2017 ANNUAL REPORT ON THE CONDITION AND NEEDS OF PUBLIC SCHOOLS IN VIRGINIA

VIRGINIA BOARD OF EDUCATION

PRESENTED TO THE GOVERNOR AND GENERAL ASSEMBLY

NOVEMBER 2017

MEMBERS OF THE VIRGINIA BOARD OF EDUCATION

As of November 16, 2017

Mr. Daniel A. Gecker, President
Chesterfield, VA

Mrs. Diane T. Atkinson, Vice President
Ashland, VA

Ms. Kim E. Adkins
Martinsville, VA

Mr. James H. Dillard
Fairfax, VA

Ms. Anne B. Holton
Richmond, VA

Mrs. Elizabeth V. Lodal
McLean, VA

Mr. Sal Romero, Jr.
Harrisonburg, VA

Dr. Tamara K. Wallace
Christiansburg, VA

Dr. Jamelle S. Wilson
Ashland, VA

Superintendent of Public Instruction
Dr. Steven R. Staples
Virginia Department of Education

TABLE OF CONTENTS

Statutory Requirements ……..... Page 4

Report

I. Public Education in Virginia …….. Page 9
II. Board of Education Priorities …….. Page 19
III. Recommendations to Amend the Standards of Quality (SOQ) …….. Page 23

Appendices ……. Page 26

Standards of Quality (SOQ)
A. Summary of Compliance and Non-Compliance with the SOQ for 2016-2017
B. School Divisions Reporting Full Compliance with the SOQ for 2016-2017
C. School Divisions Reporting Noncompliance with One or More Provisions of the SOQ for 2016-2017
D. Recommendations to Amend the SOQ
E. Current SOQ

Parent and Student Options
F. Charter School Report and Information on Parent and Student Options

School Division Reporting Requirements
G. Analysis of School Division Reporting Requirements

Online Learning
H. Status Report Regarding Multidivision Online Learning
I. Virtual Virginia Brief

STATUTORY REQUIREMENTS

The following sections of the *Code of Virginia* outline the statutory requirements for the Virginia Board of Education's *Annual Report on the Condition and Needs of Public Schools in Virginia* presented to the Governor and General Assembly:

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

By December 1 of each year, the Board of Education shall submit to the Governor and the General Assembly a report on the condition and needs of public education in the Commonwealth and shall identify any school divisions and the specific schools therein that have failed to establish and maintain schools meeting the existing prescribed standards of quality. Such standards of quality shall be subject to revision only by the General Assembly, pursuant to Article VIII, Section 2 of the Constitution of Virginia. Such report shall include:

> 1. A complete listing of the current standards of quality for the Commonwealth's public schools, together with a justification for each particular standard, how long each such standard has been in its current form, and whether the Board recommends any change or addition to the standards of quality;
>
> 2. Information regarding parent and student choice within each school division and any plans of such school divisions to increase school choice;
>
> 3. A complete listing of each report that local school divisions are required to submit to the Board or any other state agency, including name, frequency, and an indication of whether the report contains information that the local school division is also required to submit to the federal government;
>
> 4. An explanation of the need to retain or maintain the frequency of any report identified pursuant to subdivision 3; any recommendation for the elimination, reduction in frequency, or consolidation of reports identified pursuant to subdivision 3 when such elimination, reduction in frequency, or consolidation would require an amendment to the laws of the Commonwealth; and a description of any other report identified pursuant to subdivision 3 that the Board has eliminated, reduced in frequency, or consolidated; and
>
> 5. A complete listing of each report pertaining to public education that local school divisions are required to submit to the federal government, including name and frequency.

§ 22.1-212.15. Report of public charter schools.
The Board shall report the number of public charter schools established in the Commonwealth, as well as the number of charters denied, in its annual report to the Governor and the General Assembly pursuant to § 22.1-18.

§ 22.1-212.25. Information regarding online courses and virtual programs; report.
… C. Beginning November 1, 2011, and annually thereafter, the Board of Education shall include in its annual report to the Governor and the General Assembly information regarding

multidivision online learning during the previous school year. The information shall include but not be limited to student demographics, course enrollment data, parental satisfaction, aggregated student course completion and passing rates, and activities and outcomes of course and provider approval reviews. The November 1, 2011, report shall be an interim progress report and include information on the criteria and processes adopted by the Board and outcomes of provider applications…

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

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

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

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

§ 22.1-253.13:8. Compliance.

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

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- 225-2540; or e-mail BOE@doe.virginia.gov.

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

2017 ANNUAL REPORT ON THE CONDITION AND NEEDS OF PUBLIC SCHOOLS IN VIRGINIA

Education plays a vital role in determining how someone will spend his or her adult life and creates opportunities that can lead to higher earnings, better health, and a longer life. By the same token, the long-term social and financial cost of educational failure is high. A fair and inclusive system that makes the advantages of education available to all is one of the most powerful levers to achieve equity in our society. Every student deserves an education that prepares him or her to be a lifelong learner and to succeed in a fast-paced, ever-changing global society.

The *2017 Annual Report on the Condition and Needs of the Public Schools in Virginia* presents the:

- Achievement of students and schools;
- Condition of public education;
- Priorities and goals of the Board of Education; and
- Recommendations for revising the Standards of Quality (SOQ) to support continued improvement.

The Board of Education's intent is to create a quality system of public education that prepares all students for success, for realization of personal goals, and for responsible contributions to the quality of civic life in our state. In order to create strong and effective schools and school divisions, the Board of Education provides leadership and develops policies to improve student achievement, without regard to race, gender, ethnicity, disability, family background, family income, or geographic location, and prepare students to succeed in postsecondary education and the workplace, and to become engaged and enlightened citizens.

With its mission in mind, the Board has dedicated much of its work in 2017 to revising the *Regulations Establishing Standards for Accrediting Public Schools in Virginia (Standards of Accreditation),* which are the regulations setting the expectations for education programs, graduation requirements, and school effectiveness. These comprehensive revisions include the development of the *Profile of a Virginia Graduate* and reforms to school accreditation.

The *Profile* describes the knowledge, skills, competencies, and experiences students should attain during their K-12 education to make them "life-ready," and prepared to succeed in the evolving economy. The *Profile* articulates four broad areas that are key to preparing students for life after high school – *content knowledge, workplace skills, community engagement and civic responsibility,* and *career exploration*. It also includes increased career exposure, exploration, and planning beginning in the elementary grades. In the high school grades, there is an emphasis

on increased opportunities for internships, and work and service-based learning experiences to achieve workplace and citizenship skills.

As part of the *Profile*, the Board proposed changes to Virginia's graduation requirements to provide more flexibility for student choice of courses and reduce Standards of Learning (SOL) testing. For the standard diploma, the number of required verified credits is reduced from 6 to 5 and for an advanced diploma, the number of verified credits is reduced from 9 to 5. A student will need to earn one verified credit in mathematics, science, social studies, and two in English – one verified credit in reading and one in writing. Currently, credits are verified through a SOL test or Board-approved substitute assessment. The *Profile* further articulates the importance of the 5 Cs – critical thinking, creative thinking, collaboration, communication, and citizenship. The approved changes provide for verification of student mastery of academic content through a balanced system of assessments, including authentic performance assessments. The new graduation requirements go into effect for the entering ninth grade class of 2018-2019.

In addition to creating the *Profile* and amending graduation requirements, the Board proposed amendments to the *Standards of Accreditation* to reflect changes to Virginia's accountability system – how school quality is measured, how schools are accredited, how schools needing improvement are supported, and how information about schools is communicated to the public. Through a matrix approach which includes multiple indicators, Virginia's new accreditation system will: (1) provide a comprehensive picture of school quality; (2) drive continuous improvement for all schools; and (3) identify areas of technical assistance and school improvement resources from the Virginia Department of Education.

Throughout the first part of the year, the Board reviewed potential school quality indicators, which include student academic outcomes and other factors correlated with student learning. Specific indicators designated by the Board for accreditation include:

- Academic achievement for all students in English (reading and writing), mathematics, and science as measured through board-approved assessments, including measures of student growth in English (reading), mathematics, and English Learner progress;
- Academic achievement gaps in English (reading and writing) and mathematics for designated reporting groups, as determined through the performance of each reporting group against the state standard;
- Graduation and school progress for schools with a graduating class as measured by the Graduation Completion Index;
- Dropout rates in schools with a graduating class;
- Student participation and engagement as measured by chronic absenteeism in schools; and
- College, career, and civic readiness in schools with a graduating class, to be effective with the graduating class of 2022.

Each school will be held accountable for attainment on each of the school quality indicators adopted by the Board for accreditation, based on performance benchmarks. Performance benchmarks measure actual performance or improvement or decline in performance over time, or a combination of the two, for each school quality indicator. Based on achievement and school improvement, schools and divisions will receive differential levels of oversight and support from the Virginia Department of Education to ensure continuous improvement toward the goal of a quality education for all students. The Board approved the final stage of the proposed revisions to the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* in November, 2017.

In addition to revising the *Standards of Accreditation*, the Board worked extensively on developing Virginia's state plan under the *Every Student Succeeds Act of 2015* (ESSA). ESSA provides increased flexibility to states in developing and implementing, within federal guidelines, long term goals and interim measures of progress to identify schools for support and improvement. Virginia's state plan was drafted to meet the federal requirements and minimize the occurrences of schools being identified for federal support and improvement and not being identified for state support under the amended system of accreditation. Virginia's system of accountability incorporates federal requirements but is much broader and more comprehensive, using multiple school quality indicators. Federal accountability requirements can be viewed as a subset of overall accountability in Virginia. The Board approved the state plan for the implementation of the *Every Student Succeeds Act* in July, 2017.

While most Virginia schools continue to show overall student academic growth, the Board recognizes the constitutional and shared responsibility to ensure that <u>all</u> children in the Commonwealth, regardless of their circumstances, have access to a quality education that prepares them for a successful, healthy, and fulfilling life. To reach this goal, based on feedback from public hearings and written correspondence, the Board established the following priorities through its *Comprehensive Plan: 2018-2023*:

- To promote equitable access to high-quality, effective learning environments for all students;
- To advance policies that increase the number of candidates entering the teaching profession and encourage and support the recruitment, development, and retention of well-prepared and skilled teachers and school leaders; and
- To ensure successful implementation of the *Profile of a Virginia Graduate* and the accountability system for school quality as embodied in the revisions to the *Standards of Accreditation*.

Addressing conditions that affect student learning and well-being requires a continued investment of resources, as recommended in the revisions to the *Standards of Quality* (SOQ)

articulated in this report. Addressing these needs will also require partnerships between the Board of Education, the General Assembly, the Governor, local school boards and divisions, educators, families, community organizations, institutions of higher education, and business industries.

I. Public Education in Virginia

By nearly every national and state measure, Virginia's public K-12 schools, students, and educators continue to improve and lead the way in academic achievement and accountability:

- Virginia students outperform their peers nationwide on the ACT by 18 or more points. Virginia public school 2017 graduates achieved gains on all four portions of the ACT (English, mathematics, reading and science) compared with the average scores in 2016.

- The average science scores of Virginia fourth-grade and eighth-grade students on the 2015 National Assessment of Educational Progress (NAEP) – also known as "The Nation's Report Card" – were significantly higher than the averages of their national peers.

- Virginia's on-time graduation rate was 91.1 percent in 2017. More than half, 52.2 percent, of Virginia's students graduated from high school with the Commonwealth's most rigorous diploma.

- Virginia students performed at least 21 points higher than the national average in math, and 31 points higher in reading and writing on the SAT college-admissions test. Sixty-three percent of Virginia's 2017 public school graduates took the SAT.

- During the 2016-2017 school year, students earned at total of 157,490 Career and Technical Education (CTE) credentials, and 126,113 students earned one or more CTE credential, an increase of 15 percent and 16 percent, respectively, over the 2015-2016 school year.

Student Demographics and Enrollment Trends

Virginia schools continue to grow in diversity, representing every-changing communities. During the last ten years, the total student population has increased just over five percent (66,271 students), from 1,220,440 students in 2006-2007 to 1,286,711 students in 2016-2017; however the number of economically disadvantaged students, English Learners, and students with certain disabilities has increased. The number of economically disadvantaged students has increased by 38 percent (137,739 students), from 350,095 students in 2006-2007 to 487,834

students in 2016-2017, an increase from 29 percent ten years ago. Economically disadvantaged students are students who: (1) are eligible for Free/Reduced Meals; (2) receive Temporary Assistance for Needy Families (TANF); (3) are eligible for Medicaid; or (4) identify as either migrant or experiencing homelessness. The number of English Learners has increased by 78 percent (67,630 students), from 86,390 students in 2006-2007 to 154,020 students, currently representing 12 percent of the student population, an increase from seven percent ten years ago. In addition, during that same period, the number of students identified with autism has increased by 203 percent (12,582 students), from 5,674 students in 2005-2006 to 18,256 in 2015-2016, and the number of students identified in the other health impairments disability category has increased by 27 percent (6,683 students), from 25,600 students in 2005-2006 to 32,283 students in 2015-2016. The changing makeup of our schools has an impact on resources and supports needed for students, as well as the additional costs to educate some of our most vulnerable student populations. Research supports what intuition tells us: schools serving more economically disadvantaged children, more English Learners, and more children with challenging conditions need more resources than their more advantaged counterparts to yield successful student outcomes.

Accreditation Status

More than eight out of ten Virginia public schools are now fully accredited as the result of improved performance of students on SOL tests.

Eighty-six percent, or 1,573, of Virginia's 1,823 public schools are rated as fully accredited for 2017-2018, a five-point improvement over 2016-2017, when 82 percent of schools earned the state's top accountability rating. All schools are fully accredited in 65 of the Commonwealth's 132 school divisions, compared with 53 divisions in 2015-2016.

The number of students attending schools meeting the state's expectation for full accreditation continues to increase; however there is a growing and urgent concern for the students who attend schools which have been denied accreditation due to persistently low achievement. For 2017-2018, 88 schools in 27 divisions were denied accreditation, and 94 schools were denied accreditation in 31 divisions in 2016-2017. The school divisions with at least one school in "Accreditation Denied" status range from urban cities to rural counties.

In June, the Board approved revisions to the *Standards of Accreditation* that place increased emphasis on closing achievement gaps among student groups – and continuous improvement in all schools – while providing a more comprehensive view of school quality through the use of multiple indicators. The Board approved the final stage of the proposed revisions to the *Standards of Accreditation* in November, 2017.

Achievement Gaps Among Demographic Groups

Standards of Learning (SOL) Assessment Performance

Student achievement on SOL tests during 2016-2017 was relatively unchanged compared with performance during the previous school year.

Overall, 80 percent of students achieved proficient or advanced scores in reading, and 79 percent passed tests in mathematics, compared with 80 percent in both subjects in 2015-2016. Eighty-two percent passed grade-level or end-of-course SOL tests in science, compared with 83 percent previously.

Student achievement in English writing improved by two points, with 79 percent passing compared with 77 percent during 2015-2016. Overall achievement in history/social science was unchanged, with 86 percent of students passing SOL tests in the subject.

Some of the highest pass rates in English, mathematics, science and history/social science were on the end-of-course tests high school students must pass to earn credit toward graduation, with results as follows:

- 87 percent passed the end-of-course reading test, and 84 percent passed the high school writing assessment;

- 82 percent passed the Algebra I test; 78 percent passed the Geometry test, and 90 percent passed the Algebra II test;

- 82 percent passed the Earth Science and Biology assessments, and 89 percent passed the Chemistry test.

- 83 percent passed in Geography, 85 percent in World History I, 87 percent in World History II, and 86 percent in Virginia and U.S. History.

Fourth graders, sixth graders and eighth graders all improved in reading, as follows:

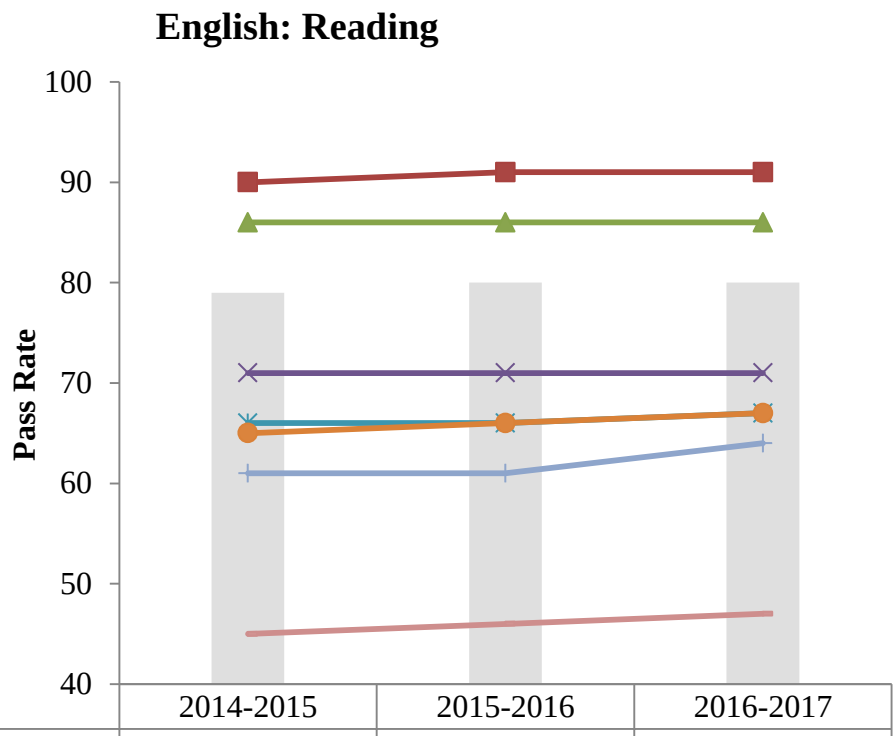
- 79 percent of fourth graders achieved proficient or advanced scores in reading, a two-point improvement compared with 2015-2016;

- 78 percent of sixth graders earned proficient or advanced scores in reading, a one-point gain compared with 2015-2016; and

- 76 percent of eighth-graders achieved proficient or advanced scores in reading, a one-point gain compared with 2015-16.

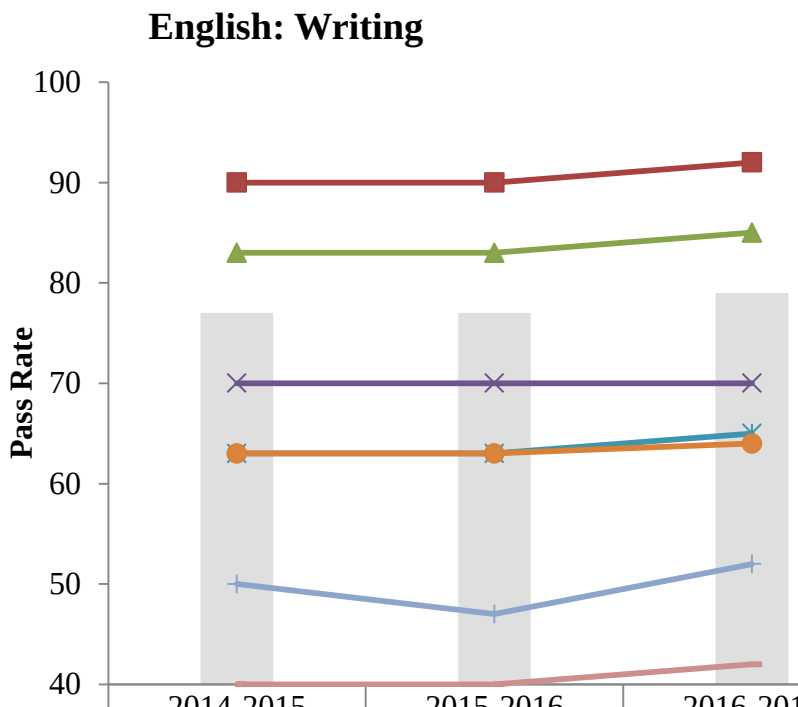
Of the 1,805 public schools with reportable test results, 680 improved in mathematics, 800 in reading and 411 improved in both subjects.

However, the performance of demographic groups presents significant differences in pass rates on academic subjects, as shown by the following tables:



	2014-2015	2015-2016	2016-2017
All Students	79	80	80
Asian	90	91	91
White	86	86	86
Hispanic	71	71	71
Economically Disadvantaged	66	66	67
Black	65	66	67
English Learners	61	61	64
Students with Disabilities	45	46	47

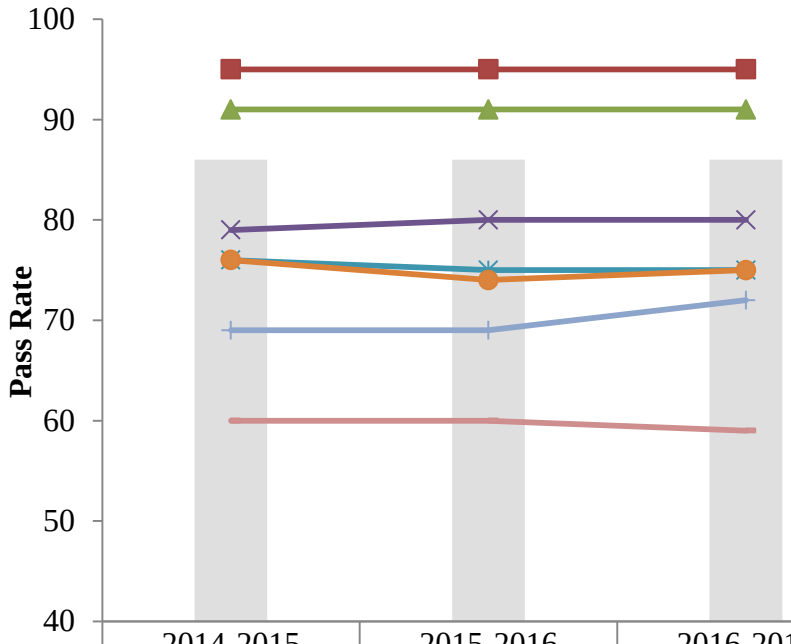
The pass rate benchmark for English reading is 75 percent. Black, economically disadvantaged, and Hispanic students, English Learners, and students with disabilities are consistently lagging behind the state average of 80 percent.



