GED

Algebra I (LRC)
Algebra II (LRC)
Algebra Readiness
American Government (LRC)
American History - Conspiracy Code Game v1
American History (LRC)
AP Art History
AP Biology
AP Calculus AB
AP Calculus BC
AP Computer Science A
AP English Language and Composition
AP English Literature and Composition
AP Environmental Science
AP Macroeconomics
AP Microeconomics
AP Psychology
AP Spanish Language
AP Statistics
AP United States Government and Politics
AP United States History
Audio Engineering
Biology (LRC)
Calculus
Chemistry (LRC)
Chinese I
Chinese II
Chinese III
Computer Aided Design (CAD)
Computer Literacy
Computer Programming I
Computing for College and Careers
Digital Arts I
Digital Arts II
Digital Photography and Graphics
Digital Video Production
Earth Space Science
Earth Space Science (LRC)
Economics
Economics (LRC)
English I (LRC)
English II (LRC)
English III (LRC)
English IV (LRC)
Fitness Lifestyle Design
Flash Animation
Game Design
Geometry (LRC)
Global Studies
Green Design and Technology
Introduction to C++ Programming
Introduction to Entrepreneurship I
Introduction to Marketing I
Introduction to Marketing II
Journalism (available Jan.2012)
Liberal Arts Mathematics
Life Management Skills
Marine Science
Middle School Business Keyboarding
Middle School Comprehensive Science I
Middle School Mathematics I
Middle School Spanish I
Middle School U.S. History
MJ Comprehensive PE Grades 6/7
MJ Comprehensive PE Grades 7/8
MJ Comprehensive Science 1
MJ Comprehensive Science 2
MJ Comprehensive Science 3
MJ Critical Thinking- Problem Solving- Learning Strategies
MJ Fitness Grade 6
MJ Keyboarding
MJ Mathematics 1 (LRC)
MJ Mathematics 2 (LRC)
MJ Mathematics 3 (LRC)
MJ Orientation to Art 2D
MJ Reading 1
MJ Spanish 1
MJ Spanish 2
MJ Spanish 2 v9
MJ U.S. History
MJ World Cultures
MJ World Geography
Online Game Design
Personal Fitness-Adaptive IEP or 504 Plan
Personal Fitness
Physical Science (LRC)
Physics (LRC)
Pre-Calculus
Psychology I
Reading for College Success
SAT Preparation
Thinking and Learning Strategies
Web Design I
Web Design II
World History