	2014-2015	2015-2016	2016-2017
All Students	77	77	79
Asian	90	90	92
White	83	83	85
Hispanic	70	70	70
Black	63	63	65
Economically Disadvantaged	63	63	64
English Learners	50	47	52
Students with Disabilities	40	40	42

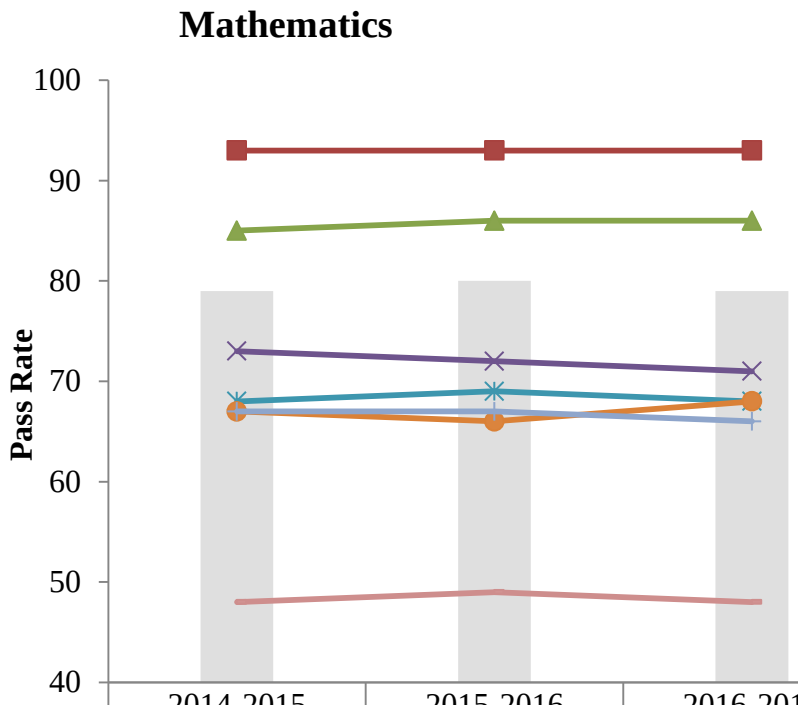
The pass rate benchmark for English writing is 75 percent. Black, economically disadvantaged, and Hispanic students and English Learners are behind the state average of 79 percent. There is a significant achievement gap for students with disabilities.

History & Social Sciences



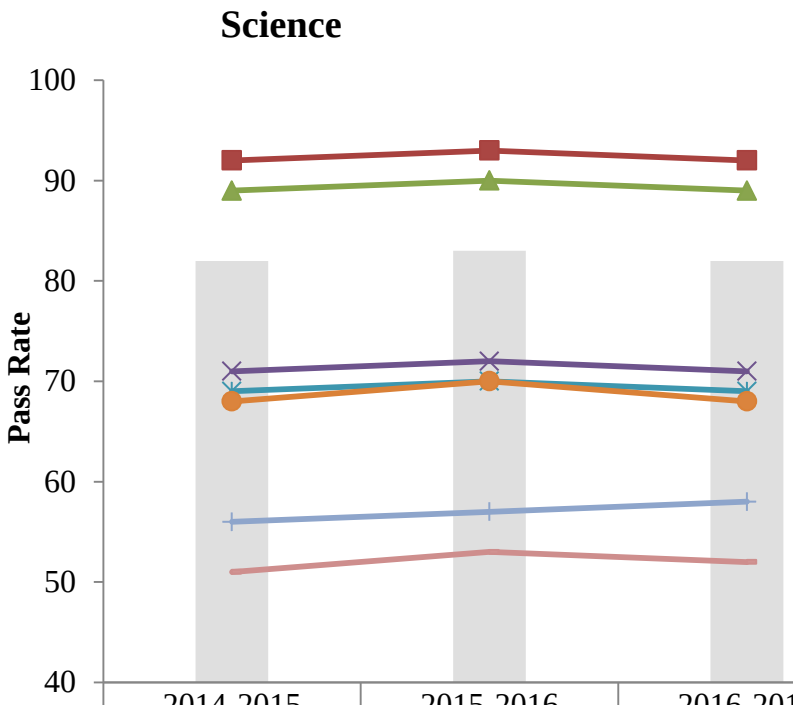
	2014-2015	2015-2016	2016-2017
All Students	86	86	86
Asian	95	95	95
White	91	91	91
Hispanic	79	80	80
Economically Disadvantaged	76	75	75
Black	76	74	75
English Learners	69	69	72
Students with Disabilities	60	60	59

The pass rate benchmark for history and social sciences is 70 percent. Black, economically disadvantaged, and Hispanic students and English Learners are behind the state average of 86 percent but meet or exceed the benchmark.



	2014-2015	2015-2016	2016-2017
All Students	79	80	79
Asian	93	93	93
White	85	86	86
Hispanic	73	72	71
Economically Disadvantaged	68	69	68
English Learners	67	66	68
Black	67	67	66
Students with Disabilities	48	49	48

The pass rate benchmark for mathematics is 70 percent. Black and economically disadvantaged students and English Learners are behind the state average of 79 percent but are close to the benchmark. There is a significant achievement gap for students with disabilities.



	2014-2015	2015-2016	2016-2017
All Students	82	83	82
Asian	92	93	92
White	89	90	89
Hispanic	71	72	71
Economically Disadvantaged	69	70	69
Black	68	70	68
English Learners	56	57	58
Students with Disabilities	51	53	52

The pass rate benchmark for science is 70 percent. Black and economically disadvantaged students and are behind the state average of 82 percent but are close to the benchmark. There is a significant achievement gap for Hispanic students and students with disabilities.

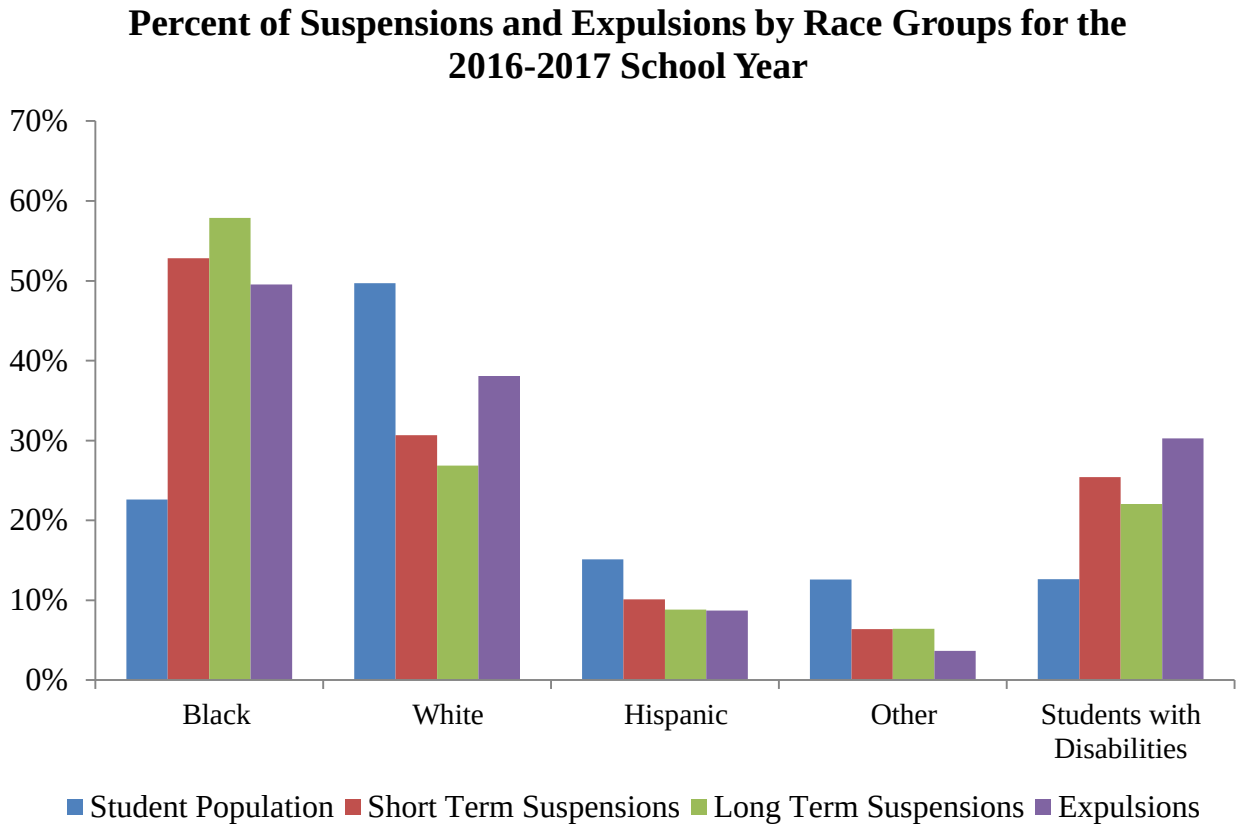
Graduation and Dropout Rates

Virginia's on-time graduation rate dropped slightly to 91.1 percent, from 91.3 percent, for the class of 2017. While more than nine out of ten students who entered the ninth grade in 2013 earned a diploma within four years, there are still gaps in graduation and dropout rates among groups of students:

- English Learners displayed the largest gaps from their peers, with a graduation rate of 73.8 percent - 17 percentage points below the average – and almost one out of four students dropping out.
- Hispanic students also exhibited concerning levels of graduation and dropout, at 81.1 percent and 16 percent, although a two point increase from the previous year respectively.
- Differences in graduation rates and dropout rates for Black students, students with disabilities, and economically disadvantaged students still persist as well.

Suspension Rates among Demographic Groups

According to Virginia Department of Education statistics, the number of students expelled in Virginia continues to decline, down over 41 percent since 2013-14. In addition, schools in Virginia have also decreased the number of long-term suspensions for all students (down by almost seven percent since 2013-14) and short-term suspensions among students with disabilities (down by six percent since 2013-14). However, the number of short-term suspensions among all students and among minority students in particular remains high. Although Black students made up 23 percent of the student population in 2016, they accounted for 53 percent of the short-term suspensions, 58 percent of long-term suspensions, and 50 percent of expulsions.



Education Funding as Compared to Other States

According to the Joint Legislative Audit and Review Commission's report *Virginia Compared to the Other States: 2017 Edition*, Virginia ranks 26th of 50 for state and local per pupil funding for Pre K-12 education, and 38th of 50 for state per pupil funding. These figures demonstrate the gap between state and local funding of public education. The majority of public school funding in Virginia, 54 percent, is from localities. The state contributes 40 percent of public school funding, with six percent from federal sources. Virginia ranked 29th out of 50 for average salary of K-12 teachers. According to the National Education Association's *Rankings of States 2016* report, the average teacher salary in Virginia is $50,834, while the national average is $58,353.

Some students from historically disadvantaged backgrounds are starting with less than their peers, and require more targeted resources and wrap-around services, based on individual needs, to achieve the same level of success as their peers. In Virginia, high poverty divisions get 86 cents for every dollar in low poverty divisions.[1] Additionally, the average teacher salary during the 2013-2014 school year in high poverty schools was over $11,000 less than low poverty schools.[2]

Teacher Shortages

Like much of the nation, Virginia is facing a growing shortage of high-quality educators entering and remaining in Virginia's public schools. The number of unfilled teacher positions across the Commonwealth has increased by 42 percent over the past 10 years, from 760 to 1,080. Virginia's teacher shortage is due in large part to a shrinking pool of candidates entering the teaching profession. Nationally, the number of individuals enrolling in teacher preparation programs has declined by 30 percent since 2008. According to the enrollment data from the State Council of Higher Education for Virginia (SCHEV), Virginia has seen a similar decline in teacher preparation program enrollment. Over the same time period, student enrollment in Virginia has grown by five percent. These trends are of particular concern in a state like Virginia with an increasingly diverse population. Currently, non-white students made up 48.7 percent of Virginia's student population, but only 21.4 percent of the state's educators are non-white. Diversity within the teacher workforce should reflect diversity in the classroom. Evidence suggests that students perform better when taught by teachers from diverse backgrounds.

---

[1] Baker, Farrie, Johnson, Luhm, Sciarra. (2017) *Is School Funding Fair? A National Report Card (Sixth Edition).* Newark, NJ: Education Law Center and Rutgers Graduate School of Education. https://drive.google.com/file/d/0BxtYmwryVI00VDhjRGlDOUh3VE0/view.

[2] Duncombe, *Unequal Opportunities: Fewer Resources, Worse Outcome for Students in Schools with Concentrated Poverty*. Richmond, VA: The Commonwealth Institute. http://www.thecommonwealthinstitute.org/wp-content/uploads/2017/10/unequal_opportunities.pdf.

The number of unfilled teacher positions across the Commonwealth has increased by 42 percent over the past 10 years, from 760 to 1,080, and has become an emergency in many high poverty school divisions. For example, two months before the beginning of the 2017 school year, Petersburg City Public Schools had 142 unfilled teaching positions out of a total of 400 positions, over one-third of their teaching positions. Another example is in Middlesex County Public Schools, where one month into the 2016 school year, over 20 percent of their teaching positions were unfilled. Although shortages occur in every region of the Commonwealth, divisions with the highest concentrations of poverty – both urban and rural – tend to have the hardest time attracting and retaining high-quality teachers.

II. Board of Education Priorities and Goals *(as outlined in the Board of Education's Comprehensive Plan: 2018-2023)*

The Board of Education's priorities and goals are the foundation for providing high-quality educational opportunities for all public school students in Virginia. In identifying these priorities and goals, the Board has reached out to families, students, educators, administrators, community members, business leaders, higher education institutions, and the public through hundreds of comments provided during Board public hearings, presentations, and through correspondence. To ensure that all children in the Commonwealth have access to a high-quality education that prepares them for a successful, healthy, and fulfilling life, the Board has developed the following priorities and goals:

Priority 1: Provide high-quality, effective learning environments for all students

Consistent with the constitutional mandate, the Board seeks to provide a high-quality, effective learning environment for all students. The current standards have not resulted in educational equity. There is a persistent achievement gap.[3] The Board of Education will focus on the factors that may be causal.

Students in high poverty schools have less experienced instructors, less access to high level science, math, and advanced placement courses, and lower levels of state and local spending on instructors and instructional materials.[4] High poverty divisions in Virginia get 86 cents for every

[3] Bohrnstedt, G., Kitmitto, S., Ogut, B., Sherman, D., and Chan, D. (2015). *School Composition and the Black–White Achievement Gap*. U.S. Department of Education, Washington, DC: National Center for Education Statistics. https://nces.ed.gov/nationsreportcard/subject/studies/pdf/school_composition_and_the_bw_achievement_gap_2015.pdf

[4] Duncombe, Chris. (2017) *Unequal Opportunities: Fewer Resources, Worse Outcome for Students in Schools with Concentrated Poverty*. Richmond, VA: The Commonwealth Institute. http://www.thecommonwealthinstitute.org/wp-content/uploads/2017/10/unequal_opportunities.pdf.

dollar compared to low poverty divisions.[5] Additionally, the average teacher salary during the 2013-2014 school year in high poverty schools was over $11,000 less than in low poverty schools. [6] Currently, 32.46 percent of Virginia public school students are at-risk. Among schools that have been denied accreditation, the median percentage of at-risk students is 64.89 percent. Among schools that have been fully accredited for the past five years, the median percentage of at-risk students is 27.06 percent. Through the work in school improvement over the past decade, the Board has learned that our children in poverty oftentimes need additional services to be able to benefit from educational opportunity. Our schools in high poverty areas do not have access to the same funding that schools in low-poverty areas do, and they have greater numbers of students that may require access to additional services in order to receive the full benefit of the education being offered. Many challenges will need to be addressed to close the achievement and opportunity gap including access to healthy food, school infrastructure, advanced courses and technology, and the need for wrap-around services, in addition to great teachers and school leaders.

To promote educational equity, the Board will:

- Develop Standards of Quality, policies, and guidelines to reflect its understanding of the diverse nature of the modern student body.
- Advance policies that expand equitable learning opportunities with access to a variety of learning platforms, courses and programs and reduce barriers to technology access.
- Advocate for the resources required to fully support a system of quality education for all students, regardless of background, including tools for collaborative oversight and support at the Virginia Department of Education for schools that are not yet meeting standards.
- Actively foster equitable, supportive, and safe academic, disciplinary, and physical environments and encourage the engagement of all families in the academic lives of their children.
- Support and promote wrap-around services and mental and physical wellness and intervention programs to increase opportunities for all students to achieve.

Priority 2: Advance policies that increase the number of candidates entering the teaching profession and encourage and support the recruitment, development, and retention of well-prepared and skilled teachers and school leaders

Like much of the nation, Virginia is facing a growing shortage of high-quality educators entering and remaining in Virginia's public schools. This decline is correlated with low teacher salaries

[5] Baker, Farrie, Johnson, Luhm, Sciarra. (2017) *Is School Funding Fair? A National Report Card (Sixth Edition).* Newark, NJ: Education Law Center and Rutgers Graduate School of Education. https://drive.google.com/file/d/0BxtYmwryVI00VDhjRGlDOUh3VE0/view.

[6] Duncombe, *Unequal Opportunities: Fewer Resources, Worse Outcome for Students in Schools with Concentrated Poverty*. Richmond, VA: The Commonwealth Institute. http://www.thecommonwealthinstitute.org/wp-content/uploads/2017/10/unequal_opportunities.pdf.

and lack of commitment to tap the financial resources to correct this crucial situation. Virginia's teacher shortage is due in significant part to a shrinking pool of candidates entering the teaching profession. Nationally, the number of individuals enrolling in teacher preparation programs has declined by 30 percent since 2008. According to the enrollment data from the State Council of Higher Education for Virginia (SCHEV), Virginia has seen a similar decline in teacher preparation program enrollment. Over the same time period, student enrollment in Virginia has grown by five percent. These trends are of particular concern in a state like Virginia with an increasingly diverse population. Currently, non-white students made up 48.7 percent of Virginia's student population, but only 21.4 percent of the state's educators are non-white. Diversity within the teacher workforce should reflect diversity in the classroom. Evidence suggests that students perform better when taught by teachers from diverse backgrounds.

The number of unfilled teacher positions across the Commonwealth has increased by 42 percent over the past 10 years, from 760 to 1,080, and has become an emergency in many high poverty school divisions. For example, two months before the beginning of the 2017 school year, Petersburg City Public Schools had 142 unfilled teaching positions out of a total of 400 positions, over one-third of their teaching positions. Another example is in Middlesex County Public Schools, where one month into the 2016 school year, over 20 percent of their teaching positions were unfilled. Although shortages occur in every region of the Commonwealth, divisions with the highest concentrations of poverty – both urban and rural – tend to have the hardest time attracting and retaining high-quality teachers.

In addition to attracting teachers, curbing teacher turnover is important. Teacher attrition in the United States has increased steeply since the 1990s.[7] Currently, the annual teacher attrition is about eight percent and accounts for roughly 90 percent of the demand for new teachers.[8] Another eight percent of teachers shift to different schools each year, bringing the total annual teacher turnover rate close to 16 percent.[9] These figures are even worse in high poverty schools. Multiple factors influence teachers to leave the professional for reasons other than retirement including: (1) concerns about over-testing and accountability, which creates stress and stifles creativity; (2) unhappiness with school administration and school climate; and (3) career dissatisfaction, which is often linked to a lack of adequate preparation for the challenges of a classroom.[10]

---

[7] Carver-Thomas, D. & Darling-Hammond, L. (2017) *Teacher turnover: Why it matters and what we can do about it.* Palo Alto: Learning Policy Institute. https://learningpolicyinstitute.org/product/teacher-turnover.
[8] Ibid.
[9] Ibid.
[10] Advisory Committee on Teacher Shortages. (October 2017) *Preliminary Report*. Richmond, VA. https://www.dropbox.com/sh/mrfi003udnhr9su/AAC6FiZdaxTWKecyXFn7z_nIa?dl=0&preview=Final+ACTS+Report.pdf.

Part of the discussion on teacher recruitment, development, and retention must focus on teacher salaries. When compared to similarly educated professions across the country, Virginia teacher wages are less competitive, earning about 27 percent less than similarly educated professions.[11]

The Board recognizes the importance of recruiting, retaining, and appropriately training a well-prepared and diverse educator workforce. To support educator recruitment, development, and retention, the Board will:

- Promote instructional and support personnel capacity building through teacher preparation programs and ongoing professional development that supports a culture of continuous growth.
- Advocate for adequate resources for educator salaries.
- Promote equitable allocation of resources, including an equitable distribution of high-quality school personnel, that enable all school divisions to fund the necessary staff and infrastructure required to provide a quality education for all students.
- Advocate for new teacher mentorship programs to be implemented in local school divisions to support the development and retention of instructional personnel.
- Encourage respectful, caring relationships among staff and students for a positive school climate and life experience of teachers.
- Support policies for attracting top students into the education profession, including revisions as necessary to Board policies that might hinder entry into or retention in the teaching profession.
- Guide and support teacher preparation programs that address classroom instructional skills that support implementation of the *Profile of a Virginia Graduate*, understanding of student behavior, and cultural competencies for working with diverse and economically disadvantaged students, families, and communities as part of the curriculum.

Priority 3: Ensure successful implementation of the *Profile of a Virginia Graduate* and the accountability system for school quality as embodied in the revisions to the *Standards of Accreditation*

The Board, with the support of the General Assembly and vigorous engagement of education leaders and the public across the Commonwealth, has adopted significant changes to the *Standards of Accreditation*, including the development of the *Profile of a Virginia Graduate* and reforms to school accreditation. The *Profile* outlines the knowledge, skills, competencies, and experiences students should attain during their K-12 education to make them "life-ready," to be on a path to successful citizenship and participation in the evolving global economy. The *Profile* further articulates the importance of the 5 C's – critical thinking, creative thinking, collaboration,

[11] Baker, Farrie, Johnson, Luhm, Sciarra. (2017) *Is School Funding Fair? A National Report Card (Sixth Edition)*. Newark, NJ: Education Law Center and Rutgers Graduate School of Education. https://drive.google.com/file/d/0BxtYmwryVI00VDhjRGlDOUh3VE0/view

communication, and citizenship and provides more flexibility for student choice of courses and reduces Standards of Learning (SOL) testing.

Virginia's new accountability system provides a comprehensive picture of school quality, drives continuous improvement for all schools, and informs areas of technical assistance and school improvement resources from the Virginia Department of Education. Each school will be held accountable for attainment on multiple school quality indicators adopted by the Board for accreditation, based on performance benchmarks. Performance benchmarks measure actual performance or improvement or decline in performance over time, or a combination of the two, for each school quality indicator. Based on achievement and school improvement, schools and divisions will receive differential levels of oversight and support from the Virginia Department of Education to ensure continuous improvement toward the goal of a quality education for all students.

Successful implementation of the *Profile* and new accountability system will require support from the Board, Virginia Department of Education, General Assembly, Governor, and local school divisions. Additionally, it will require hard work and collaboration with local school boards, teachers, education and community leaders, parents, and students. In the coming years, the Board will continue to look at the impact of accreditation in the accountability system and increased student achievement and other societal impacts.

To foster continuous improvement in schools benefitting all students, the Board will:

- Support statewide systems that track achievement and improvement for all students.
- Oversee successful implementation of the revisions to the *Standards of Accreditation* to ensure they are meeting intended goals.
- Advocate for the resources required to fully support a system of continuous improvement for all students.
- Use evaluative data to identify additional measures impacting student achievement or school quality appropriate for public information and accountability
- Ensure rigorous standards to promote college, career, and civic readiness.
- Promote closer alignment and continuity with higher education and workforce needs.
- Review and identify best practices, and promising approaches that would benefit local school divisions.

III. Recommendations to Amend the Standards of Quality (SOQ)

The Board is required by § 22.1-18.01 of the *Code of Virginia,* in odd years, to review the Standards of Quality, and either propose amendments to the standards or determine that no changes are necessary. Section 22.1-18 of the *Code* requires these findings to be transmitted to

the General Assembly in the Board's *Annual Report on the Condition and Needs of Public Schools in Virginia.*

Following a nearly year-long process, including public hearings and consideration of public comment from an array of stakeholders, on October 27, 2016, the Board of Education adopted its proposed recommendations to amend the Standards of Quality, which are summarized below. A thorough discussion and anticipated fiscal impacts for each recommendation are included in Appendix D.

SUMMARY OF RECOMMENDATIONS TO AMEND THE STANDARDS OF QUALITY

- **Propose legislation to amend the *Code of Virginia* to ensure that students and parents are made aware of career and technical education opportunities.**

- **Require one full-time assistant principal for every 400 students in grades K-12.**
  Estimated FY 2018 impact: $71.4 million.

- **Require one full-time principal in every elementary school.**
  Estimated FY 2018 impact: $6.8 million.

- **Require one school counselor for every 250 students in grades K-12.**
  Estimated FY 2018 impact: $82.4 million.

- **Require one full-time school psychologist for every 1,000 students.**
  Estimated FY 2018 impact: $42.7 million.

- **Require one full-time social worker for every 1,000 students.**
  Estimated FY 2018 impact: $48.7 million.

- **Require one full-time school nurse for every 550 students.**
  Estimated FY 2018 impact: $1.8 million.

- **Provide additional resources to support professional development needs associated with the implementation of the *Profile of a Virginia Graduate,* as required by § 22.1-253.13:4 of the *Code of Virginia*.**

- **Eliminate the flexibility provisions established in the Appropriation Act that waive or override certain staff to student ratios that are established in the Standards of Quality.**

- **Eliminate the methodology established in the Appropriation Act that artificially caps the number of state-funded support positions at one support position for every 4.03 instructional positions.**
  Estimated FY 2018 impact: $339.6 million.

- **Propose legislation to shift the review of the SOQ from even to odd-numbered years to be aligned more effectively with the legislative budget process.** ***[NOTE: The General Assembly addressed this recommendation through legislation in 2017]***

- **Propose an in-depth study be conducted to ensure that adequate data is available regarding the local deployment of SOQ positions.**

In addition to the SOQ recommendations, the Board supports an increase in funding for programs that directly support students learning. Those programs include:

- At-Risk Add-On;
- Virginia Preschool Initiative;
- Early Reading Intervention;
- K-3 Primary Class Size Reduction;
- School Breakfast Program;
- SOL Algebra Readiness;
- Supplemental Lottery Per Pupil Allocation; and
- Project Graduation.

APPENDICES

Appendix A: Summary of Compliance and Non-Compliance with the Standards of Quality (SOQ) for 2016-2017

Appendix B: School Divisions Reporting Full Compliance with the Standards of Quality (SOQ) for 2016-2017

Appendix C: School Divisions Reporting Noncompliance with One or More Provisions of the Standards of Quality (SOQ) for 2016-2017

Appendix D: Recommendations to Amend the Standards of Quality (SOQ)

Appendix E: Current Standards of Quality (SOQ)

Appendix F: Charter School Report and Information on Parent and Student Options

Appendix G: Analysis of School Division Reporting Requirements

Appendix H: Status Report Regarding Multidivision Online Learning

Appendix I: Virtual Virginia Brief

Appendix A: Summary of Compliance and Non-Compliance with the Standards of Quality for 2016-2017

Legal requirement for reporting compliance

Section § 22.1-18 of the *Code of Virginia* requires the Board of Education to "identify any school divisions and the specific schools therein that have failed to establish and maintain schools meeting the existing prescribed standards of quality." Each year, the Department of Education collects self-reported data from school divisions on their compliance with the provisions of § 22.1-253.13:1 through § 22.1-253.13:8 of the *Code of Virginia* (Standards of Quality). The school board chair and division superintendent certify the level of compliance with the standards and submit the information to the Department of Education via an electronic data collection system. For any instance of noncompliance, school divisions must also report a corrective action plan that will move the division into compliance.

Compliance and Noncompliance with the Standards of Quality

For the 2016-2017 school year, under the Standards of Quality (SOQ) that were in effect as of July 1, 2016, 50 school divisions (38 percent) reported full compliance with the provisions of the SOQ, and 82 school divisions (62 percent) reported noncompliance with one or more provisions of the SOQ. If not for school accreditation status, an additional 61 school divisions (46 percent) would have reported full compliance with the SOQ. Furthermore, 17 school divisions (13 percent) reported noncompliance with other standards in the SOQ in addition to school accreditation status. Four school divisions (three percent) maintained fully accredited schools but reported noncompliance with provisions in Standard Two.

Appendix B provides the list of 50 divisions reporting full compliance with the SOQ. Appendix C provides the areas of noncompliance with the SOQ.

Reports of Noncompliance with the Standards of Quality	
Standard	**Number of Noncompliant Divisions**
Standard One – Instructional Programs	7
Standard Two – Instructional, Administrative, and Support Personnel	14
Standard Three – Accreditation	78
Standard Three – Other Standards and Evaluation	0
Standard Four – Student Achievement and Graduation Requirements	2
Standard Five – Quality of Classroom Instruction and Educational Leadership	1
Standard Six – Planning and Evaluation	3
Standard Seven – School Board Policies	0
Standard Eight – Compliance	0

Appendix B: School Divisions Reporting Full Compliance with the Standards of Quality for 2016-2017

School Division	**2016 - 2017** Was Division Compliant?	**2015 - 2016** Was Division Complaint?	**2014 - 2015** Was Division Complaint?	**2013 - 2014** Was Division Complaint?
Appomattox County	YES	YES	NO	NO
Arlington County	YES	NO	NO	NO
Bath County	YES	NO	NO	NO
Bland County	YES	NO	NO	NO
Botetourt County	YES	NO	NO	NO
Clarke County	YES	NO	NO	NO
Colonial Beach	YES	YES	NO	NO
Colonial Heights City	YES	YES	NO	NO
Covington City	YES	NO	NO	NO
Craig County	YES	YES	YES	YES
Dickenson County	YES	NO	NO	NO
Falls Church City	YES	YES	YES	YES
Fluvanna County	YES	YES	YES	NO
Franklin County	YES	YES	NO	YES
Fredericksburg City	YES	YES	YES	YES
Galax City	YES	NO	YES	NO
Giles County	YES	NO	NO	YES
Goochland County	YES	YES	NO	NO
Greene County	YES	NO	NO	NO
Highland County	YES	NO	NO	NO
Isle of Wight County	YES	NO	NO	NO
King George County	YES	NO	NO	YES
King William County	YES	NO	YES	NO
King and Queen County	YES	NO	NO	NO
Lexington City	YES	YES	YES	YES
Louisa County	YES	NO	NO	NO
Mathews County	YES	YES	NO	YES
Middlesex County	YES	YES	NO	YES

School Division	**2016 - 2017** Was Division Compliant?	**2015 - 2016** Was Division Complaint?	**2014 - 2015** Was Division Complaint?	**2013 - 2014** Was Division Complaint?
New Kent County	YES	YES	YES	YES
Norton City	YES	YES	NO	YES
Patrick County	YES	NO	NO	YES
Poquoson City	YES	NO	YES	YES
Powhatan County	YES	YES	YES	YES
Prince George County	YES	NO	NO	YES
Radford City	YES	YES	NO	YES
Rappahannock County	YES	YES	YES	NO
Richmond County	YES	YES	YES	YES
Roanoke County	YES	YES	YES	YES
Russell County	YES	NO	NO	NO
Salem City	YES	YES	YES	YES
Scott County	YES	YES	NO	NO
Southampton County	YES	NO	NO	NO
Stafford County	YES	YES	NO	YES
Surry County	YES	NO	NO	YES
Tazewell County	YES	YES	NO	NO
Washington County	YES	NO	NO	NO
West Point	YES	YES	YES	YES
Williamsburg-James City County	YES	YES	YES	YES
Wise County	YES	YES	YES	YES
Wythe County	YES	NO	NO	NO

Appendix C: School Divisions Reporting Noncompliance with One or More Provisions of the Standards of Quality for 2016-2017

§ 22.1-253.13:1 - STANDARD 1: INSTRUCTIONAL PROGRAMS					
Requirement	**Noncompliant School Division**	**2016 - 2017** Was Division Compliant?	**2015 - 2016** Was Division Compliant?	**2014 - 2015** Was Division Compliant?	**2013 - 2014** Was Division Compliant?
Proficiency in the use of computers and related technology, computer science and computational thinking, including computer coding.	Danville City	**NO**	YES	YES	YES
The school division provides programs of prevention, intervention, or remediation for students who are educationally at-risk including, but not limited to, students 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 required for the student's graduation. Such programs include components that are research-based.	Richmond City	**NO**	YES	YES	YES
Annual notice on its web site to enrolled high school students and their parents of the availability of the postsecondary education and employment data published by the State Council of Higher Education on its web site pursuant to § 23.1-204 of the *Code of Virginia*.	Accomack County	**NO**	YES	YES	N/A
	Henrico County	**NO**	**NO**	**NO**	N/A
	Lunenburg County	**NO**	YES	YES	N/A
Knowledge and skills needed to qualify for further education, gainful employment, or training in a career or technical field.	Richmond City	**NO**	YES	YES	YES
Adult education programs for individuals functioning below the high school completion level.	Lunenburg County	**NO**	YES	YES	YES
A plan to make achievement for students who are educationally at risk a division-wide priority that includes procedures for measuring the progress of such students.	Richmond City	**NO**	YES	YES	YES

§ 22.1-253.13:1 - STANDARD 1: INSTRUCTIONAL PROGRAMS					
Requirement	**Noncompliant School Division**	**2016 - 2017** Was Division Compliant?	**2015 - 2016** Was Division Compliant?	**2014 - 2015** Was Division Compliant?	**2013 - 2014** 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.	Waynesboro City	**NO**	YES	YES	YES
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.	Petersburg City	**NO**	YES	YES	YES
	Waynesboro City	**NO**	YES	YES	YES
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.	Richmond City	**NO**	YES	YES	YES
The school division reports the results of the diagnostic tests to the Department of Education on an annual basis.	Danville City	**NO**	YES	YES	YES
The school division assesses each student who receives algebra readiness intervention services again at the end of that school year.	Danville City	**NO**	YES	YES	YES

§ 22.1-253.13:1 - STANDARD 1: INSTRUCTIONAL PROGRAMS					
Requirement	**Noncompliant School Division**	**2016 - 2017** Was Division Compliant?	**2015 - 2016** Was Division Compliant?	**2014 - 2015** Was Division Compliant?	**2013 - 2014** Was Division Compliant?
Incorporation of art, music, and physical education as a part of the instructional program at the elementary school level.	Richmond City	**NO**	YES	YES	YES
A program of student services for kindergarten through 12 designed to aid students in their educational, social, and career development.	Richmond City	**NO**	YES	YES	YES
The collection and analysis of data and the use of the results to evaluate and make decisions about the division's instructional program.	Richmond City	**NO**	YES	YES	YES

§ 22.1-253.13:2 - STANDARD 2: INSTRUCTIONAL, ADMINISTRATIVE, AND PROFESSIONAL SUPPORT PERSONNEL					
Requirement	**Noncompliant School Division**	**2016 - 2017** Was Division Compliant?	**2015 - 2016** Was Division Compliant?	**2014 - 2015** Was Division Compliant?	**2013 - 2014** Was Division Compliant?
The school board employs licensed instructional personnel qualified in the relevant subject areas.	Floyd County	**NO**	**NO**	**NO**	**NO**
	Greensville County	**NO**	**NO**	**NO**	**NO**
	Manassas Park City	**NO**	YES	YES	YES
	Martinsville City	**NO**	**NO**	**NO**	**NO**
Twenty-five to one in grades four through six with no class larger than thirty-five pupils.	Henrico County	**NO**	YES	YES	YES
	York County	**NO**	YES	YES	YES
After September 30 of the school year, anytime the number of students in a class exceeds the class size limit established by § 22.1-253.13:2, the local school division has notified the parent of each student in such class of such fact no later than 10 days after the date on which the class exceeded the class size limit.	Richmond City	**NO**	N/A	N/A	N/A

§ 22.1-253.13:2 - STANDARD 2: INSTRUCTIONAL, ADMINISTRATIVE, AND PROFESSIONAL SUPPORT PERSONNEL					
Requirement	**Noncompliant School Division**	**2016 - 2017** Was Division Compliant?	**2015 - 2016** Was Division Compliant?	**2014 - 2015** Was Division Compliant?	**2013 - 2014** Was Division Compliant?
The school division employs in addition to the positions supported by basic aid and those in support of regular school year programs of prevention, intervention, and remediation, 17 full-time equivalent instructional positions for each 1,000 students identified as having limited English proficiency.	Richmond City	**NO**	YES	YES	N/A
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.	Amherst County	**NO**	**NO**	**NO**	**NO**
	Martinsville City	**NO**	YES	YES	YES
	Prince William County	**NO**	**NO**	**NO**	**NO**
	Warren County	**NO**	**NO**	**NO**	YES
The school board employs two full-time equivalent positions per 1,000 students in grades K-12, one who provides technology support and one who serves 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.	Lee County	**NO**	**NO**	YES	YES
	Norfolk City	**NO**	**NO**	**NO**	YES

§ 22.1-253.13:2 - STANDARD 2: INSTRUCTIONAL, ADMINISTRATIVE, AND PROFESSIONAL SUPPORT PERSONNEL					
Requirement	**Noncompliant School Division**	**2016 - 2017** Was Division Compliant?	**2015 - 2016** Was Division Compliant?	**2014 - 2015** Was Division Compliant?	**2013 - 2014** Was Division Compliant?
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.	Hanover County	**NO**	YES	YES	YES
	Lynchburg City	**NO**	YES	YES	YES

§ 22.1-253.13:3 - STANDARD 3: ACCREDITATION, OTHER STANDARDS, AND EVALUATIONS					
Requirement	**Noncompliant School Division**	**2016 - 2017** Was Division Compliant?	**2015 - 2016** Was Division Compliant?	**2014 - 2015** Was Division Compliant?	**2013 - 2014** Was Division Compliant?
All schools are fully accredited by the Board of Education.	Accomack County	**NO**	**NO**	**NO**	**NO**
	Albemarle County	**NO**	**NO**	**NO**	**NO**
	Alexandria City	**NO**	**NO**	**NO**	**NO**
	Alleghany County	**NO**	**NO**	**NO**	**NO**
	Amelia County	**NO**	**NO**	**NO**	**NO**
	Amherst County	**NO**	**NO**	**NO**	**NO**
	Augusta County	**NO**	**NO**	**NO**	**NO**
	Bedford County	**NO**	**NO**	**NO**	**NO**
	Bristol City	**NO**	**NO**	**NO**	**NO**
	Brunswick County	**NO**	**NO**	**NO**	**NO**
	Buchanan County	**NO**	**NO**	**NO**	**NO**
	Buckingham County	**NO**	**NO**	**NO**	**NO**
	Buena Vista City	**NO**	**NO**	**NO**	**NO**
	Campbell County	**NO**	**NO**	**NO**	**NO**
	Caroline County	**NO**	**NO**	**NO**	**NO**
	Carroll County	**NO**	**NO**	**NO**	**NO**
	Charles City County	**NO**	**NO**	**NO**	**NO**
	Charlotte County	**NO**	**NO**	**NO**	**NO**

§ 22.1-253.13:3 - STANDARD 3: ACCREDITATION, OTHER STANDARDS, AND EVALUATIONS					
Requirement	**Noncompliant School Division**	**2016 - 2017** Was Division Compliant?	**2015 - 2016** Was Division Compliant?	**2014 - 2015** Was Division Compliant?	**2013 - 2014** Was Division Compliant?
All schools are fully accredited by the Board of Education.	Charlottesville City	**NO**	YES	**NO**	YES
	Chesapeake City	**NO**	**NO**	**NO**	**NO**
	Chesterfield County	**NO**	**NO**	**NO**	**NO**
	Culpeper County	**NO**	**NO**	**NO**	**NO**
	Cumberland County	**NO**	**NO**	**NO**	**NO**
	Danville City	**NO**	**NO**	**NO**	**NO**
	Dinwiddie County	**NO**	**NO**	**NO**	**NO**
	Essex County	**NO**	**NO**	**NO**	**NO**
	Fairfax County	**NO**	**NO**	**NO**	**NO**
	Fauquier County	**NO**	**NO**	**NO**	**NO**
	Franklin City	**NO**	**NO**	**NO**	**NO**
	Frederick County	**NO**	**NO**	**NO**	**NO**
	Gloucester County	**NO**	**NO**	**NO**	**NO**
	Grayson County	**NO**	**NO**	**NO**	**NO**
	Greensville County	**NO**	**NO**	**NO**	**NO**
	Halifax County	**NO**	**NO**	**NO**	**NO**
	Hampton City	**NO**	**NO**	**NO**	**NO**
	Harrisonburg City	**NO**	**NO**	**NO**	**NO**
	Henrico County	**NO**	**NO**	**NO**	**NO**
	Henry County	**NO**	**NO**	**NO**	**NO**
	Hopewell City	**NO**	**NO**	**NO**	**NO**
	Lancaster County	**NO**	**NO**	**NO**	**NO**
	Lee County	**NO.**	**NO**	**NO**	**NO**
	Loudoun County	**NO**	**NO**	**NO**	**NO**
	Lunenburg County	**NO**	**NO**	**NO**	**NO**
	Lynchburg City	**NO**	**NO**	**NO**	**NO**
	Madison County	**NO**	**NO**	**NO**	**NO**
	Manassas City	**NO**	**NO**	**NO**	**NO**
	Martinsville City	**NO**	**NO**	**NO**	**NO**
	Mecklenburg County	**NO**	**NO**	**NO**	**NO**
	Montgomery County	**NO**	**NO**	**NO**	**NO**
	Nelson County	**NO**	**NO**	**NO**	YES

§ 22.1-253.13:3 - STANDARD 3: ACCREDITATION, OTHER STANDARDS, AND EVALUATIONS					
Requirement	**Noncompliant School Division**	**2016 - 2017** Was Division Compliant?	**2015 - 2016** Was Division Compliant?	**2014 - 2015** Was Division Compliant?	**2013 - 2014** Was Division Compliant?
All schools are fully accredited by the Board of Education.	Newport News City	**NO**	**NO**	**NO**	**NO**
	Norfolk City	**NO**	**NO**	**NO**	**NO**
	Northampton County	**NO**	**NO**	**NO**	**NO**
	Northumberland County	**NO**	**NO**	**NO**	YES
	Nottoway County	**NO**	**NO**	**NO**	**NO**
	Orange County	**NO**	YES	**NO**	YES
	Page County	**NO**	**NO**	**NO**	YES
	Petersburg City	**NO**	**NO**	**NO**	**NO**
	Pittsylvania County	**NO**	**NO**	**NO**	**NO**
	Portsmouth City	**NO**	**NO**	**NO**	**NO**
	Prince Edward County	**NO**	**NO**	**NO**	**NO**
	Prince William County	**NO**	**NO**	**NO**	**NO**
	Pulaski County	**NO**	**NO**	**NO**	**NO**
	Richmond City	**NO**	**NO**	**NO**	**NO**
	Roanoke City	**NO**	**NO**	**NO**	**NO**
	Rockbridge County	**NO**	**NO**	**NO**	**NO**
	Rockingham County	**NO**	**NO**	**NO**	YES
	Shenandoah County	**NO**	**NO**	**NO**	YES
	Smyth County	**NO**	**NO**	**NO**	**NO**
	Spotsylvania County	**NO**	**NO**	**NO**	**NO**
	Staunton City	**NO**	**NO**	**NO**	**NO**
	Suffolk City	**NO**	**NO**	**NO**	**NO**
	Sussex County	**NO**	**NO**	**NO**	**NO**
	Virginia Beach City	**NO**	**NO**	**NO**	**NO**
	Warren County	**NO**	**NO**	**NO**	YES
	Waynesboro City	**NO**	**NO**	**NO**	**NO**
	Westmoreland County	**NO**	**NO**	**NO**	**NO**
	Winchester City	**NO**	**NO**	**NO**	**NO**

§ 22.1-253.13:4 - STANDARD 4: STUDENT ACHIEVEMENT AND GRADUATION REQUIREMENTS					
Requirement	**Noncompliant School Division**	**2016 - 2017** Was Division Compliant?	**2015 - 2016** Was Division Compliant?	**2014 - 2015** Was Division Compliant?	**2013 - 2014** Was Division Compliant?
The school board awards diplomas to students, including those who transfer from nonpublic schools or home instruction, who meet the requirements prescribed by the Board of Education, and meet such other requirements as may be prescribed by the local school board and approved by the Board of Education.	Richmond City	**NO**	YES	YES	YES
The school board awards certificates of program completion to students who complete a prescribed course of study as defined by the school board if they are not eligible to receive a Board of Education-approved diploma.	Prince William County	**NO**	**NO**	**NO**	**NO**