Glynlyon-Odysseyware
300 North McKemey Avenue
Chandler, Arizona 85226

Approved SOL Courses
Chemistry
Earth Science
World Geography

K12 Virtual Schools, LLC
2300 Corporate Park
Herndon, Virginia 20171

Approved SOL Courses

Virginia SOL Course [Provider Course Title]
Algebra I (Algebra I)
Biology [202 Biology]
Chemistry [302 Chemistry]
Civics and Economics [Civics and Economics (VA)]
Earth Science [112 Earth Science]
Earth Science [Earth Science Grade 6]
English Kindergarten [Language Arts K]
English Grade 1 [Language Arts 1]
English Grade 2 [Language Arts 2]
English Grade 3 [Language Arts 3]
English Grade 4 [Language Arts 4]
English Grade 5 [Language Arts 5]
English Grade 6 [Intermediate Language Arts A]
English Grade 7 [Intermediate Language Arts B]
English Grade 8 [Language Arts and Phonics 8]
English Grade 9 [102 Literary Analysis and Composition I]
English Grade 10 [202 Literary Analysis and Composition II]
English Grade 11 [302 American Literature]
German I [VA German I]
German II [VA German II]
Health Grade 3 (Health Grade 3]
Health Grade 4 [Health Grade 4]
Health Grade 5 [Health Grade 5]
Health Grade 6 [Health Grade 6]
Health Grade 7 [Health Grade 7]
Health Grade 8 [Health Grade 8]
Health Grade 9 [Skills for Health]
History Kindergarten [History K]
History Grade 1 [History 1]
History Grade 2 [History 2]
History Grade 3 [History 3]
History Grade 4 [History Virginia Studies]
Latin I [VA Latin I]
Latin II [VA Latin II]
Life Science [Life Science Grade 7]
Mathematics Kindergarten [Math K]
Mathematics Grade 1 [Math 1]
Mathematics Grade 2 [Math 2]
Mathematics Grade 3 [Math 3]
Mathematics Grade 4 [Math 4]
Mathematics Grade 5 [Math 5]
Mathematics Grade 6 [Pre-Algebra A]
Mathematics Grade 7 [Pre-Algebra B]
Modern Languages I [VA Chinese I]
Modern Languages II [VA Chinese II]
Music Grade 1 [Beginning 1 Music]
Music Grade 2 [Beginning 2 Music]
Music Grade 3 [Intermediate 1 Music]
Music Grade 4 [Intermediate 2 Music]
Music Grade 5 [Intermediate 3 Music]
6-8 General Music [Music Appreciation 6-8]
9-12 General Music [Music Appreciation 9-12]
PE Grade 3 [PE Grade 3]
PE Grade 4 [PE Grade 4]
PE Grade 5 [PE Grade 5]
PE Grade 6 [PE Grade 6]
PE Grade 7 [PE Grade 7]
PE Grade 8 [PE Grade 8]
PE Grade 9 [PE Grade 9]
Physical Science [Physical Science Grade 8]
Physics [403 Physics]
Science Grade 1 [Science 1]
Science Grade 2 [Science 2]
Science Grade 3 [Science 3]
Science Grade 4 [Science 4]
Science Grade 5 [Science 5]
Science Kindergarten [Science K]
Spanish I [VA Spanish I]
Spanish II [VA Spanish II]
Spanish III [VA Spanish III]
Trigonometry
U.S. History 1865 to Present [American History Since 1865]
U.S. History to 1865 [American History Before 1865]
Virginia & US Government [403 US Government]
Virginia & US History [303 US History]
Visual Arts Kindergarten [Art K]
Visual Arts Grade 1 [Art 1]
Visual Arts Grade 2 [Art 2]
Visual Arts Grade 3 [Art 3]
Visual Arts Grade 4 [Art 4]
Visual Arts Grade 5 [Intermediate Art: American A]
Visual Arts Grade 6 [Intermediate Art: American B]
Visual Arts Grade 7 [Intermediate Art: World A]
Visual Arts Grade 8 [Intermediate Art: World B]
World Geography [213 Geography and World Cultures]
World History to 1500 [102 World History (WH I)]
World History 1500-Present [103 World History (WHII)]

Non-SOL Elective Courses
AP Biology
AP Calculus
AP World History
Anthropology
Archaeology
Contemporary World Issues
Creative Writing
Environmental Science
Environmental Science (Aventa)
Environmental Science (Aventa) - 1 semester
Forensic Science
Forensic Science (Aventa)
Journalism
Psychology
Public Speaking

Public Speaking (Aventa)
Social Problems
Social Problems 2
Sociology A
Sociology 1
Sociology 2

Middleton Academy
3460 Commission Court, Suite 200
Woodbridge, Virginia 22192

Middleton Academy is approved to offer the Florida Virtual School (FLVS) curriculum of virtual courses approved by the Virginia Department of Education (VDOE) in 2011. The FLVS courses may not be modified or edited without the submission of these courses to the VDOE during a multidivision online provider application period.

The American Academy, LLC
175 South Main Street, Suite 1130
Salt Lake City, Utah 84111

Approved SOL Courses
English Grade 9
World History I

The VHS Collaborative (formerly known as Virtual High School Global Consortium)
4 Clock Tower, #510
Maynard, Massachusetts 01754

Non-SOL Elective Courses
101 Ways to Write a Short Story
Academic Writing
Advanced Topics-Chemistry
Advanced Web Design
American Foreign Policy
American Multiculturalism
American Popular Music
Anatomy & Physiology
Animal Behavior & Zoology
Animation & Effects
AP Art History
AP Biology
AP Calculus AB
AP Calculus BC
AP Computer Science A
AP Economics
AP English Language & Composition
AP English Literature & Composition
AP Environmental Science
AP European History
AP French Language
AP Government & Politics: U.S.
AP Music Theory
AP Physics B
AP Physics C
AP Psychology
AP Spanish Lang/Spanish V
AP Statistics-HP
AP US History
AP World History
Art History
Arts & Ideas
Astronomy Basics
Bad Boys in Literature
Basic Mandarin
Bioethics Symposium
Biotechnology
Blogs, Wikis, & Web Tools: Research/Digital Age
Business & Personal Law
CAD
Career Awareness/New Millennium
Caribbean Art History
Chemicals of Civilization
Community Service Learning: You Can Change the World!
Computational Science & English Using Java
Constitutional Law
Contemporary Irish Literature
Creating Art History
Creating Effective PowerPoint Presentations
Creative Writing
Criminology
Cultural Identity through Literature
Democracy in America
Desktop Publishing: Information Age
DNA Technology
Eastern & Western Thought
Employability Skills for the 21st Century
Engineering for Sustainable Energy
Engineering Principles
Entrepreneurship
Environmental Chemistry
Environmental Science - World Around Us
Epidemics
Essay Writing
Evolution & Nature of Science
Fantasy & Science Fiction Short Stories
Film & Literature
Folklore & Literature of Myth, Magic, and Ritual
Forensic Science
Genes & Disease
Geometry & Algebra Applications: How to Use Math in the Real World
Ghoulies, Ghosties, etc.: Why We Like to be Scared
Gods of CNN: Power of Modern Media
Great Inventions & Scientific Discoveries
Heroes
History & American Pop Music
History of Photography