§ 22.1-253.13:5 - STANDARD 5: QUALITY OF CLASSROOM INSTRUCTION AND EDUCATIONAL LEADERSHIP					
Requirement	**Noncompliant School Division**	**2016 - 2017** Was Division Compliant?	**2015 - 2016** Was Division Compliant?	**2014 - 2015** Was Division Compliant?	**2013 - 2014** 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; 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.	Martinsville City	**NO**	YES	YES	YES

§ 22.1-253.13:6 - STANDARD 6: PLANNING AND PUBLIC INVOLVEMENT					
Requirement	**Noncompliant School Division**	**2016 - 2017** Was Division Compliant?	**2015 - 2016** Was Division Compliant?	**2014 - 2015** Was Division Compliant?	**2013 - 2014** Was Division Compliant?
The local school board shall adopt 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. The plan was developed with staff and community involvement and shall include, or is consistent with, all other division-wide 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 division-wide comprehensive plan or revisions thereto, the local school board shall post the plan or revisions on the division's Internet Web site 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 division-wide plan or revisions.	Buena Vista City	**NO**	YES	YES	YES
	Mecklenburg County	**NO**	YES	YES	YES
	Richmond City	**NO**	YES	YES	YES
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;	Mecklenburg County	**NO**	YES	YES	YES
	Richmond City	**NO**	YES	YES	YES
an assessment of the extent to which these objectives are being achieved;	Mecklenburg County	**NO**	YES	YES	YES
	Richmond City	**NO**	YES	YES	YES
a forecast of enrollment changes;	Mecklenburg County	**NO**	YES	YES	YES

§ 22.1-253.13:6 - STANDARD 6: PLANNING AND PUBLIC INVOLVEMENT					
Requirement	**Noncompliant School Division**	**2016 - 2017** Was Division Compliant?	**2015 - 2016** Was Division Compliant?	**2014 - 2015** Was Division Compliant?	**2013 - 2014** Was Division Compliant?
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;	Mecklenburg County	**NO**	YES	YES	YES
an evaluation of the appropriateness of establishing regional programs and services in cooperation with neighboring school divisions;	Mecklenburg County	**NO**	YES	YES	YES
a plan for implementing such regional programs and services when appropriate;	Mecklenburg County	**NO**	YES	YES	YES
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;	Mecklenburg County	**NO**	YES	YES	YES
an assessment of the needs of the school division and evidence of community participation, including parental participation, in the development of the plan;	Mecklenburg County	**NO**	YES	YES	YES
	Richmond City	**NO**	YES	YES	YES
any corrective action plan required pursuant to the results of a division-level academic review;	Mecklenburg County	**NO**	YES	YES	YES
a plan for parent and family involvement to include building successful school and parent partnerships that was developed with staff and community involvement, including participation by parents.	Mecklenburg County	**NO**	YES	YES	YES

§ 22.1-253.13:6 - STANDARD 6: PLANNING AND PUBLIC INVOLVEMENT					
Requirement	**Noncompliant School Division**	**2016 - 2017** Was Division Compliant?	**2015 - 2016** Was Division Compliant?	**2014 - 2015** Was Division Compliant?	**2013 - 2014** Was Division Compliant?
The school board reports to the public by November 1 of each odd-numbered year the extent to which the objectives of the division-wide comprehensive plan have been met during the previous two school years.	Mecklenburg County	**NO**	YES	YES	YES
	Richmond City	**NO**	YES	YES	YES
Each school in the division prepared a comprehensive, unified, long-range plan that was considered by the local school board in developing the division-wide comprehensive plan.	Mecklenburg County	**NO**	YES	**NO**	YES
	Richmond City	**NO**	YES	**NO**	YES

Appendix D. Recommendations to Amend the Standards of Quality (SOQ)

The Board's Standing Committee on the Standards of Quality commenced the current review of the SOQ with a meeting on October 2015, and subsequently met each month from January through July 2016. The public also could provide comment at each of these meetings.

During the months of July and August 2016, the Board held four public hearings to solicit comments from the public on revisions to the Standards of Quality. These public hearings also were intended to gather comments on the conditions and needs of public education, the Profile of a Virginia Graduate and high school redesign, and the development of the state's Every Student Succeeds Act (ESSA) plan. These hearings were held in Abingdon, Lynchburg, Manassas, and Williamsburg. Throughout the Board's review of the SOQ, several organizations commented through letters, email, and public testimony, including: the Commonwealth Institute for Fiscal Analytics, JustChildren, the Virginia Association of Counties, Virginia Association of School Librarians, the Virginia Association of School Nurses, the Virginia Association of School Superintendents (VASS), the Virginia Association for Supervision and Curriculum Development, the Virginia Education Association, Virginia First Cities, the Virginia Municipal League, the Virginia PTA, the Virginia Retired Teachers Association, the Virginia School Counselor Association, and Voices for Virginia's Children.

The remarks conveyed to the Board related to the SOQ generally referenced increasingly complex issues that are driven by the diversity of the student population and increased expectations to provide a quality education for every student. Additional staffing levels are needed to be responsive to these issues. Comments also reflected needs related to the implementation of the *Profile of a Virginia Graduate*, positions needed to effectively support at-risk student populations, and a need for the commonwealth to restore support for the public education system to pre-recession levels.

While developing these recommendations, the Board sought to align resources to support the K-12 system's changing student population and their needs, and to support the implementation of the *Profile of a Virginia Graduate* and high school redesign. The Board also was mindful of its other priorities of supporting teachers and school leaders, and of establishing a comprehensive school accountability system that measures and reports several indicators of school quality.

Based on public comment received, and consistent with the Board's goals, the following proposed revisions the Standards of Quality are recommended:

PROPOSED RECOMMENDATIONS TO AMEND THE STANDARDS OF QUALITY

During the last ten years, the total student population has increased by only six percent, while the number of economically disadvantaged students has increased by 39 percent (currently representing 39 percent of the student population), and the number of English Learners has increased by 63 percent (currently representing ten percent of the student population). In

addition, during that same period, the number of students identified with autism has increased by 222 percent and the number of students identified in the other health impairments disability category has increased by 26 percent. These demographic trends call attention to the increasing pressures that school divisions are facing to provide the supports needed to ensure success for all students. Many school divisions have established positions above the SOQ minimum levels to address the diverse needs of the student population.

The Board of Education also has begun working to redesign the school experience through the development of a *Profile of a Virginia Graduate*, including redesigned high school graduation expectations. This initiative, developed in partnership with the business community, higher education, K-12 educators, parents and other stakeholders, recognizes that the skill sets acquired through the K-12 system must be sufficient for students to succeed in jobs resulting from the changing economy and evolving technologies. The *Profile* emphasizes the knowledge, skills, competencies, and experiences necessary for graduates to be successful, and includes multiple pathways to graduation, emphasizes career exploration and planning, and requires students to demonstrate mastery of five core competencies: communication, collaboration, critical and creative thinking, and citizenship. Students will need support in the development and ongoing monitoring of academic and career plans. The revised graduation expectations will also require professional development and technical assistance to assist school staff with redesigning instructional strategies, curriculum, and assessments.

Although the expectations and challenges faced by the public education system have increased during recent decades, the commonwealth has not adjusted the minimum staff to student ratios accordingly. During that period of time, most of the staffing requirements in the Standards of Quality and corresponding state support have not changed, although the roles of these positions have transformed as the emphasis on accountability in public education has intensified, and the numbers of students who require more intensive services has increased.

The following recommendations are intended to ensure that a standard level of quality support and instruction is available to all students, to provide adequate support for the implementation of the *Profile of a Virginia Graduate*, and to build capacity in local school divisions by recognizing the expanded role of certain staff positions in direct support of students to remove barriers to learning. Other recommendations are included that are intended to improve the data availability and timing for future SOQ reviews.

Pursuant to Article VIII, § 2 of the *Constitution of Virginia* and Section 22.1-18.01 of the *Code of Virginia*, the Board of Education reviewed the current Standards of Quality and presents to the Governor and General Assembly the following proposed revisions:

Proposed changes to Standard 1. Instructional programs supporting the Standards of Learning and other educational objectives.

- **Establishing Awareness of Available Pathways**

  - Background. Standard One currently requires school divisions to implement plans to notify students and parents of opportunities for dual enrollment, Advanced Placement class, International Baccalaureate, and Academic Year Governor's School Programs. There is no corresponding requirement for students and parents to be notified of other opportunities that are geared toward career readiness, such as internships or externships, or other work-based learning experiences.

  - Recommendation. Given the Board's current work that will revise high school graduation requirements to include multiple pathways toward college and career readiness, including opportunities for internships, externships and credentialing, it would be appropriate to ensure that notice of opportunities for career and technical education is afforded to all students, and provided in the *Code of Virginia*.

  - Proposed Language.

> **§ 22.1-253.13:1. Standard 1. Instructional programs supporting the Standards of Learning and other educational objectives.**
>
> D. Local school boards shall also implement the following:
>
> 11. A plan to notify students and their parents of the availability of dual enrollment and advanced placement classes, career and technical education programs, 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.

Proposed changes to Standard 2. Instructional, administrative, and support personnel.

- **Assistant Principals**

  - Background. Standard Two currently requires school divisions to employ

assistant principals as follows:

- Elementary Schools
    - Up to 599 students: none
    - 600 to 899 students: one half-time assistant principal
    - 900 or more students: one full-time assistant principal
- Middle and High Schools
    - Up to 599 students: none
    - One full-time assistant principal for each 600 students
- School divisions must meet these requirements on a division-wide basis and may assign assistant principals to schools according to area of greatest need, regardless of whether such school is an elementary, middle, or high school.

Assistant principals serve as part of a school's management team, and the workload faced by assistant principals today is related to the growing responsibilities of principals. With the emphasis on accountability, school quality, and academic success for all students, the role of the principal has expanded to serving as the school's instructional leader as well as its administrator.

Today, principals must devote significant time to school improvement, including activities such as data analysis, curriculum development, and teacher evaluation. Principals work with school staff to develop strategies for improvement which require identification of students in need of intervention and remediation, and identification of professional development needs to assist teachers in improving instructional strategies.

As the role of the principal has grown, school divisions have recognized these expanded duties and accordingly provided additional support with assistant principal positions in addition to those that are required by the SOQ. If school divisions were not providing these additional positions, school principals would be required to delegate certain duties to senior teaching staff, diverting resources available for instruction. Today, assistant principals work closely with the principal to implement school improvement efforts and strategies.

To illustrate how demand for assistant principals has increased, in 1983, school divisions collectively provided one assistant principal per 738 students, whereas in 2015, local school divisions provided one assistant principal per 501 students. During 2015, however, the SOQ provided funding for only about one-third of those positions, at a ratio of about one assistant principal per 1,385 students.

Support for increasing the SOQ staffing ratio for assistant principals was expressed by individuals at the public hearings, and through a letter submitted by VASS.

Since 2003, the Board of Education has recommended the General Assembly increase the assistant principal staffing standard to require one assistant principal for every 400 students.

- Recommendation. Because administering a school has become increasingly more complex, school divisions have recognized a need to provide additional assistant principals at almost three times the rate required by the Standards of Quality. In order to ensure that a high quality system of educational leadership is provided in every school, the staffing ratio should be adjusted to provide one full-time assistant principal for each 400 students.

- Proposed Language.

> **§ 22.1-253.13:2. Standard 2. Instructional, administrative, and support personnel.**
>
> 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:
>
> 2. Assistant principals in elementary schools, ~~one half-time at 600 students,~~ one full-time at ~~900~~ 400 students; assistant principals in middle schools, one full-time for each ~~600~~400 students; assistant principals in high schools, one full-time for each ~~600~~400 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;

- **Elementary School Principals**

  - Background. Standard Two currently requires school divisions to employ a full-time principal in all schools, except for elementary schools with 299 or fewer students, which are only required to employ a half-time principal.

    The principal serves as the instructional leader and building manager, in addition to implementing school improvement practices. For small schools, accomplishing this between two geographically distant schools is logistically difficult, as has been recognized by the staffing practices utilized in most of Virginia's small elementary schools.

    In every school, a principal also should be present to serve in a leadership role to ensure that a safe learning environment is maintained. For example, in a crisis situation the principal oversees and responds without being responsible for direct

supervision of children. If a principal is not present when a situation arises, a lead teacher would have to assume the leadership role while also being responsible for the direct supervision of children.

Based on Fall 2015 membership counts, Virginia has approximately 1,150 elementary schools, of which 153 have fewer than 299 students. These small elementary schools tend to be concentrated in Virginia's least densely populated counties, where consolidating schools is not practical due to lengthy travel times between population centers. In practice, there appear to be only four instances where a school division has required a principal to split his or her time between two small elementary schools, despite there being 153 such small elementary schools.

VASS has expressed support for one 12-month principal to be provided in every elementary school.

Since 2003, the Board of Education has recommended the General Assembly provide one principal in each elementary school.

- Recommendation. Because the role of the principal has grown increasingly complex, and the principal is essential to ensure that schools are safe and secure, a full-time principal should be provided for every elementary school, regardless of size. Therefore, the staffing standard should be adjusted accordingly.

- Proposed Language.

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

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, to be employed on a 12-month basis ~~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;

- **School Counselors**

  - Background. Standard Two of the Standards of Quality (SOQ) currently requires school divisions to employ counselors as follows:
    - 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
- Middle Schools
    - One period per 80 students
    - One full-time at 400 students
    - One additional period per 80 students or major fraction thereof
- High Schools
    - One period per 70 students
    - One full-time at 350 students
    - One additional period per 70 students or major fraction thereof
- School divisions must meet these requirements on a division-wide basis and may assign counselors to schools according to area of greatest need, regardless of whether such school is an elementary, middle, or high school.

The role of the school counselor has been impacted by expanding responsibilities, including provision of comprehensive services to address students' academic, social and emotional development needs throughout their K-12 experience. These responsibilities are in addition to traditional counselor roles such as providing one-on-one services related to academic and career planning. For difficult to serve populations, the school counselor is increasingly involved in the coordination of academic intervention services and dropout prevention.

The *Profile of a Virginia Graduate* will intensify the need for additional school counselors further, as academic and career planning will be enhanced at the elementary, middle, and high school levels. Academic and career plans, which are already required to be developed during the middle school years, will become integrated into the redesigned high school, requiring more one-on-one planning time as counselors work with students to select and periodically review their pathways to graduation. Elementary and middle schools will also need additional counseling resources, as students will be expected to begin exploring career interests during the elementary years and a career investigations course is proposed in middle school, which is envisioned to closely involve counselors.

Through a roundtable discussion with Board of Education members and VDOE staff, school counselors indicated that duties assigned to these positions have begun to shift toward non-counseling roles such as attendance, testing, clerical, and social work. Counselors also have taken on additional duties as requirements for academic and career plans have been implemented in recent years, and expanded work is anticipated as a result of the implementation of the Profile of a Virginia Graduate. At the public hearings, several individuals commented on the need to lower the counselor to student ratio provided in the SOQ.

Based on FY2015, there was approximately one counselor for every 329 students in Virginia, while the SOQ standards funded only approximately one counselor for every 425 students. The American School Counselor Association's

publication *The Role of the School Counselor* recommends a ratio of one counselor to every 250 students.

- Recommendation. Because additional demands have been placed on counselors, and need for counselor support is anticipated to increase due to future changes in Virginia schools, the student to staff ratio for counselors should be adjusted to one counselor to every 250 students.

  - Proposed Language.

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

    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:

    ~~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.~~

    K. Local school boards shall employ one full-time equivalent school counselor position per 250 students in grades kindergarten through 12.

- **Staffing Standards for Psychologists, Social Workers, and School Nurses**

  - Background. Although state assistance is provided, the SOQ does not establish minimum staffing levels for support services-designated positions, which includes positions ranging from those that provide direct student support to those that maintain school facilities. Local school boards have the discretion to fill these positions as they deem necessary. This is in contrast to the minimum instructional position staffing levels that are specified in the SOQ.

    School psychologists, school social workers, and school nurses are critical to ensuring that all students, regardless of their situation, have access to a high quality education. Recent significant increases in economically disadvantaged

students, English Learners, and students needing more intensive special education services underscore the need for school divisions to provide these supports that address students' mental, emotional and physical health needs. For many of these students, school may be the only place where these services can be accessed.

School social workers collaborate with students, their families, and school staff to address problems that may impact a student's ability to succeed. This collaboration includes linking these students with appropriate resources and assisting teachers and school administrators with appropriate practices to be used with these students' individual situations. Social workers also serve as the coordinator of services for homeless students and those in foster care. The National Association of Social Workers in 2012 published its *NASW Standards for School Social Work Services*, which recommends a staff to student ratio of one to 50 to one to 250, depending on level of services needed.

School nurses help to ensure that schools are safe learning environments for all students. Their role has grown as more students are enrolled with complex medical conditions that require skilled medical care. In addition, schools in recent years have been mandated to administer certain medications for students with acute diabetic and allergic conditions. The National Association of School Nurses in 2015 published its *School Nurse Workload: Staffing for Safe Care*, which does not recommend a specific staffing ratio, but rather an approach that considers student and community needs. This document also acknowledges that the U.S. Department of Health and Human Services' recommended ratio of one school nurse for every 750 students. This recommended ratio is lower than the estimated ratio of one school nurse per 600 students that is currently provided by local school divisions.

The primary responsibility for school psychologists in previous years was to assess students for eligibility for special education services. This role has increased as school psychologists now provide direct support and interventions for students facing academic, behavioral or social-emotional problems. School psychologists also now collaborate with teachers and principals at the school-wide, classroom and individual level to develop and implement practices to improve academic achievement and school climate. The National Association of School Psychologists in 2010 published its *Model for Comprehensive and Integrated School Psychological Services*, which generally recommends a ratio of one psychologist per 1,000 students; with even lower ratios recommended when more intensive services are needed.

Currently, there is limited data on the number of social workers, school psychologists, and school nurses employed by each school division due to

inconsistent reporting among school divisions. The estimated ratios of these positions, based upon FY2015 data is:

- School psychologists: One position per approximately 1500 to 1900 students
- School social workers: One position per approximately 1600 students
- School nurses: One position per approximately 600 students

Individuals at the public hearings commented on the need to increase the number of each of these staff positions available, especially for students who do not have access to the services outside of the school system. Over 50 emails were sent to the Board of Education in support of increasing the number of school social workers, and an online petition was submitted with about 1,400 signatures to recognize the importance of school nurses. The Commonwealth Institute for Fiscal Analytics indicated that funding to serve at-risk populations lags behind that of other states. Ensuring access to these positions is one method by which the commonwealth could increase its contribution to serving at-risk students.

- Recommendation. A minimum level of staffing should be provided for social worker, psychologist and school nurse positions to ensure that all students may access these services. This would involve moving these positions from the support service positions category to a prescribed ratio in the Standards of Quality.

  - Proposed Language.

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

K. Local school boards shall employ one full-time equivalent school nurse position per 550 students in grades kindergarten through 12.

L. Local school boards shall employ one full-time equivalent school psychologist position per 1,000 students in grades kindergarten through 12.

M. Local school boards shall employ one full-time equivalent school social worker position per 1,000 students in grades kindergarten through 12.

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:

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~~ other than school nurses, ~~and~~ school psychologists, and school social workers;

Proposed changes to the Appropriation Act related to the Standards of Quality.

- **Recession Era Waivers**

  - Background. In 2010, the General Assembly added language to the Appropriation Act to override certain staffing standards in Standard Two that:

    - Permitted school divisions to increase teacher to pupil staffing ratios in kindergarten through grade 7, and in English classes for grades 6 through 12 by one additional student.
    - Waived teacher to pupil staffing ratios for:
      - Elementary resource teachers
      - Prevention, intervention, and remediation teachers
      - English as a second language teachers
      - Gifted and talented teachers
      - Career and technical funded programs (unless federal Occupational Safety & Health Administration safety requirements impose a maximum class size)
      - Instructional and support technology positions (new hires only)
      - Librarians (new hires only)
      - Guidance counselors (new hires only)

These waivers were implemented during the recession to provide school divisions with temporary staffing flexibility by increasing pupil staffing ratios and eliminating staffing requirements in certain disciplines. School divisions choosing to utilize these provisions in lieu of providing the SOQ-prescribed positions may do so with no loss of state funding.

There is limited data on how school divisions are utilizing these waivers. As part of the SOQ compliance data collection, school divisions are asked if they are using any of these provisions, but are not asked specifically how they are utilizing the waivers. In the 2015-2016 school year, 53 school divisions claimed that they were utilizing the waivers.

- Recommendation. Because the SOQ was established to ensure a minimum level of quality among school divisions in the commonwealth, these provisions should be eliminated to ensure that these positions are provided. The need for flexible staffing standards should be addressed comprehensively through ongoing dialogue with stakeholders, findings based on high school redesign efforts, and the recommendations of the General Assembly's Joint Committee to Study the Future of Public Elementary and Secondary Education (H.J. 112, S.J. 85, 2016).

- Proposed Legislative Action. To implement this, Item 139 A.17 of the 2016-2018 Appropriation Act should be stricken.

- **Support Position Cap**

  - Background. The SOQ requires school divisions to provide support services positions as deemed necessary by each school board for the efficient and cost-effective operation and maintenance of its public schools. This category of positions includes: superintendents, school board members, central office personnel, social workers, psychologists, nurses, attendance staff, clerical, maintenance, security, and school transportation staff, and others. Prior to 2009, SOQ funds were provided for these positions based upon the prevailing per-pupil rates that school divisions were filling these positions.

    In 2009, the General Assembly amended the method of funding these positions by limiting the number of positions at 1 support position per 4.03 instructional positions, excluding the positions of division superintendent, school board, school nurse, and school transportation positions. This revised methodology, initially implemented as a cost-cutting measure during the economic downturn, and does not reflect the actual prevailing ratios of support staff that is provided by school divisions.

    Throughout the public hearings, the need for additional fiscal resources was a predominant theme. Many individuals and organizations, including the Virginia Association of Counties and the Virginia Municipal League, have noted that education funding in Virginia after the recession has not returned to 2008 levels.

  - Recommendation. Because support services positions are essential to the effective operation of schools, and provide vital support to instructional staff, the General Assembly should return to its prior practice of funding support services to school divisions based upon actual local school division practices.

  - Proposed Legislative Action. To implement this, Item 139 C.5.k of the 2016-2018 Appropriation Act should be stricken.

Other recommended actions.