Horror Writers
International Business
Intro to Calculus AB
Intro to Chemistry
Intro to Computer Science
Intro to Economics
Intro to Environmental Science
Intro to Government
Intro to Physics B
Intro to Psychology
Intro to Statistics
Intro to US History
Investing in the Stock Market
Journalism/Digital Age
Kindergarten Apprentice Teacher
Latin 1
Latin 2
Learning to Invest/Stock Market
Lewis & Clark's Expedition
Literacy Skills/21st Century
Maritime History: Riders on the Storm, Story of the United States Life-Saving Service 1870-1920
Marketing & the Internet
Math You Can Use In College
Mathematical Reasoning & Logic
Meteorology: Atmospheric Interactions
MS Business Found.
MS Civics Private Offering: When You Rule the World
MS Engineering: Up -Up & Away!
MS Pre-Algebra
MS Society & Humanity
MS Technology Tools
MS The Teenage Brain: What's Going On In There?
MS World War II through the Eyes of Dr. Seuss
Music Composition: Exploration of Style
Music Listening & Critique
Music: Fundamentals of Composition
Mythology: Around the World
Nuclear Physics: Science, Technology & Society
Number Theory: Patterns, Puzzles & Cryptography
Oceanography: Virtual Semester at Sea
Parenting /21st Century
Peacemaking
Pearl Harbor to Atomic Bomb: Pacific War, 1941-1945
Personal Finance
Perspectives in Health
Philosophy I
Poetry Reading & Writing
Poetry Writing
Portuguese I
Practical Law
Preparing for College Admissions & Financial Aid
Pre-veterinary Medicine
Programming in Visual Basic
Psychology I
Psychology of Crime
Russian Lang. & Culture
Screenwriting Fundamentals
Shakespeare in Films
Sociology
Spanish Culture & 20th Century
Hispanic Lit.
Sports & American Society
Stat. & Business Quality Management
Glory of Ancient Rome
Golden Age of Classical Greece
Holocaust
Human Body
Vietnam War
Video Game Design & Development using Game Maker
Web Design & Internet Research
Web Design: Artistry & Functionality
Who Do I Want To Be When I Grow Up?
World Conflict, United Nations Intro
World Religions
Young Adult Literature

York County School Division
302 Dare Road
Yorktown, Virginia 23692

Approved SOL Courses
Virginia SOL Course [Provider Course Title]
Algebra I [Algebra I]
Algebra II [Algebra II]
Biology [Biology]
Chemistry [Chemistry]
Earth Science [Earth Science]
English Grade 9 [English Grade 9]
English Grade 10 [English Grade 10]
English Grade 11 [English Grade 11]
English Grade 12 [English Grade 12]
Geometry [Geometry A]
Health Grade 9 [Health Grade 9]
Mathematical Analysis [Mathematical Analysis]
Physical Education Grade 9
Physical Education Grade 10
Physical Education Grade 11
Physical Education Grade 12
Physics [Physics]
Spanish [Spanish I]
Spanish [Spanish II]
Spanish [Spanish III]
Trigonometry [Trigonometry]
Virginia & U.S. Government [Virginia and US Government]
Virginia & U.S. History [Virginia and US History]
World Geography [World Geography]
World History 1500-Present [World History II]

World History to 1500 [World History I]

Non-SOL Elective Courses
Business Finance (.5 credit)
Business Law (.5 credit)
Business Management (.5 credit)
Computer Information Systems I & II
Driver's Education 10
Ecology & Environmental Science
Financial Planning (.5 credit)
Game Design I
Game Design II
Introduction to Marketing
Leadership Seminar
Life Planning
Marketing I & II (with COOP components)
Psychology
Survey of World Languages