- **Provide additional resources to support professional development needs associated with the implementation of the *Profile of a Virginia Graduate*.**

    - Background. The *Profile of a Virginia Graduate* will redesign the school experience by recognizing that the skill sets acquired through the K-12 system must be sufficient for students to succeed in jobs resulting from the changing economy and evolving technologies. The *Profile* will emphasize career exploration and planning, provide multiple pathways to graduation, and change graduation expectations to require students to demonstrate mastery of five core competencies: communication, collaboration, critical and creative thinking, and citizenship.

      These reforms will require professional development and technical assistance to assist school staff developing instructional strategies, making curriculum changes, establishing career and work learning experiences, and evaluating students using authentic local performance assessments. School administrators also will need professional development to evaluate staff and provide leadership during the transition.

    - Recommendation: Provide additional resources to support professional development needs for teachers and school leadership as necessary to support the skills needed to implement the *Profile of a Virginia Graduate.*

- **Adjust SOQ Review Cycle** *[NOTE: The General Assembly addressed this recommendation through legislation in 2017]*

    - Background. Section 22.1-18.01 of the *Code of Virginia* establishes that the Board's SOQ recommendations be made in even-numbered years. If these recommendations were made in odd-numbered years, they could be developed in concert with the Governor's biennial budget process, whereby the Governor's budget is introduced in December of odd-numbered years.

    - Recommendation. Propose legislation to shift the review of the SOQ from even to odd-numbered years to be aligned more effectively with the legislative budget process.

    - Proposed Language.

      § 22.1-18.01. Biennial review of the standards of quality required; budget estimates.

      A. To ensure the integrity of the standards of quality, the Board of Education shall, in ~~even-numbered~~ odd-numbered years, exercise its constitutional authority to determine and prescribe the standards, subject

to revision only by the General Assembly, by reviewing the standards and either (i) proposing amendments to the standards or (ii) making a determination that no changes are necessary.

B. In any ~~odd-numbered~~ even-numbered year following the year in which the Board proposes changes to the standards of quality, the budget estimates that are required to be reported pursuant to § 2.2-1504 shall take into consideration the Board's proposed standards of quality.

- **Data availability for SOQ position assignments**

  - Background. During the SOQ Committee's deliberations, staffing standards for special education, career and technical education staffing, and English as a Second Language staffing were discussed as areas for further focus. There are limitations on the data collected regarding the local assignment of these positions, therefore it would be inappropriate to make a staffing recommendation at this time. In lieu of making actual recommendations, a more in depth study should be conducted to determine data needs to examine how local school divisions are allocating staff.

  - Recommendation. Propose an in-depth study be conducted to ensure that adequate data is available regarding the local deployment of SOQ positions.

SUMMARY OF RECOMMENDATIONS TO AMEND THE STANDARDS OF QUALITY

- Propose legislation to amend the *Code of Virginia* to ensure that students and parents are made aware of career and technical education opportunities.

- Require one full-time assistant principal for every 400 students in grades K-12.
  Estimated FY 2018 impact: $71.4 million.

- Require one full-time principal in every elementary school.
  Estimated FY 2018 impact: $6.8 million.

- Require one school counselor for every 250 students in grades K-12.
  Estimated FY 2018 impact: $82.4 million.

- Require one full-time school psychologist for every 1,000 students.
  Estimated FY 2018 impact:$42.7 million.

- Require one full-time social worker for every 1,000 students.
  Estimated FY 2018 impact: $48.7 million.

- Require one full-time school nurse for every 550 students.
  Estimated FY 2018 impact: $1.8 million.

- Provide additional resources to support professional development needs associated with the implementation of the *Profile of a Virginia Graduate*, as required by § 22.1-253.13:4 of the *Code of Virginia*.

- Eliminate the flexibility provisions established in the Appropriation Act that waives or override certain staff to student ratios that are established in the Standards of Quality.

- Eliminate the methodology established in the Appropriation Act that artificially caps the number of state-funded support positions at one support position for every 4.03 instructional positions.
  Estimated FY 2018 impact: $339.6 million.

- Propose legislation to shift the review of the SOQ from even to odd-numbered years to be aligned more effectively with the legislative budget process. *[NOTE: The General Assembly addressed this recommendation through legislation in 2017]*

- Propose an in-depth study be conducted to ensure that adequate data is available regarding the local deployment of SOQ positions.

Appendix E. Current Standards of Quality (SOQ)

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

> By December 1 of each year, the Board of Education shall submit to the Governor and the General Assembly a report…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…

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.	2017
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.	2017
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.	2017
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 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.	2017
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	2007

	achievement. Each public school shall also prepare a comprehensive, unified, long-range plan.	
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, 2017:

Chapter 13.2. Standards of Quality.

§ 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; computer science and computational thinking, including computer coding; 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 5 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, computer science and computational thinking, including computer coding, 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;

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 comprehensive community colleges and shall be submitted to the Superintendent of Public Instruction in accordance with the timelines established by federal law; and

d. Annual notice on its website to enrolled high school students and their parents of (i) the availability of the postsecondary education and employment data published by the State Council of Higher Education on its website pursuant to § 23.1-204.1 and (ii) the opportunity for such students to obtain a nationally recognized career readiness certificate at a local public high school, comprehensive community college, or workforce center.

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 comprehensive community college in the Commonwealth specifying the options for students to complete an associate degree or a one-year Uniform Certificate of General Studies from a comprehensive 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, career and technical education programs, 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 comprehensive community college in the Commonwealth to enable students to complete an associate degree or a one-year Uniform Certificate of General Studies concurrent with a high school diploma.

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. (Applicable to school years before the 2018-2019 school year) 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.

15. (Applicable beginning with the 2018-2019 school year) A program of physical activity available to all students in grades kindergarten through five consisting of at least 20 minutes per day or an average of 100 minutes per week during the regular school year and available to all students in grades six through 12 with a goal of at least 150 minutes per week on average during the regular school year. Such program may include any combination of (i) physical education classes, (ii) extracurricular athletics, (iii) recess, or (iv) other programs and physical activities

deemed appropriate by the local school board. Each local school board shall implement such program during the regular school year.

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.

18. A program of instruction in the high school Virginia and U.S. Government course on all information and concepts contained in the civics portion of the U.S. Naturalization Test.

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.

F. Each local school board may enter into agreements for postsecondary credential, certification, or license attainment with comprehensive community colleges or other public institutions of higher education or educational institutions established pursuant to Title 23.1 that offer a career and technical education curriculum. Such agreements shall specify (i) the options for students to take courses as part of the career and technical education curriculum that lead to an industry-recognized credential, certification, or license concurrent with a high school diploma and (ii) the credentials, certifications, or licenses available for such courses.

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; 2014, c. 472; 2015, cc. 562, 589; 2016, cc. 146, 155, 472, 737; 2017, c. 100.

§ 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. After September 30 of any school year, anytime the number of students in a class exceeds the class size limit established by this subsection, the local school division shall notify the parent of each student in such class of such fact no later than 10 days after the date on which the class exceeded the class size limit. Such notification shall state the reason that the class size exceeds the class size limit and describe the measures that the local school division will take to reduce the class size to comply with this subsection.

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. One reading specialist employed by each local school board that employs a reading specialist shall have training in the identification of and the appropriate interventions, accommodations, and teaching techniques for students with dyslexia or a related disorder and shall serve as an advisor on dyslexia and related disorders. Such reading specialist shall have an understanding of the definition of dyslexia and a working knowledge of (i) techniques to help a student on the continuum of skills with dyslexia; (ii) dyslexia characteristics that may manifest at different ages and grade levels; (iii) the basic foundation of the keys to reading, including multisensory, explicit, systemic, and structured reading instruction; and (iv) appropriate interventions, accommodations, and assistive technology supports for students with dyslexia.

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 December 31, report to the public (i) the actual pupil/teacher ratios in elementary school classrooms in the local school division by school for the current school year; and (ii) the actual pupil/teacher ratios in middle school and high school in the local school division by school for the current school year. Actual pupil/teacher 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; 2016, c. 646; 2017, cc. 321, 626, 629.

§ 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 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, 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's regulations establishing standards for accreditation shall ensure that the accreditation process is transparent and based on objective measurements and that any appeal of the accreditation status of a school is heard and decided by the Board.

The Board shall review annually the accreditation status of all schools in the Commonwealth. The Board shall review the accreditation status of a school once every three years if the school has been fully accredited for three consecutive years. Upon such triennial review, the Board shall review the accreditation status of the school for each individual year within that triennial review period. If the Board finds that the school would have been accredited every year of that triennial review period the Board shall accredit the school for another three years. The Board may review the accreditation status of any other school once every two years or once every three years, provided that any school that receives a multiyear accreditation status other than full accreditation shall be covered by a Board-approved multiyear corrective action plan for the duration of the period of accreditation. Such multiyear corrective action plan shall include annual written progress updates to the Board. A multiyear accreditation status shall not relieve any school or division of annual reporting requirements.

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 report 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 determines 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 or other division-level action or inaction, the Board may require a division-level academic review. After the conduct of such review and within the time specified by the Board of Education, each school board shall submit to the Board for approval a corrective action plan, consistent with criteria established by the Board setting forth specific actions and a schedule designed to ensure that schools within its school division achieve full accreditation status. If the Board determines that the proposed corrective action plan is not sufficient to enable all schools within the division to achieve full accreditation, the Board may return the plan to the local school board with directions to submit an amended plan pursuant to Board guidance. 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 report to the Board on the accreditation status of all school divisions and schools. Such report 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, with the assistance of independent testing experts, conduct a regular analysis and validation process for these assessments. The Department of Education shall make available to school divisions Standards of Learning assessments typically administered by the middle and high schools by December 1 of the school year in which such assessments are to be administered or when newly developed assessments are available, whichever is later.

The Board shall also provide the option of industry certification and state licensure examinations as a student-selected 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 assessments for various grade levels and classes, including the completion of the alternative assessments implemented by each local school board, in accordance with the Standards of Learning. These assessments shall include end-of-course or end-of-grade tests for English, mathematics, science, and history and social science and may be integrated to include multiple subject areas.

The Board shall prescribe alternative methods of Standards of Learning assessment administration for children with disabilities, as that term is defined in § 22.1-213, who meet criteria established by the Board to demonstrate achievement of the Standards of Learning. An eligible student's Individual Education Program team shall make the final determination as to whether an alternative method of administration is appropriate for the student.

The Standards of Learning assessments administered to students in grades three through eight shall not exceed (a) reading and mathematics in grades three and four; (b) reading, mathematics, and science in grade five; (c) reading and mathematics in grades six and seven; (d) reading, writing, and mathematics in grade eight; (e) science after the student receives instruction in the grade six science, life science, and physical science Standards of Learning and before the student completes grade eight; and (f) Virginia Studies and Civics and Economics once each at the grade levels deemed appropriate by each local school board.

Each school board shall annually certify that it has provided instruction and administered an alternative assessment, consistent with Board guidelines, to students in grades three through eight in each Standards of Learning subject area in which a Standards of Learning assessment was not administered during the school year. Such guidelines shall (1) incorporate options for age-appropriate, authentic performance assessments and portfolios with rubrics and other methodologies designed to ensure that students are making adequate academic progress in the subject area and that the Standards of Learning content is being taught; (2) permit and encourage integrated assessments that include multiple subject areas; and (3) emphasize collaboration between teachers to administer and substantiate the assessments and the professional development of teachers to enable them to make the best use of alternative assessments.

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.

The Department of Education shall award recovery credit to any student in grades three through eight who fails a Standards of Learning assessment in English reading or mathematics, receives remediation, and subsequently retakes and passes such an assessment, including any such student who subsequently retakes such an assessment on an expedited basis.

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 other 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 a high school equivalency examination approved by the Board of Education or in an adult basic education program or an adult secondary education program to obtain the high school diploma or a high school equivalency certificate.

The Department of Education shall develop processes for informing school divisions of changes in the Standards of Learning.

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.

The Board of Education shall not include in its calculation of the passage rate of a Standards of Learning assessment for the purposes of state accountability any student whose parent has decided to not have his child take such Standards of Learning assessment, unless such exclusions would result in the school's not meeting any required state or federal participation rate.

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 10 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, including computer-adaptive Standards of Learning 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, alternative 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 students, which may include criterion-referenced tests and teacher-made tests and shall include the Standards of Learning assessments, the local school board's alternative 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, regardless of accreditation frequency, 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 8VAC20-131-280 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; 2014, cc. 84, 585, 622; 2015, cc. 145, 149, 322, 323, 558, 566; 2016, cc. 386, 387, 502, 522, 720, 750; 2017, cc. 328, 778.

§ 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 meet the requirements prescribed by the Board of Education 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. The standards for accreditation shall include provisions relating to the completion of graduation requirements through Virtual Virginia. 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 requirements for graduation pursuant to the standards for accreditation and (ii) the requirements that have yet to be completed by the individual student.

B. Students identified as disabled who complete the requirements of their individualized education programs and meet certain requirements prescribed by the Board pursuant to regulations but do not meet the requirements for any named diploma shall be awarded Applied Studies 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 graduation requirements 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 graduation requirements as provided in the standards for accreditation. If such student who does not graduate or complete such requirements 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. (From Acts 2016, cc. 720 & 750: The graduation requirements established by the Board of Education pursuant to the provisions of subdivisions D 1, 2, and 3 shall apply to each student who enrolls in high school as (i) a freshman after July 1, 2018; (ii) a sophomore after July 1, 2019; (iii) a junior after July 1, 2020; or (iv) a senior after July 1, 2021) In establishing graduation requirements, the Board shall:

1. Develop and implement, in consultation with stakeholders representing elementary and secondary education, higher education, and business and industry in the Commonwealth and including parents, policymakers, and community leaders in the Commonwealth, a Profile of a Virginia Graduate that identifies the knowledge and skills that students should attain during high school in order to be successful contributors to the economy of the Commonwealth, giving due consideration to critical thinking, creative thinking, collaboration, communication, and citizenship.

2. Emphasize the development of core skill sets in the early years of high school.

3. Establish multiple paths toward college and career readiness for students to follow in the later years of high school. Each such pathway shall include opportunities for internships, externships, and credentialing.

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

5. Require students to complete at least one course in fine or performing arts or career and technical education, one course in United States and Virginia history, and two sequential elective courses 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 that provides a foundation for further education or training or preparation for employment.

6. Require that students either (i) complete an Advanced Placement, honors, or International Baccalaureate course or (ii) earn a career and technical education credential that has been approved by the Board, except when a career and technical education credential in a particular subject area is not readily available or appropriate or does not adequately measure student competency, in which case the student shall receive satisfactory competency-based instruction in the subject area to earn credit. The career and technical education credential, when required, could include the successful completion of an industry certification, a state licensure examination, a national occupational competency assessment, the Armed Services Vocational Aptitude Battery, or the Virginia workplace readiness skills assessment.

7. Beginning with first-time ninth grade students in the 2016-2017 school year, require students 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.

8. Make provision in its regulations for students with disabilities to earn a diploma.

9. Require students to complete one virtual course, which may be a noncredit-bearing course.

10. Provide that students who complete elective classes into which the Standards of Learning for any required course have been integrated and achieve a passing score on the relevant Standards of Learning test for the relevant required course receive credit for such elective class.

11. 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 demonstrating mastery of the course content and objectives and receiving a passing score on the relevant Standards of Learning assessment. Nothing in this section shall preclude relevant school division personnel from enforcing compulsory attendance in public schools.

12. Provide for the award 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, Armed Services Vocational Aptitude Battery assessments passed, and 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 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, appropriate 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.

13. 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.

14. Consider all computer science course credits earned by students to be science course credits, mathematics course credits, or career and technical education credits. The Board of Education shall develop guidelines addressing how computer science courses can satisfy graduation requirements.

15. Permit local school divisions to waive the requirement for students to receive 140 clock hours of instruction upon providing the Board with satisfactory proof, based on Board guidelines, that the students for whom such requirements are waived have learned the content and skills included in the relevant Standards of Learning.

16. Provide for the award of verified units of credit for a satisfactory score, as determined by the Board, on the Preliminary ACT (PreACT) or Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) examination.

E. In the exercise of its authority to recognize exemplary performance by providing for diploma seals:

1. The Board 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.

2. 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.

3. The Board shall 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.

4. The Board shall establish criteria for awarding a diploma seal of biliteracy to any student who demonstrates proficiency in English and at least one other language for the Board of Education-approved diplomas. The Board shall consider criteria including the student's (i) score on a College Board Advanced Placement foreign language examination, (ii) score on an SAT II Subject Test in a foreign language, (iii) proficiency level on an ACTFL Assessment of Performance toward Proficiency in Languages (AAPPL) measure or another nationally or

internationally recognized language proficiency test, or (iv) cumulative grade point average in a sequence of foreign language courses approved by the Board.

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 a high school equivalency examination approved by the Board of Education; (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, the Armed Services Vocational Aptitude Battery, 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, report, and make available to the public high school graduation and dropout data using a formula prescribed by the Board.

H. The Board shall also collect, analyze, report, and make available to the public high school graduation and dropout data using a formula that excludes any student who fails to graduate because such student is in the custody of the Department of Corrections, the Department of Juvenile Justice, or local law enforcement. For the purposes of the Standards of Accreditation, the Board shall use the graduation rate required by this subsection.

I. The Board may promulgate such regulations as may be necessary and appropriate for the collection, analysis, and reporting of such data required by subsections G and H.

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; 2014, cc. 84, 590; 2015, cc. 329, 564, 565, 591, 701, 702, 705; 2016, cc. 720, 750; 2017, cc. 330, 685.

§ 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 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 degree from a comprehensive community college in the Commonwealth concurrent with a high school diploma.

2010, cc. 38, 103; 2011, cc. 119, 145; 2012, c. 794; 2015, c. 566.

§ 22.1-253.13:10. Standards of Learning Innovation Committee.

The Secretary of Education, upon receiving recommendations for appointments from the Virginia Parent Teacher Association, Virginia Education Association, Virginia School Boards Association, Virginia Association of Secondary School Principals, Virginia Association of Elementary School Principals, Virginia Association of School Superintendents, Virginia State Reading Association, Virginia School Counselor Association, and Virginia Association for Supervision and Curriculum Development, shall establish and appoint nonlegislative citizen members to the Standards of Learning Innovation Committee (Committee). The Committee shall consist of (i) four members of the Virginia House of Delegates, appointed by the Speaker of the House of Delegates; (ii) three members of the Virginia Senate, appointed by the Senate Committee on Rules on the recommendation of the Chair of the Senate Committee on Education

and Health; and (iii) at least one parent of a currently enrolled public school student, public elementary school teacher, public secondary school teacher, public secondary school guidance counselor, school board member, public school principal, division superintendent, curriculum and instruction specialist, higher education faculty member, representative of a four-year public institution of higher education in the Commonwealth, representative of a two-year public institution of higher education in the Commonwealth, and representative of the business community in the Commonwealth and such other stakeholders as the Secretary deems appropriate, appointed by the Secretary. Members of the Committee should reflect geographic diversity and rural and urban school systems as far as practicable. The Superintendent of Public Instruction, the President of the Board of Education or his designee, and the Secretary of Education or his designee shall serve ex officio. All other members shall be appointed for terms of two years. The Committee, under the direction of the Secretary, shall periodically make recommendations to the Board of Education on (a) the Standards of Learning assessments, (b) authentic individual student growth measures, (c) alignment between the Standards of Learning and assessments and the School Performance Report Card, and (d) ideas on innovative teaching in the classroom. An affirmative vote by a majority of the legislative members in attendance and a majority of nonlegislative members in attendance shall be required for the Committee to adopt any recommendations. The Board of Education shall review the recommendations of the Committee and submit to the Chairmen of the House Committee on Education and the Senate Committee on Education and Health, in advance of the next regular session of the General Assembly, any comments on such recommendations that the Board of Education deems appropriate.

2014, cc. 585, 622; 2016, c. 648.

Appendix F: Charter School Report and Information on Parent and Student Options

The Virginia Department of Education collected information on the number of public charter school applications that were reviewed by the Board of Education and subsequently approved or denied by local school boards during 2016-2017.

- No operating charter schools were closed.

- Eight charter schools in five localities operate for students in the 2017-2018 school year:
  1. Murray High School, Albemarle County
  2. The Albemarle Community Public Charter School, Albemarle County
  3. Middleburg Community Charter School, Loudoun County
  4. Hillsboro Charter Academy, Loudoun County
  5. Patrick Henry School of Science and Arts, Richmond
  6. Richmond Career Education and Employment Academy, Richmond
  7. Green Run Collegiate, Virginia Beach
  8. York River Academy, York County

The 2017-2018 accreditation data results, based on 2016-2017 assessments, are below. The Department is not reporting performance against federal annual measurable objective targets for the 2016-2017 assessment year. This adjustment is based on guidance from the U.S. Department of Education regarding its plan for an orderly transition from the *Elementary and Secondary Education Act of 1965*, as amended by the *No Child Left Behind Act of 2001*, to the currently authorized *Every Student Succeeds Act of 2015*.

School/Division	Accreditation Status
Murray High School, Albemarle	Fully Accredited
Albemarle Community Public Charter, Albemarle	Fully Accredited
Middleburg Community Charter, Loudoun	Fully Accredited
Hillsboro Charter Academy, Loudoun	Fully Accredited
Patrick Henry School of Science and Arts, Richmond City	Fully Accredited
Richmond Career Education and Employment Academy, Richmond City	Fully Accredited
Green Run Collegiate, Virginia Beach	Fully Accredited
York River Academy, York	Fully Accredited

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
Serves students in grades 10 - 12 at multiple sites in local high schools throughout the Southwest Virginia area. The following school divisions participate in the A. Linwood Holton Governor's School: cities of Bristol, Galax and Norton; and the counties of Bland, Buchanan, Carroll, Dickenson, Grayson, Highland, Lee, Russell, Scott, Smyth, Tazewell, Washington, Wise and Wythe.

Appomattox Regional Governor's School for Arts & Technology
Serves students in grades 9 - 12 at a single site at the renovated Petersburg High School campus in Petersburg, Virginia. The following school divisions participate in the Appomattox Regional Governor's School: cities of Colonial Heights, Franklin, Hopewell, Petersburg and Richmond; and the counties of Amelia, Charles City, Chesterfield, Dinwiddie, Powhatan, Prince George, Southampton, Surry and Sussex.

Blue Ridge Governor's School
Serves students in grades 9-12 at multiple sites in local high schools throughout the central Virginia area. The following school divisions participate in the Blue Ridge Governor's School: counties of Fluvanna, Goochland, Greene, Louisa, Madison, Nelson and Orange.

Central Virginia Governor's School for Science & Technology
Serves students in grades 11 - 12 at a single site next to Heritage High School in Lynchburg, Virginia. The following school divisions participate in the Central Virginia Governor's School: city of Lynchburg; and the counties of Amherst, Appomattox, Bedford and Campbell.

Chesapeake Bay Governor's School for Marine & Environmental Science
Serves students in grades 10-12 at three sites – two sites on the campuses of Rappahannock Community College and one site within a Caroline County Public School. The following school divisions participate in the Chesapeake Bay Governor's School: the town of Colonial Beach; the counties of Caroline, Essex, Gloucester, King George, King & Queen, King William, Lancaster, Mathews, Middlesex, New Kent, Northumberland, Richmond and Westmoreland.

Commonwealth Governor's School
Serves students in grades 9 - 12 at multiple sites in area high schools. The following school divisions participate in the Commonwealth Governor's School: counties of Caroline, King George, Spotsylvania and Stafford.

Governor's School for the Arts
Serving students grades 9 - 12 at the renovated Monroe Building, now referred to as the Perry Family Arts Center, and the renovated Shulman Building on Granby Street in Norfolk. The following school divisions participate in the Governor's School for the Arts: cities of Chesapeake, Franklin, Norfolk, Portsmouth, Suffolk and Virginia Beach; and the counties of Isle of Wight and Southampton.

Jackson River Governor's School
Serves students in grades 11-12 at Dabney S. Lancaster Community College. The following school divisions participate in the Jackson River Governor's School: cities of Buena Vista and Covington; and the counties of Alleghany, Bath and Botetourt.

Maggie L. Walker Governor's School for Government & International Studies
Serving students in grades 9 - 12 at a single site at the renovated historic Maggie L. Walker High School in Richmond, Virginia. The following school divisions participate in GSGIS: cities of Petersburg and Richmond; and the counties of Charles City, Chesterfield, Goochland, Hanover, Henrico, Hopewell, King & Queen, New Kent, Powhatan, Prince George.

Massanutten Governor's School for Integrated Environmental Science & Technology
Serving juniors and seniors from the high schools in the city of Harrisonburg and the counties of Page, Rockingham and Shenandoah. The school is located at the Triplett Tech site in southern Shenandoah County.

Mountain Vista Governor's School
Serving grades 10 - 12 from the high schools in the city of Winchester and the counties of Culpeper, Fauquier, Frederick, Rappahannock and Warren. The program operates in conjunction with Lord Fairfax Community College at the Middletown and Warrenton sites.

New Horizons Governor's School for Science & Technology
Serving students primarily in grades 11 - 12 at a single site within the New Horizons Regional Education Center. The following school divisions participate in the New Horizons Governor's School: cities of Hampton, Newport News, Poquoson and James City/Williamsburg; and the counties of Gloucester, Isle of Wight and York.

Piedmont Governor's School
Serving students in grades 11 - 12 from the campuses of Patrick Henry Community College and The Institute for Advanced Learning and Research. The following school divisions participate in the Piedmont Governor's School: cities of Danville and Martinsville; and the counties of Henry and Pittsylvania.

Roanoke Valley Governor's School for Science & Technology
Serving students in grades 9 - 12 at a single site in Roanoke, Virginia. The following school divisions participate in the Roanoke Valley Governor's School: Cities of Roanoke and Salem; and the Counties of Bedford, Botetourt, Craig, Franklin, and Roanoke.

Shenandoah Valley Governor's School
Serves students in grades 11 - 12 at multiple sites located at Valley Vocational Technical Center and in the Waynesboro and Staunton area. The following school divisions participate in the Shenandoah Valley Governor's School: cities of Staunton and Waynesboro, and Augusta County.

Southwest Virginia Governor's School for Science, Mathematics & Technology
Serving students in grades 11 -12 at a single building site. The following school divisions participate in the Southwest Virginia Governor's School: the cities of Galax and Radford; and the counties of Carroll, Floyd, Giles, Montgomery, Pulaski, Smyth and Wythe.

The Governor's School at Innovation Park
Serves students in grades 11 - 12 at a single site on the George Mason University Science and technology (SciTech) Campus. The following school divisions participate in the Governor's School @ Innovation Park: the cities of Manassas and Manassas Park; and the county of Prince William.

The Governor's School of Southside Virginia
Serving students in grades 11-12 at Southside Virginia Community College – John H. Daniel and Christanna Campuses. The following school divisions participate in GSSV: counties of Amelia, Brunswick, Buckingham, Charlotte, Cumberland, Greensville (includes Emporia), Lunenburg, Mecklenburg, Nottoway and Prince Edward.

Thomas Jefferson High School for Science & Technology
Serving students in grades 9 - 12 at a single site in Fairfax County. The following school divisions participate in the Thomas Jefferson High School for Science and Technology: city of Falls Church; and the counties of Arlington, Fairfax, Loudoun and Prince William.

In 2017 there were seven ***Summer Residential Governor's Schools*** which provide gifted high school juniors and seniors with intensive educational experiences in visual and performing arts; humanities; mathematics, science, and technology; or through mentorships in marine science, medicine and health sciences, or engineering. Each Summer Residential Governor's School focuses on one special area of interest. Students live on a college or university campus for up to four weeks each summer. During this time, students are involved in classroom and laboratory work, field studies, research, individual and group projects and performances, and seminars with noted scholars, visiting artists, and other professionals. In the three mentorships, students are selected to work side-by-side with research scientists, physicians, and a variety of other professionals. A director and a student-life staff provide supervision of students 24 hours a day, throughout the program.

There were also 21 ***Summer Regional Governor's Schools*** in 2017. The Summer Regional Governor's Schools exist in a variety of formats. Most often, groups of school divisions design these programs to meet the needs of their local gifted elementary and middle school students. However, a few programs are designed for 9th-11th grade students. These schools provide exciting opportunities in the arts, sciences, humanities, and in career and technical advancement.

The Department of Education approves each Summer Regional Governor's School and evaluates each program as funding permits. Summer Regional Governor's Schools typically are housed at a public school or on the campus of a college, community college, or university. The lengths of programs vary, with some lasting a week or less while others may last four weeks. Most students return to their homes at the end of each day's activities; however, the University of Virginia's College at Wise, Southside, Hanover Regional Governor's School for Career and Technical Advancement, and Valley/Ridge Summer Regional Governor's Schools are residential programs.

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.

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

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

There are currently 22 Governor's STEM Academies:

<u>Governor's Career and Technical Academy in Arlington (GCTAA) – The Arlington Career Center</u>

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

Partners**:** Northern Virginia Community College and Arlington County Public Schools are co-lead partners for the Governor's Career and Technical Academy in Arlington. Partners include The American Service Center; Arlington Employment Center; Passport Nissan; Nortel Telecommunications; The American Youth Policy Forum; Viral Media Productions; and Virginia Polytechnic Institute and State University. Other supporters include The American Association of Community Colleges; Arlington Economic Development; DeVry University; Farrish of Fairfax; National Science Foundation; Nortel Telecommunications; Passport Chrysler; and Passport Infiniti.

FIRST: Fostering Innovation and Relevance Through STEM and Trades – Suffolk City, The Pruden Center for Industry and Technology
Program Focus: The program at the Pruden Center for Industry will focus on engineering and industrial trades, health sciences, automotive technology, information technology and human services.

Partners: Suffolk Economic Development; Tidewater Community College; Hampton Roads Research Partnership; Isle of Wight County Public Schools; Suffolk City Public Schools; Isle of Wight Chamber of Commerce; Isle of Wight Economic Development; Isle of Wight County Government; The Pruden Foundation; Sentara Obici Hospital; Starr Motor Company.

STEM for LIFE (Science, Technology, Engineering, and Math for Life-Long Initiatives for Future Education) – Russell County
Program Focus: The program will focus on science, technology, engineering, mathematics and will include correlated "hands-on" instruction in science and mathematics for Engineering and Business students. Dual-enrollment classes offered at the University of Virginia's College at Wise (UVA-Wise) Technology Center in Lebanon and Southwest Virginia Community College will be offered to students in Russell, Dickenson, Tazewell, Scott and Lee counties.

Partners: Russell County Public Schools; Southwest Virginia Community College; The University of Virginia's College at Wise; Virginia Economic Development Program; Bostic, Tucker and Company; Virginia Coalfield Economic Development Authority; Appalachian Electric Power Company; Southwest Virginia Public Education Consortium; Town of Lebanon.

Stafford Academy for Technology (STAT) – Brooke Point High School. The program is focused on three Career Clusters: Information Technology, Science, Engineering and Mathematics, and Health Science. Instruction is provided at Brooke Point High School and North Stafford High School.

Partners: Stafford County Public Schools; Germanna Community College; Diversified Educational Systems; Employment Resources, Inc.; Fredericksburg Regional Alliance; Fredericksburg Regional Chamber of Commerce; Free Lance-Star; GEICO; Hilldrup Companies; Mary Washington Hospital/Medicorp; Rappahannock Region Small Business Development Center; R.L. Williams, Ltd./Autodesk, Inc.; Stafford County Economic Development; Stafford County Career and Technical Education Advisory Committee; Stafford Rotary; University of Mary Washington; Virginia Employment Commission; Weldon Cooper Center; Workforce Investment Board, Inc.

Loudoun Governor's Career and Technical Academy – Loudoun County, Monroe Technology Center
Program Focus: This program offers students five career pathways in the areas of agriculture, health care, science, technology, engineering and mathematics, and transportation, distribution and logistics.

Partners: Loudoun County Public Schools; Northern Virginia Community College; Shenandoah University; Virginia Polytechnic Institute and State University; George Washington University;

REHAU; Fortessa, Inc.; Lockheed Martin; Metropolitan Washington Airports Authority; America Online, LLC; Loudoun County Economic Development, The Claude Moore Charitable Foundation; TELOS/Xacta Corporation; Hayes-Large Architects; Jerry's Automotive Group.

Governor's Career and Technical Academy for Engineering Studies – Chesterfield County, Lloyd C. Bird High School
Program Focus: This program offers students two opportunities to pursue engineering studies. There is the science and mathematics pathway for those who want to pursue an engineering career and the engineering technology program.

Partners: Chesterfield County Public Schools; American Society of Civil Engineers; Austin, Brockenbrough and Associates, L.L.P.; Northrop Grumman; John Tyler Community College; General Electric; VCU School of Engineering; and VCU da Vinci Center

Governor's Career & Technical Education Academy for STEM in Richmond – Richmond City Technical Center
Program Focus: rigorous academic and technical program of study in two career pathways (Engineering and Technology and Therapeutic Services) prepares students for a full range of postsecondary opportunities (two- and four year colleges), entry level employment, apprenticeships, and the military.

Partners: J. Sargeant Reynolds Community College, Virginia Commonwealth University, Virginia State University, The Science Museum of Virginia, the MathScience Innovation Center.

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

Partners: Carroll County Public Schools; Galax City Public Schools; Grayson County Public Schools, the Crossroads Institute; Wytheville Community College; Virginia Tech; Virginia Cooperative Extension Agency; New River/Mount Rogers Workforce Investment Board; Chestnut Creek School of the Arts; and the following businesses: Red Hill General Store; The Turman Group; Lowe's Home Improvement; Vanguard Furniture; Thomas Automation Management; Southern States; Virginia Produce; Soil and Water Conservation District; Natural Resource Conservation Service; Virginia Department of Forestry; Office of Building General; Guardian; MOOG Industries; G. E. Aviation; and future partners: Radford University; Medfit Systems; Professional Networks; Magnolia; Hansen Turbine; and Mohawk Industries.

Governor's STEM Academy for Engineering, Marketing, and Information Technology Studies – Virginia Beach City, Landstown High School
Program Focus: The program focuses on engineering and technology, professional sales, and web and digital communications.

Partners: Landstown High School and Technology Academy; Virginia Commonwealth University.

The Grassfield High School Governor's STEM Academy – Chesapeake City
Program Focus: The program at the Grassfield High School will focus on engineering and technology, global entrepreneurship and technology; and programming and software development.

Partners: Chesapeake City Public Schools; Old Dominion University; Tidewater Community College; James Madison University; Norfolk State University; and Rochester Institute of Technology.

Governor's STEM Academy at Chantilly High School – Fairfax County
Program Focus: The program focuses on engineering and technology and cyber security. The Academy provides students with the STEM-enriched technological skills with a focus on college and career readiness.

Partners: Fairfax County Public Schools; Northern Virginia Community College.

Governor's STEM Academy at the Burton Center for Arts and Technology – Roanoke County
Program Focus: The program 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.

Partners: Roanoke County Public Schools; Virginia Western Community College; and Virginia Tech University.

The Bridging Communities Governor's STEM Academy – New Kent County
Program Focus: The program emphasizes two career clusters that provides students clear pathways among high school and higher education and high-demand jobs. Students enrolled in the Academy will receive academic and technical training in career preparation for Health Sciences and Engineering and Technology.

Partners: New Kent County Public Schools; Charles City County Public Schools; King and Queen County Public Schools; King William County Public Schools; Middlesex County Public Schools; West Point Public Schools

Lynchburg Regional Governor's STEM Academy – Lynchburg City
Program Focus: The program focuses on pathways in two Career Clusters: Health Sciences and Science, Technology, Engineering and Mathematics (STEM) and provides students with

academic and technical training in career preparation for Engineering/Mechatronics, Biotechnology/Health Sciences and Cybersecurity.

Partners: Amherst County Public Schools, Appomattox County Public Schools, Bedford County Public Schools, Campbell County Public Schools, Lynchburg City Public Schools, and Central Virginia Community College, Region 2000 Technology Council.

Heritage High School Governor's STEM Academy – Newport News City
Program Focus: This academy offers a program of study designed to expand options for students in Science, Technology, Engineering and Mathematics (STEM). The program combines academic coursework and research experience with a challenging and focused school environment to prepare students for 21st century careers. Students will gain the knowledge and skills needed to succeed in technologically rich workplaces by learning how to work in teams, communicate effectively and apply the principles of science, technology, engineering and mathematics. The program is designed to provide high school students the opportunity to explore several STEM career paths in the program areas of Engineering & Electronics, Architecture & Engineering Design, Computer Systems Technology, and Modeling & Simulation.

Partners: Newport News Public Schools, Newport News Shipbuilding, NASA, Norfolk State University, Old Dominion University and Jefferson Lab, Mid-Atlantic Regional Maintenance Center (MARMC).

Governor's STEM Academy for Agriculture and Maritime Studies – Richmond County, Northern Neck Technical Center
Program Focus: This academy focuses on pathways in three Career Clusters: Agriculture, Food and Natural Resources; Transportation, Distribution and Logistics; and Science, Technology, Engineering and Mathematics (STEM). It prepares students for college and high-paying technical positions in the agriculture and maritime industries that prevail in the Northern Neck.

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

Pulaski County Public Schools Governor's STEM Academy – Pulaski County High School
Program Focus: This academy provides 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.

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

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

Partners: Fairfax County Public Schools, Systemic Solutions, George Mason University, Virginia Tech, Positek.net LLC, Tysons Regional Chamber of Commerce, Junior Achievement of Greater Washington, Marymount University, Cisco Systems, and CooperRiver.

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

Partners: Harrisonburg City Public Schools, James Madison University, Blue Ridge Community College, Blackwell Engineering, Rockingham Group, Shenandoah Valley Electric Cooperative, Serco, Kawneer, Shenandoah Valley Technology Counsel, Stanford Research Institute.

Governor's STEM Academy at Christiansburg High School – Montgomery County
Program Focus: The Montgomery County Governor's STEM Academy, in collaboration with its partners, offers a program of study to expand students' knowledge and skills in STEM literacy as it relates to advanced manufacturing. Students will gain the knowledge and skills needed to succeed in the technologically-rich workplace by learning how to work in teams, communicate effectively, and apply the principles and skill sets in STEM fields.

Partners: Montgomery County Public Schools, Virginia Tech, Montgomery County Department of Economic Development, New River Community College, Jeld-Wen Interior Doors,

Automation Creations, OWPR Architects and Engineers, Moog Components Group, NRV Competitiveness Center.

Hampton City Public Schools Architecture & Applied Arts Governor's STEM Academy – Kecoughtan High School
Program Focus: The academy focuses on increasing rigor in a small learning community of students, to meet local and regional employer needs while engaging students in rigorous academic and technical STEM coursework. The career focus is a combination of fine arts and related STEM, design, aesthetics, and function.

Partners: Hampton City Public Schools, JC Penney, ECPI College of Technology, Hampton University, New Horizons Regional Education Center, Newport News Shipbuilding, Peninsula Council for Workforce Development, Peninsula Housing and Building Association, NASA Langley Research Center, Q-Design, Signature Canvas, Thomas Nelson Community College, and Walsh Electric.

Governor's STEM Academy at Osbourn High School - Manassas City
Program Focus**:** This academy provides students the opportunity to explore STEM careers and build knowledge that leads to postsecondary education and career opportunities. The Academy has three pathways: Facility and Mobile Equipment Maintenance, Network Systems/Cybersecurity, and Engineering Technology.

Partners**:** Manassas City Public Schools, Able Moving and Storage, Aurora Flight Sciences, Infinite Printing, Lockheed Martin, Micron Technology, Northern Virginia Checker Cab, Northern Virginia Community College, Twin Air, Impacto Youth, Cowork LLC/DBA Centerfuse, The Anderson Company, and Manassas Regional Airport.

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.

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

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

There are currently eight Governor's Health Sciences Academies:

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

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

Chesterfield County Public Schools Governor's Health Sciences Academy – Chesterfield Tech Center, Cosby High School & Monocan High School

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

Partners: Chesterfield County Public Schools, Chippenham-Johnston Willis Medical Center, Virginia Commonwealth University, John Tyler Community College, Virginia Tech, ECPI, Bon Secours Sports Medicine, Sheltering Arms Hospital, St. Francis Hospital, St. Mary's Hospital, Memorial Regional and Richmond Community Hospital, Central Virginia Health Planning Agency, Brandermill Woods Retirement Facility, West End Orthopedic, Medical College of Virginia and Wauford Group.

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

Partners: Fairfax County Public Schools, Annandale Chamber of Commerce, Falls Church Chamber of Commerce, George Mason University – Department of Nursing, Northern Virginia

Community College, Howard University College of Dentistry, University of Maryland School of Dentistry, Virginia Commonwealth University - School of Pharmacy, American Association of Colleges of Pharmacy, Association of American Medical Colleges—Aspiring Docs Program, Inova Health System, Capital Caring (hospice & palliative care), Wise Hospice Options, Walgreens Pharmacy, U.S. Department of Homeland Security--Secret Service, County of Fairfax, VA (Fairfax County Police Department, Fairfax County Fire and Rescue Department, Fairfax County Sheriff's Office), Arlington County Fire Department, Sterling Fire and Rescue, Occoquan-Woodbridge-Lorton Fire and Rescue, James Madison Fire and Rescue, Virginia Tech Fire and Rescue, Prince William County Fire and Rescue – Paramedics, International Association of Fire Fighters, Falls Church Early Childhood Class Based Special Education Center, Northern Virginia Dental Clinic, Mission of Mercy–Northern Virginia Dental Association, Donate Life Virginia, Patterson Dental, Pace Dental

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

Partners: Fairfax County Public Schools, Northern Virginia Community College Medical Education Campus (dental, nursing, paramedic, PT/OT), Howard University College of Dentistry, Virginia Commonwealth University School of Pharmacy, Columbia University College of Dental Medicine, University of Maryland School of Dentistry, Virginia Dental Association, Inova Health System, Capital Caring Hospice and Palliative Care, Walgreens.

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

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

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

Partners: Hampton City Public Schools, Hampton University, Thomas Nelson Community College, ECPI College of Technology, The Abreon Group, Riverside School of Health Careers, and Sentara Healthcare.

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

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

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

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

Partners: Bedford County Public Schools, XLR8 Lynchburg Regional Governor's STEM Academy, Bedford County Department of Economic Development, Bedford Area Chamber of Commerce, Central Virginia Community College, Centra, Lynchburg College, and Liberty University.

High School Innovation Programs
At the recommendation of the SOL Innovation Committee, the 2015 General Assembly authorized competitive grants in order to encourage school divisions to develop innovative programs that emphasize personalized learning, alignment with local workforce needs, and college and career readiness. The first round of grants was issued in 2015 to help five school divisions plan, and in 2016 four of the programs received an implementation grant.

The programs receiving implementation grants, by division, are as follows:

- Chesterfield County (and Charles City County, Colonial Heights, Dinwiddie County, Goochland County, Hanover County, Henrico County, New Kent County, Powhatan County and Richmond) - The Richmond Regional School for Innovation-CodeRVA, in partnership with community colleges and Richmond-area employers, will prepare students to graduate with an associate degree, industry certification and guaranteed employment.
- Fairfax County - A three-year, interdisciplinary program at Edison High will allow students to rotate freely between subjects and classrooms as they prepare for college and careers in science, technology, engineering and mathematics.
- Salem - A personalized learning program at Salem High will include curriculum changes, alternative scheduling and workplace learning to prepare students for post-secondary employment.
- Williamsburg-James City County - Curricular and structural innovations at Warhill High will promote self-directed learning projects, flexible pacing and student autonomy.

Five additional high school innovation planning grants were awarded in 2016 to divisions that have proposed bold programs aimed at providing their students with innovative approaches to learning. In Summer of 2017, all five high schools in planning for 2016-2017 received an implementation grant for the 2017-2018 school year.

The proposals receiving high school innovation planning grants in 2016, by school division, are as follows:

- Bedford County - Jefferson Forest High students will complete their first two years of high school working in personalized learning teams while identifying routes for career exploration. After completion of the early high school program, students will choose one of four career pathways offered in grades 11-12. These pathways include apprenticeships, industry credentials, dual enrollment or Advanced Placement courses, or completing a traditional high school program.
- Hampton - Bethel High, Hampton High, Kecoughtan High and Phoebus High will present instruction within industry- and subject-themed academies with separate learning spaces within the schools for each academy. The academies will provide opportunities for students to earn postsecondary credit through dual enrollment classes, online learning and early college programs. Local businesses will offer work-based learning through job shadowing, mentorships, internships and apprenticeships.
- Madison County - Madison County High students will pursue industry credentials and apprenticeships in preparation for journeyman and master examinations while earning

associate degrees through Germanna Community College. The planning grant also will support research of the "simulated workforce" instructional model employed in other states. The planned innovations are intended for Standard Diploma students but will be open to all Madison County High students.

- Virginia Beach - The program at Green Run High will combine blended learning and internships aligned with students' needs and interests. Green Run High students will have a choice of college and career pathways, including industry credentialing, internships with local businesses, and advanced academic programs at local colleges.
- Williamsburg-James City County - Jamestown High and Lafayette High students will develop individualized learning plans emphasizing communication, collaboration, problem solving, critical thinking and authentic learning experiences. Students will establish a foundation of academic knowledge during the first two years of high school, followed by practical experiences in the community and the workplace during their junior and senior years.

In July of 2017, five additional high schools were awarded planning grants. The proposals receiving high school innovation planning grants, by school division, are as follows:

- Chesterfield County – Monacan High and Thomas Dale High will collaborate with the county government to create opportunities for students to work with county agencies to address local issues while developing citizenship skills. The program will employ project-based learning and real-world experiences to motivate students and prepare them for the expectations of the workforce.
- Fairfax County – J.E.B. Stuart High will create a curriculum to meet the instructional needs of English learners and students with little formal education while providing opportunities for mentoring, career exploration and internships. The instructional program will focus on literacy, numeracy and workforce readiness.
- Manassas Park – Manassas Park High will expand and streamline several existing programs to improve outcomes for its student population. Creative Opportunities at Manassas Park to Achieve Student Success – or COMPASS – will create customized pathways for English learners and students with little formal education, who otherwise might not acquire English and other foundational skills necessary for success after high school.
- Radford – Radford High will transform a traditional secondary school into an integrated program that combines core academics with STEM (science, technology, engineering and mathematics), career and technical education, and training in cybersecurity. The program will emphasize inquiry-based learning and real-world experiences to engage students and promote 21st-century skills, such as collaboration and creativity.
- Rockbridge County – Rockbridge County High will develop Solutions STEM Academy offering students career paths in 21st-century agriculture, energy and power, and environmental technology. The academy's program will feature flexible scheduling and emphasize problem solving, cross-curricular and project-based learning, and teamwork.

In spring of 2018, all HSPI awardees will be asked to convene for a day in Richmond to discuss outcomes, successes and challenges to their programs. From the discussion, the Virginia Department of Education will develop a Guidance Document to support and inform schools attempting to redesign secondary programs.

Appendix G: Analysis of School Division Reporting Requirements

BACKGROUND

This report is in response to the requirements of §§ 22.1-17.6.C and D and 22.1-18.3, 4, and 5 of the *Code of Virginia.*

§ 22.1-17.6 states, in part:

> *C. The Department of Education shall annually evaluate and determine the continued need for the information that it collects from public elementary and secondary schools and local school divisions. In making such evaluation and determination, the Department of Education shall consider whether the information that it collects is required by state or federal law.*
>
> *D. The Board shall report to the Chairmen of the House Committee on Education and the Senate Committee on Education and Health by November 15 of each year on (i) information that public elementary and secondary schools and local school divisions are required to provide to the Department of Education pursuant to state law, (ii) the results of the annual evaluation and determination made by the Department of Education pursuant to subsection C, (iii) any reports required of public elementary or secondary schools or local school divisions that the Department of Education has consolidated, (iv) any information that the Department of Education no longer collects from public elementary or secondary schools or local school divisions, and (v) any forms that the Department of Education no longer requires public elementary or secondary schools or local school divisions to complete***.(§22.1-17.6.D)***

§ 22.1-18 states, in part:

> *By December 1 of each year, the Board of Education shall submit to the Governor and the General Assembly a report on the condition and needs of public education in the Commonwealth … Such report shall include:*
>
> *3. A complete listing of each report that local school divisions are required to submit to the Board or any other state agency, including name, frequency, and an indication of whether the report contains information that the local school division is also required to submit to the federal government;*
>
> *4. An explanation of the need to retain or maintain the frequency of any report identified pursuant to subdivision 3; any recommendation for the elimination, reduction in frequency, or consolidation of reports identified pursuant to subdivision 3 when such elimination, reduction in frequency, or consolidation would require an amendment to the laws of the Commonwealth; and a description of any other report identified pursuant to subdivision 3 that the Board has eliminated, reduced in frequency, or consolidated; and*

5. A complete listing of each report pertaining to public education that local school divisions are required to submit to the federal government, including name and frequency. **(§ 22.1-18)**

VDOE REPORTING

In the fall of 2017, information was gathered from discussions with key Department of Education personnel, a survey of school division personnel, a review of the Department's website, and a review of the Department's "Calendar of Data Collections."

In the summer of 2017, the listing was updated by polling Department of Education leadership to obtain additions, changes, and deletions. The 2017 calendar was finalized as of September 2017 and for each collection the Calendar includes frequency and due date(s), the name, the report status, the website, a point of contact, and other important information.

The report status reflects if the report is new, the same as the previous reporting year, or has been revised due to actions such as new legislation or consolidation efforts. Supporting information, report requirements, and any associated report instructions can be found at the website link.

The Calendar of Collections (for events that occur during the 2017-2018 school year to include discontinued collections)

Due Date	Report Name	Report Status	Website Link	Funding Type	Submission Type	Frequency
August 15, 2018	Adult Education and Family Literacy Act (Federal) and General Adult Education (State) Programs	Revised	http://www.doe.virginia.gov/instruction/adulted/grants_funding/index.shtml	Both	Electronic	Annual
August 15, 2018	Integrated English Literacy/Civics Education Program Report	Revised	http://www.doe.virginia.gov/instruction/adulted/grants_funding/index.shtml	Federal	Electronic	Annual
January 12, 2018 & June 8, 2018	Race to GED Program Report	Revised	http://www.doe.virginia.gov/instruction/adulted/grants_funding/index.shtml	State	Form	2 Times a Year
July 30, 2018	PluggedIn Virginia Program Report	New	http://www.doe.virginia.gov/instruction/adulted/grants_funding/index.shtml	State	Form	Annual
	Individual Student Alternative	*This data collection has been discontinued in 2017/18*				

	Education Plan Report					
July 31, 2018	Foster Care Enrollment Report		http://www.doe.virginia.gov/info_management/data_collection/finance/index.shtml	State	Electronic	Annual
September 1, 2017	Enrollment Reports for Remedial Summer School	Revised	http://www.doe.virginia.gov/info_management/data_collection/finance/index.shtml	State	Electronic	Annual
September 15, 2017 (September 30, 2017 with approved extension)	Annual School Report -Financial Section	Revised	http://www.doe.virginia.gov/info_management/data_collection/finance/index.shtml	Both	Electronic	Annual
June 15, 2018	Certification of Adequate Funds Budgeted to Meet Required Local Effort for the Standards of Quality and Local Match Requirements for Certain State Funds	Revised	http://www.doe.virginia.gov/info_management/data_collection/finance/index.shtml	State	Electronic	Annual
October 31, 2017	K-3 Primary Class Size Reduction Program	Revised	http://www.doe.virginia.gov/info_management/data_collection/student_record_collection/index.shtml	State	Electronic	Annual
April 30, 2018	Career and Technical Education Financial Report (CTEFR) for SY 2016-2017	Revised	http://www.doe.virginia.gov/info_management/data_collection/instruction/career_tech/	State	Electronic	Annual
January 31, 2018 & September 28, 2018	Secondary Enrollment Demographic Form (SEDF) Fall & EOY Reports (via Master Schedule	Revised	http://www.doe.virginia.gov/info_management/data_collection/instruction/career_tech/	State	Electronic	2 Times a Year

	Collection - MSC)					
July 31, 2018	CTE Credentialing Collection (CTECC) (via SSWS)	Revised	http://www.doe.virginia.gov/info_management/data_collection/instruction/career_tech/	Both	Electronic	Annual
August	Substitute Tests	Revised	http://www.doe.virginia.gov/testing/substitute_tests/index.shtml	Both	Electronic	Annual
Fall SRC - Mid-October; Spring SRC - Mid-April; EOY SRC - Mid-July & Summer SRC - August 30th	Student Record Collections also includes elements of the December 1 Child Count Collection	Revised	http://www.doe.virginia.gov/info_management/data_collection/student_record_collection/index.shtml	Both	Electronic	4 Times a Year
EOY - September & Fall - January	EOY Master Schedule Data Collection & Fall Master Schedule Data Collection/ Instructional Personnel (MSC - IPAL)	Same	http://www.doe.virginia.gov/info_management/data_collection/master_schedule_collection/index.shtml	Both	Electronic	2 Times a Year
August	Educational Registry Application (ERA)	Same	http://www.doe.virginia.gov/info_management/data_collection/educational_registry/index.shtml	Both	Electronic	Annual
	ARRA Jobs Reporting	*This data collection has been discontinued in 2017/18*				
May 15 (projected) October 1 (actual)	Virginia Preschool Initiative (Required in Appropriation Act)	Same	http://www.doe.virginia.gov/instruction/early_childhood/	State	Electronic	Annual
	Advanced Placement and International	*This data collection has been discontinued in 2017/18*				

	Baccalaureate Test Fee Payment Program					
September 22	Annual Report - Programs for the Gifted	Same	http://www.doe.virginia.gov/statistics_reports/gifted/	State	Electronic	Annual
September 30	Driver Education Program Approval	Same	http://www.doe.virginia.gov/info_management/data_collection/instruction/driver_ed/index.shtml	State	Electronic	Annual
September 30	Laboratory FEE approval	Same	http://www.doe.virginia.gov/info_management/data_collection/instruction/driver_ed/index.shtml	State	Electronic	Annual
June 30	Driver Education Status Questionnaire	Same	http://www.doe.virginia.gov/info_management/data_collection/instruction/driver_ed/index.shtml	State	Electronic	Annual
June 30	Wellness Related Fitness Report	Same	http://www.doe.virginia.gov/instruction/physed/	State	Electronic	Annual
Mid-August	Collection of Data Relative to Compliance with the Standards of Quality (SOQ) and Other Miscellaneous Reporting Requirements	Same	http://www.doe.virginia.gov/info_management/data_collection/soq_compliance/index.shtml	State	Electronic	Annual
January-Annual	Title I, Part A, Comparability Report	Same	http://www.doe.virginia.gov/info_management/data_collection/federal_programs/index.shtml	Federal	Electronic	Annual
November/ Annual	Title I, Part D, Subpart 1 and Subpart 2, Count of Children Who Are Neglected or Delinquent (N or D)	Revised	http://www.doe.virginia.gov/info_management/data_collection/federal_programs/index.shtml	Federal	Electronic	Annual

Report Monthly/ Certification in August	Crash/Incident Report & Certification of School Bus Insurance	Revised	http://www.doe.virginia.gov/info_management/data_collection/support/transportation/index.shtml	State	Electronic	Annual
October	Pupil Transportation Report	Revised	http://www.doe.virginia.gov/info_management/data_collection/support/transportation/index.shtml	State	Electronic	Annual
November 15	Report of Free/Reduced Meal Applications	Same	http://www.doe.virginia.gov/info_management/data_collection/support/nutrition/index.shtml	Federal	Electronic	Annual
January 31	School Nutrition Programs Semi-Annual Financial Report for July-December	Same	http://www.doe.virginia.gov/info_management/data_collection/support/nutrition/index.shtml	Federal	Electronic	Annual
	Local Wellness Policy Status Report	*This data collection has been discontinued in 2017/18*				
July 1	School Nutrition Programs Annual Agreement	Same	http://www.doe.virginia.gov/info_management/data_collection/support/nutrition/index.shtml	Federal	Electronic	Annual
July 31	School Nutrition Programs Annual Financial Report for July -June	Same	http://www.doe.virginia.gov/info_management/data_collection/support/nutrition/index.shtml	Federal	Electronic	Annual
Reporting Period: July 1 through June 30 Due: August 15, 2018	Special Education State Performance Report Indicator Data	Same	http://www.doe.virginia.gov/info_management/data_collection/special_education/index.shtml	Federal	Electronic	Annual
July 13, 2018 - Regional Ctrs July 27,	Annual Report for Discipline, Crime and Violence	Revised	http://www.doe.virginia.gov/info_management/data_collection/support/school_safety/index.shtml	Both	Electronic	Optional Monthly Submission/Required

2018 - School Divisions						Annually
Mid-September	Homebound Student Services	Revised	http://www.doe.virginia.gov/info_management/data_collection/instruction/homebound/index.shtml	State	Electronic	Annual
Reporting Period: December 1 through December 15	December 1 Child Count	Revised	http://www.doe.virginia.gov/info_management/data_collection/special_education/index.shtml	Both	Electronic	Annual
	Exceptions to One Percent Cap on the VAAP Survey (VAAP CAP)	*This data collection has been discontinued in 2017/18*				
	Teacher and Principal Evaluation Collection Report	*This data collection has been discontinued in 2017/18*				
January 29, 2018	Supply and Demand Report for School Personnel	Same	http://www.doe.virginia.gov/info_management/data_collection/instructional_personnel/index.shtml - Will be updated in coming weeks	State	Electronic	Annual
June 2, 2018	Mentor Teacher Program Evaluation & Program Reports	Same	http://www.doe.virginia.gov/info_management/data_collection/instructional_personnel/index.shtml - Will be updated in coming weeks	State	Electronic	Annual
Fall 2017	New Teachers Program Report	Revised	http://www.doe.virginia.gov/teaching/career_resources/mentor/	State	Electronic	Annual
Fall 2017	National Board Certification Incentive Award Report	Revised	http://www.doe.virginia.gov/teaching/career_resources/national_board_cert/index.shtml	Both	Electronic	Annual

October 2	Student Data Collection for Homeless Children & Youth For Subgrantees	Same	http://wm.edu/hope	Both	Electronic	Annual

REPORTING FOR ENTITIES OTHER THAN VDOE

This information was obtained in the fall of 2017 via a survey of divisions, in which the following requests were made.

1. List each report that your local school division is required to submit to any state agency other than the Board of Education or the Department of Education. Please include the name of the report and how frequently it is required. Indicate whether the report contains information that the local school division is also required to submit to the federal government.

2. List each report that your local school division is required to submit to the federal government. Please include the name of the report and how frequently it is required.

3. Indicate the name of the state or federal agency/organization that requires the local school division to maintain the frequency of the identified report.

4. Please also indicate if data in this collection is required by both a state agency/board and the federal government (duplicate reported requests).

Responses were received from school divisions representing the eight Superintendent's Regions. The results of the survey appear below.

Report Name	**Report Frequency**	**Federal Report? (Agency/Org Name)**	**State Report? (Agency/Org Name)**	**Duplicate Reported? (Yes/No)**
1094-C (ACA Health Care)	Annually	Internal Revenue Service		No
1095-C (ACA Health Care)	Annually	Internal Revenue Service		No
941 report (Federal Payroll Tax)	Quarterly	Internal Revenue Service		No
941 Schedule B (Federal Payroll Tax)	Quarterly	Internal Revenue Service		No
Agency Agreement	Annually		Virginia Department of Agriculture and Consumer Services	No

Bureau of Labor Statistics Employee Counts	Monthly	Bureau of Labor Statistics		No
Chronic Health Report	Annually		National Association of School Nurses	No
Civil Rights Data Collection	Every 2 years	Office of Civil Rights		No
EE05(Equal Employment Opportunity Commission)	Annually	Office of Civil Rights		No
Environmental Literacy Indictor (ELIT)	Annually		Chesapeake Bay Watershed Agreement	No
eRate Filing Information	Annual	Federal Communications Commission USAC (Universal Services Administration Corporation)	Virginia Department of Education Broadband Report	YES
FC-20 Employer Quarterly Payroll Report	Quarterly		Virginia Employment Commission	No
Head Start	Annual	Office of Head Start	Multiple state requests	YES
Immunizations			Virginia Department of Health	No
Impact Aid	Annual	US Department of Education		No
OES (Occupational Employment Statistics Report)	Annually		Virginia Employment Commission	No
Safe Routes to Schools	Annual	Virginia Department of Transportation		No
School Security	Annually		Virginia Department of Criminal Justice	No
Student Immunization Report	Annually		Virginia Department of Criminal Justice	No
VA-16 (Virginia Payroll Tax)	Quarterly		Virginia Department of Taxation	No

VA-5 (Virginia Payroll Tax)	Monthly		Virginia Department of Taxation	No
VA-6 (Virginia Payroll Tax)	Annually		Virginia Department of Taxation	No
VDCJS School Safety Survey	Annually		Virginia Department of Criminal Justice Services	No
VEC-FC-21 (Virginia Unemployment Commission)	Quarterly		Virginia Employment Commission	No
Virginia High School League CEF (Coaches Education)	Once a year		Virginia High School League	No
Virginia High School League Participation/ATM	Once a year		Virginia High School League	No
W2	Annually	Internal Revenue Service	Virginia Employment Commission	YES
W3	Annually	Internal Revenue Service		No
Waiver under Title 1 Part A	Annual	NCLB/ESSA		No

CONCLUSION

The Board of Education will annually survey school divisions about federal government and other state agency reporting, submitting a listing of reports by December 1 of each year.

The Board of Education will continue its practice of annually reviewing reports that the Department of Education requires of local school divisions, with an emphasis on reports that can be eliminated or consolidated with other reports. The results of this annual review will be reported to the Chairmen of the House Committee on Education and the Senate Committee on Education by November 15 of each year.

The Board of Education will continue its practice of annually reviewing reports that the federal government and the Department of Education/Board require of local school divisions and understand the the drivers for those reports. The emphasis will be on reports that can be eliminated or consolidated and the Board will take actions and make recommendations to that effect. The results of this annual review will be reported to the Chairmen of the House Committee on Education and the Senate Committee on Education by November 15 of each year.

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

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

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

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

A fourth 30-day application window opened on January 2, 2014. During that time, one organization submitted a new application and course correlation documents, and providers approved in 2011, 2012, and 2013 submitted new courses for review and approval. After a

thorough review, the one new applicant was approved as a multidivision online provider and additional courses from existing providers were approved.

A fifth 30-day application window opened on January 5, 2015. During that time, three organizations submitted new applications and course correlation documents, and providers approved in 2011, 2012, 2013, and 2014 submitted new courses for review and approval. After a thorough review, the three new applicants were approved as multidivision online providers and additional courses from existing providers were approved.

A sixth 30-day application window opened on January 4, 2016. During that time, no organizations submitted new applications or correlation documents; two providers chose not to continue their multidivision online provider status, and providers approved in 2011, 2012, 2013, 2014, and 2015 submitted new courses for review and approval. After a thorough review, additional courses from existing providers were approved.

A seventh 30-day application window opened on January 2, 2017. During that time, no organizations submitted new applications or correlation documents. Some providers approved in 2011-2016 submitted new courses for review and approval. After a thorough review, additional courses from existing providers were approved.

Thirteen of the 20 currently approved organizations offered courses to students in Virginia during the 2016-2017 school year. These organizations completed monitoring reports in July 2017. After reviewing data from these reports and conducting monitoring interviews with the providers, one primary issue of concern remains: a discrepancy still exists between multidivision online provider course enrollment data submitted by providers and data reported by school divisions in the Master Schedule Collection (MSC). Multidivision online provider data submitted by school divisions continue to include data from providers that are not multidivision online providers. School divisions are including online providers who are only providing courses. Online providers who only provide courses are not multidivision online providers and are not required to be approved as multidivision online providers. Multidivision online providers provide educators in addition to courses.

Three Year Full Review

The *Procedures for Submission and Review of the Multidivision Online Provider Application* approved by the Board of Education in 2010 provide a full review of multidivision online providers after three years. Therefore, every three years approved providers submit updated information. Applicants must submit updated information to the four parts of their application approved since their last full review along with updated course information where appropriate.

Activities during the Reporting Period

The following is a list of key activities that occurred between October 1, 2016, and October 1, 2017:

- The application window was opened for 30 days beginning January 2, 2017. New applications were not received by any organizations.

- Of the 272 courses reviewed for correlation to the SOL, 261 were approved during the application period. Providers were given the opportunity to submit additional correlation information for courses that did not receive initial approval. After the resubmission period, no courses were resubmitted, leaving the total number of approved courses to 261. A summary of approved providers and the courses for which they have been approved to offer is shown in this report.

- Providers that were initially approved in 2014 or that completed a three-year review in 2014 completed another three-review process of submitting updated application and course information.

- The Department of Education required approved providers to complete monitoring reports that detailed their activities in the Commonwealth during the 2016-2017 academic year.

- The Department of Education conducted monitoring interviews with the 13 providers that offered courses during the 2016-2017 school year: Apex Learning; BYU Independent Study; CCPSOnline – Chesterfield County Public Schools; Connections Education, LLC (formerly known as Connections Academy, LLC); Edgenuity (formerly known as Education2020, Inc.); Edison Learning; EdOptions Academy; Florida Virtual School; Founders Education; Fuel Education; K12 Inc.; The Virtual High School (formerly known as VHS Collaborative); and York County School Division.

- The Chief Academic Officer will detail findings from the monitoring reports and interviews in letters to each provider within 45 business of days after all monitoring interviews have been conducted.

Data Collection and Monitoring

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

In addition to offering courses taught by teachers employed by the multidivision online provider, some multidivision online providers also offer courses that can be taught by local teachers. It appears that school divisions are still unclear about the need to submit data only related to a course offered and taught by a multidivision online provider instead of a course offered by an online provider and taught online 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 MSC.

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 End of Year Master Schedule Collection, school divisions provide data on the number of students enrolled in courses offered by approved multidivision online providers. The table below shows student enrollment in multidivision online provider courses by division.

Division	Number of students enrolled in courses offered by approved providers in 2012-2013	Number of students enrolled in courses offered by approved providers in 2013-2014	Number of students enrolled in courses offered by approved providers in 2014-2015	Number of students enrolled in courses offered by approved providers in 2015-2016	Number of students enrolled in courses offered by approved providers in 2016-2017
Albemarle County	205	126	107	9	0
Alexandria	1483	284	365	160	128
Amelia-Nottoway Vocational-Technical Center	0	0	0	0	3
Amherst County	0	0	326	385	321
Appomattox County	0	0	38	8	13
Arlington County	161	19	0	0	7
Bath County	0	0	0	0	11
Bedford County	0	825	868	36	88
Bristol	2	28	0	27	20
Brunswick County	0	0	0	0	63
Buckingham County	0	0	0	0	104
Buena Vista	1	0	57	0	0
Charlottesville	0	0	64	111	16
Colonial Beach	0	0	0	0	23
Craig County	0	35	42	20	13
Culpeper County	2	11	0	119	0
Cumberland County	1	7	70	7	0
Danville	0	0	211	0	0
Essex County	0	0	17	35	44
Fairfax County	922	55	1240	1361	1495
Floyd County	0	7	1	0	46
Franklin City	47	74	37	130	27
Galax	0	0	31	25	11

Division	Number of students enrolled in courses offered by approved providers in 2012-2013	Number of students enrolled in courses offered by approved providers in 2013-2014	Number of students enrolled in courses offered by approved providers in 2014-2015	Number of students enrolled in courses offered by approved providers in 2015-2016	Number of students enrolled in courses offered by approved providers in 2016-2017
Gloucester County	61	90	0	0	0
Goochland County	0	3	21	268	266
Hampton	19	140	25	66	61
Hanover County	0	13	0	30	38
Henrico County	2620	1464	1320	2200	2010
Henry County	0	0	10	3	0
Highland County	0	0	4	0	5
King William County	328	254	0	0	11
Lancaster County	0	0	0	14	0
Lee County	0	0	0	8	3
Loudoun County	130	38	0	1	13
Louisa County	0	0	0	1	0
Lunenburg County	0	41	42	25	25
Lynchburg	0	35	0	0	0
Madison County	0	20	57	63	48
Manassas	0	0	122	35	0
Martinsville	0	0	0	15	46
Mathews County	0	34	22	35	49
Middlesex County	0	12	20	15	11
Nelson County	6	0	0	0	81
Northampton County	0	0	155	242	189
Norfolk	0	0	0	0	1675
Northumberland County	12	6	8	1	62
Nottoway County	0	0	0	0	152
Orange County	144	138	314	305	276
Patrick County	0	0	9	11	1
Petersburg	0	0	0	0	164
Pittsylvania County	56	78	0	0	0
Poquoson County	0	10	0	0	0
Powhatan County	133	0	0	0	0
Radford	0	2	12	53	71
Rappahannock County	0	0	14	6	0
Richmond County	0	32	26	28	52

Division	Number of students enrolled in courses offered by approved providers in 2012-2013	Number of students enrolled in courses offered by approved providers in 2013-2014	Number of students enrolled in courses offered by approved providers in 2014-2015	Number of students enrolled in courses offered by approved providers in 2015-2016	Number of students enrolled in courses offered by approved providers in 2016-2017
Salem	0	0	0	0	11
Shenandoah County	0	0	287	241	0
Smyth County	13	2	46	6	0
Spotsylvania County	0	0	0	0	294
Stafford County	0	0	156	150	126
Staunton	0	1	30	4	76
Suffolk	0	0	0	298	0
Sussex County	0	0	0	11	3
Warren County	0	0	0	3	0
Washington County	34	0	0	2	7
Waynesboro	0	0	1	0	0
West Point	9	1	12	12	
Westmoreland County	0	0	0	83	67
Williamsburg-James City County	0	0	0	0	1
Winchester	46	65	0	0	0
Wise County	176	191	263	413	0
Wythe County	0	0	22	42	43
Total Students Enrolled	**6611**	**4141**	**6472**	**7,123**	**8370**

Assessment Data

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

- English: 97.98%
- Mathematics: 93.77%
- Science: 95.34%
- History: 96.14%

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 9,538 students enrolled in virtual courses from approved providers; 90 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	N/A	N/A	N/A
Apex Learning[2]	See Course List	54	45	83.33%
BYU Independent Study[1]	See Course List	10	10	100.00%
CCPSOnline - Chesterfield County Public Schools[2]	See Course List	678	669	98.67%
CompuHigh[1]	N/A	N/A	N/A	N/A
Connections Education, LLC (formerly known as Connections Academy)[2]	See Course List	249	212	85.14%
Edgenuity[2]	See Course List	721	476	58.04%
Edison Learning[1]	See Course List	1369	1083	79.11%
EdOptions Online Academy	See Course List	280	198	70.71%
Florida Virtual School[2]	See Course List	131	69	52.67%
Founders Education[2]	See Course List	12	8	66.67%
Fuel Education	See Course List	74	50	67.57%
OdysseyWare[1] (formerly known as Glynlyon OddesseyWare)	N/A	N/A	N/A	N/A
K12 Inc.	See Course List	6230	6036	96.89%
Longwood University Extended [1]	N/A	N/A	N/A	N/A
Loudoun County Public Schools[1]	N/A	N/A	N/A	N/A
Middleton Academy (formerly known as Milburn Online)[1]	N/A	N/A	N/A	N/A
Proximity Learning, Inc. [formerly known as Proximity Learning, Inc. (myLanguage360)]	N/A	N/A	N/A	N/A
The Virtual High School (formerly known as The VHS Collaborative)[2]	See Course List	63	61	96.83%
York County Public Schools[2]	See Course List	15	15	100.00%
Totals		**9,594**	**8,705**	**90.73%**

[1]Provider did not provide courses to any students in Virginia during the 2016-2017 school year.
[2]Enrollment process consists of an Add/Drop Period. Completion percentage includes drops during Add/Drop Period.

Data from the provider monitoring reports show that 9,538 students enrolled in virtual courses from approved providers; 89 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	N/A	N/A	N/A
Apex Learning	See Course List	54	21	38.89%
BYU Independent Study[1]	See Course List	10	10	100.00%
CCPSOnline - Chesterfield County Public Schools	See Course List	678	649	95.72%
CompuHigh[1]	N/A	N/A	N/A	N/A
Connections Education, LLC (formerly known as Connections Academy)	See Course List	249	206	82.73%
Edgenuity	See Course List	429	249	58.04%
Edison Learning[1]	See Course List	1369	1092	79.77%
EdOptions Online Academy	See Course List	280	132	47.14%
Florida Virtual School	See Course List	131	72	54.96%
Founders Education	See Course List	12	7	58.33%
Fuel Education	See Course List	74	46	62.16%
Glynlyon OdysseyWare[1]	N/A	N/A	N/A	N/A
K12 Inc.	See Course List	6230	6034	96.85%
Longwood University Extended [1]	N/A	N/A	N/A	N/A
Loudoun County Public Schools[1]	N/A	N/A	N/A	N/A
Middleton Academy (formerly known as Milburn Online)[1]	N/A	N/A	N/A	N/A
Proximity Learning, Inc. [formerly known as Proximity Learning, Inc. (myLanguage360)]	N/A	N/A	N/A	N/A
The Virtual High School (formerly known as The VHS Collaborative)	See Course List	63	53	84.13%
York County Public Schools	See Course List	15	15	100.00%
Totals		**9,594**	**8,586**	**89.49%**

[1]Provider did not provide courses to any students in Virginia during the 2016-2017 school year.

Student Demographic Data

Student demographic data were requested on the provider monitoring reports. Of the 20 approved providers, 13 offered instruction during the 2016-2017 school year. Of these 13, twelve collected and reported student data on gender, race, and ethnicity. Of the data reported:

- Gender data were provided for 2,526 students. Of these students, 41.7 percent were male and 58.3 percent were female. The reporting of demographic information is optional due to the various privacy policies of providers.

- Racial and ethnic data were provided for 1,528 students. Of these students, 10.5 percent were reported as Hispanic or Latino, 6.7 percent were Asian, 33 percent were Black or African American, 46 percent were White, and 2.7 percent were two or more ethnicities. Less than 1 percent were reported as American Indian or 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]	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Apex Learning	0	32	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
BYU Independent Study[1]	0	4	2	2	DNA	DNA	DNA	DNA	DNA	DNA	DNA
CCPSOnline - Chesterfield County Public Schools	0	678	194	484	46	0	26	90	0	485	31
CompuHigh[1]	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Connections Education, LLC (formerly known as Connections Academy)	24	10	13	15	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Edgenuity	257	2	65	114	23	0	7	49	1	143	8
Edison Learning[1]	169	0	72	97	DNA	DNA	DNA	DNA	DNA	DNA	DNA
EdOptions Academy	0	280	134	148	0	0	2	138	4	135	DNA
Florida Virtual School	0	71	32	39	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Founders Education	0	10	8	2	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Fuel Education	0	60	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Glynlyon OdysseyWare[1]	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
K12	1216	0	570	646	107	10	72	274	12	53	DNA

Provider	Number of Students Served		Demographic Information		Ethnic and Racial Makeup of Student Body						
	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
Longwood University Extended[1]	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Loudoun County Public Schools	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Middleton Academy (formerly known as Milburn Online)[1]	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Proximity Learning, Inc. [formerly known as Proximity Learning, Inc. (myLanguage360)]	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
The Virtual High School (formerly known as The VHS Collaborative)	56	0	23	33	3	0	1	3	0	26	DNA
York County Public Schools	0	10	5	7	4	0	1	1	0	4	DNA

[1]Provider did not provide courses to any students in Virginia during the 2016-2017 school year.
DNA indicates Data Not Available

Provider Monitoring Interviews

The Department of Education conducted monitoring interviews with the 13 providers that offered courses during the 2016-2017 school year.

Apex Learning
The provider has a 28-day add/drop period as part of the course enrollment process. Completion data include withdrawals during the add/drop period. No issues were identified with this provider.

BYU Independent Study
The provider has a 60-day withdrawal period with no penalty as part of the enrollment process. Completion data include withdrawals during that 60-day period. No issues were identified with this provider.

CCPSOnline – Chesterfield County Public Schools
The provider has an add/drop period through the middle of October as part of the course enrollment process. Completion data include withdrawals during the add/drop period. No issues were identified with this provider.

Connections Education, LLC (formerly known as Connections Academy, LLC)
The provider has an add/drop period through the end of March as part of the course enrollment process. Completion data include withdrawals during the add/drop period. No issues were identified with this provider.

Edgenuity
The provider has a 14-day "drop grace" period as part of the course enrollment process for the academic year and a 7-day "drop grace" period as part of the course enrollment process for the summer session. Completion data include withdrawals during the "drop grace" period. No issues were identified with this provider.

Edison Learning
The provider has a 14-day add/drop period as part of the course enrollment process. Completion data include withdrawals during the add/drop period. No issues were identified with this provider.

EdOptions Academy (Edmentum, Inc.)
The provider has a 14-day "drop grace" period as part of the course enrollment process. Completion data include withdrawals during the "drop grace" period. No issues were identified with this provider.

Florida Virtual School
The provider has a 28-day "drop grace" period as part of the course enrollment process. Completion data include withdrawals during the "drop grace" period. The provider has had some high level leadership changes, including a new CEO. The provider listed two unapproved courses. These issues were addressed, and will be followed up on next year.

Founders Education
The provider has a two week (or locally determined) add/drop period as part of the course enrollment process. Completion data include withdrawals during the add/drop period. No issues were identified with this provider.

Fuel Education
The provider does not have an add/drop period as part of the course enrollment process. Students can enroll or drop at any time. Completion data include withdrawals during the add/drop period. No issues were identified with this provider.

K12 Inc.
Instruction begins as early as August 22 and attendance is logged when the local school division has its first day of school. The provider begins to count students internally on October 1st, which is the last day students can enroll. A letter about the use of misleading marketing information

was sent to the provider on October 5, 2016. The letter requested the provider discontinue the use of words that referred to the Virginia Virtual Academy as an "accredited public school." The misleading marketing information remained on the provider's web site. During the monitoring interview, the provider indicated the letter has not been received. The letter was sent via email to the provider. An additional letter was also sent to the provider via certified mail on September 15, 2017. Receipt of the letter was confirmed, and evidence of compliance has been noted. The issue will continue to be monitored.

The Virtual High School (formerly known as The VHS Collaborative)
The provider has a two week add/drop period as part of the course enrollment process. Completion data include withdrawals during the add/drop period. No issues were identified with this provider.

York County Public Schools
The provider has a two week add/drop period at the start of the academic year and the start of the second semester as part of the course enrollment process. Completion data include withdrawals during the add/drop period. No issues were identified with this provider.

Department of Education Parental Satisfaction Survey Data

The Department of Education requested all multidivision online providers send program participants links to a parent survey. Providers are also asked to seek the assistance of local school divisions in sending program participants links to a parent survey. In an effort to increase the survey response rate, program participant links will be sent directly to local school divisions for dissemination to parents.

A total of 468 survey responses were received from 5 of the 13 providers who offered instruction during the 2016-2017 school year. Of these, 437 were from parents, 47 were from mentors, and 36 were from students, administrators, mentors, or learning coaches. 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	4	1	1	2	2	2	0
EdOptions Academy	1	1	0	0	1	0	0
Florida Virtual School	7	7	0	0	5	1	1
Fuel Ed	1	1	0	0	1	0	0

K12, Inc	455	427	46	34	18	52	383
Total	**468**	**437**	**47**	**36**	**27**	**55**	**384**

The surveys showed that 8.2 percent of the students participated in one or two courses online, 12.4 percent of the students participated in three to five courses online, and 79 percent of the students participated in six or more courses online. In addition, 71.9 percent of the respondents stated that they would enroll their children with the provider again. Further results from these surveys included:

Technical Issues

- Eighty-two percent (82%) reported that their children often did not have, rarely had, or never had any technical issues with the online courses.
- Seventy-seven (77%) 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

- Ninety-five percent (95%) agreed or strongly agreed that the quality of the online course was good.
- Ninety-three percent (93%) agreed or strongly agreed that the quality of the course content was good.
- Ninety-one percent (91%) agreed or strongly agreed that their children had been appropriately challenged by the online course.
- Seventy-nine percent (79%) agreed that the online course was appropriately personalized to meet the unique needs of their children.

Communication

- Ninety-one percent (91%) agreed or strongly agreed that the frequency of communication with teachers met their children's needs; seventy-seven percent (77%) agreed or strongly agreed that the actual communications were adequate.
- Seventy-seven percent (77%) agreed or strongly agreed that the frequency of communication with other students met their children's needs.

- Ninety percent (90%) 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 2016-2017 school year, one issue identified in previous years continues to be an area of concern:

- As noted in the Data Collection and Monitoring section above, there continues to be a discrepancy in the enrollment data submitted by providers and the data reported by school divisions through the MSC.

The Department of Education will continue to provide guidance to providers on the submission of enrollment data. In an effort to resolve this discrepancy the Department of Education will provide guidance to school divisions through the agency's Office of Educational Information Management and also recommend school divisions verify multidivision online provider course enrollment data with multidivision online providers prior to submission via the MSC. The Chief Academic Officer will detail findings from the monitoring reports and interviews in letters to each provider. No deficiencies were noted.

Summary of Approved Providers and Courses

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

Of the seven applications received during the 2012 application window, six providers met the criteria for approval: Accelerate Education; American Virtual Academy (now known as FlipSwitch); Cambium Education, Inc.; Glynlyon OdysseyWare; Proximity Learning, Inc. (mylanguage360); and Plato Learning, Inc. Cambium Education, Inc., decided during the 2013-2014 school year to no longer offer an online program as a multidivision online provider. Plato Learning, Inc., merged with Edmentum during the 2012-2013 school year and no longer offers an online program as a multidivision online provider.

Of the four applications received during the 2013 application window, all four providers met the criteria for approval: Edmentum, Connections Education GradPoint, Milburn Online (now known as Middleton Academy), and The American Academy, LLC. Edmentum merged with EdOptions Online Academy during the 2013-2014 school year and no longer offers an online program as a multidivision online provider.

The one application received during the 2014 application window from Longwood University Extended met the criteria for approval.

Of the three applications received during the 2015 application window, all three providers met the criteria for approval: Founders Education, Fuel Education, and Loudoun County Public Schools. Connections Education GradPoint and FlipSwitch (formerly known as American Virtual Academy) decided during the 2014-2015 school year to no longer offer online programs as multidivision online providers.

There were no new applications received during the 2016 application window. Graduation Alliance decided during the 2015-2016 academic year that they no longer wished to remain a multidivision online provider for Virginia.

There were no new applications received during the 2017 application window. Loudoun County Public Schools decided during the 2016-2017 academic year that they no longer wished to remain a multidivision online provider for Virginia.

Since 2011, the Department of Education has approved a total of 27 multidivision online providers. As stated above, eight of the providers (Cambium Education, Inc.; Connections Education GradPoint; Edmentum; FlipSwitch (formerly known as American Virtual Academy); Giant Campus of Virginia; Loudoun County Public Schools; Plato Learning, Inc.; and Graduation Alliance) no longer offer courses as a multidivision online provider. Therefore, 19 of the 27 multidivision online providers are listed below with any courses they have been approved to offer.

The approved providers may offer 1,609 approved courses including non-SOL elective courses submitted during the application period and throughout the year. 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.

Course List

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

Approved SOL Courses
Virginia SOL Course [Provider Course Name]
Algebra I
Algebra II
Biology
Chemistry
Civics & Economics [Economics]
Earth Science
English Grade 9
English Grade 10
English Grade 11
English Grade 12
Geometry
Health Grade 7
Physical Science
Physics

Virginia & US Government [American Government]
Virginia and United States History [American History]
World History & Geography 1500-Present [World History]

Non-SOL Elective Courses
AP French
AP Spanish
Middle School The Choice Is Yours
Business Communication
Child Development
Hospitality and Tourism
Law and Ethics
Media Studies
Middle School Life Skills
Nutrition
Retailing
Anthropology
Creative Writing
Intro to Group Sports
Intro to Individual Sports
Middle School Study Skills
Psychology
Research
7 Habits
Sociology
World Religions

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)]
Algebra Functions and Data Analysis
Biology [Biology (Core/Honors/LA)]
Biology [Biology II - Virginia Ecology]
Chemistry [Chemistry (Core/Honors/LA)]
Earth Science [Earth Science (Core/Honors/LA)]
Economics and Personal Finance [U.S. and Global Economics (Honors)]
English Grade 9
English Grade 10 [English III: Critical Reading and Effective Writing (Core/Honors/LA)]
English Grade 11 [English Grade 11 (Core/Honors)]
English Grade 12 [English IV: British and World Literature (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 10(Core/Honors)]
English Grade 11 [English 10(Core/Honors)]
English Grade 12 [English 10(Core/Honors)]

French I [French I (Core)]
French I Honors
French II [French II (Core)]
French II Honors
General Music 9-12 [Music Grades 9-12 (Core)]
Geometry [Geometry (Core/Honors/LA)]
Health Grades 9 and 10
Mathematical Analysis [Pre-calculus]
Mathematical Analysis [Pre-calculus Honors]
Physical Education Grades 9 and 10
Physical Science [Physical Science (Core/Honors/LA)]
Physics [Physics Core]
Physics [Physics Honors]
Probability & Statistics
Spanish I [Spanish 1 (Core)]
Spanish I Honors
Spanish II [Spanish II (Core)]
Spanish II Honors
Spanish III
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)]
Virginia and US Government [US Government and Politics]
World History & Geography to 1500 [World History to the Renaissance (Core)]

Non-SOL Elective Courses
AP Statistics
AP Calculus AB
AP Biology
AP Chemistry
AP Environmental Science
AP Physics B
AP Psychology
AP English Language and Composition
AP English Literature and Composition
AP Macroeconomics
AP Microeconomics
AP Spanish Language
AP U.S. Government and Politics
AP U.S. History
Art Appreciation
Creative Writing
Economics and Personal Finance
Financial Literacy
Liberal Arts Math
Media Literacy
Multicultural Studies
Music Appreciation Core
Psychology
Reading Skills and Strategies
Sociology
Writing Skills and Strategies

BYU Independent Study
120 MORC
Provo, Utah 84602

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

Non-SOL Elective Courses
AP Biology
AP Calculus
Human Anatomy
Home Gardening
Exploring Values, Part 1
Exploring Values, Part 2
Exploring Values, Part 3

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

Virginia SOL Course [Provider Course Title]
English Grade 9 [English 9]
Health Grade 10 [Health 10]
Health Grade 9 [Health 9]
Physical Education Grade 10 [PE 10]
Physical Education Grade 9 [PE 9]
Virginia and U.S. Government

Non-SOL Elective Courses
Earth Science 2
Psychology
Sociology

Connections Education, LLC (formerly known as Connections Academy, LLC)
1001 Fleet Street, 5th Floor
Baltimore, Maryland 21202

Approved SOL Courses
Virginia SOL Course [Provider Course Title]
Algebra I
Algebra II
Biology
Chemistry
Chinese I A

Chinese I B
Chinese II A
Chinese II B
Earth Science
Economics and Personal Finance
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 [Language Arts 6]
English Grade 7 [Language Arts 7]
English Grade 8 [Language Arts 8]
English Grade 9
English Grade 10
English Grade 11
English Grade 12
French I
French II
Geometry
Health Grade 6
Health Grade 7
Health Grade 8
Health Grade 9 [Health, Fitness & Nutrition]
Health Grade 10 [Personal Fitness]
History Grade K [Social Studies K]
History Grade 1 [Social Studies 1]
History Grade 2 [Social Studies 2]
Japanese I A
Japanese I B
Japanese II A
Japanese II B
Life Science [Science 7]
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 Kindergarten [Math K]
Music Grade 4 [Music II]
Music Grade 5 [Music III]
Music Grades 6-8 [Music IV]
Music Grades 9-12 [Music Appreciation]
Music Kindergarten [Music I]
Physical Education Grade 1 [Physical Education 1]
Physical Education Grade 2 [Physical Education 2]
Physical Education Grade 6 [Health and Physical Education 6]
Physical Education Grade 7 [Health and Physical Education 7]
Physical Education Grade 8 [Health and Physical Education 8]
Physical Education Grade 9 [Health, Fitness and Nutrition]
Physical Education Grade 11 [Personal Fitness]
Physical Science [Science 8]

Physics [Physics A/B]
Probability and Statistics [Math-Statistics]
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 Grade 6 [Science 6]
Science Kindergarten [Kindergarten Science]
Spanish I
Spanish II
Spanish III
Spanish IV
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]
Virginia and US Government [Virginia and US Government]
Virginia and US History [Virginia and US History]
World Geography [World Geography and Geography and Society]
World History and Geography to 1500 [World History]
World History and Geography: 1500 - present [World History]

Non-SOL Elective Courses
Advanced Algebra w/ Financial App
Anatomy and Physiology
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 Communication
Business Systems Technology
Calculus
Children's Spanish I

Children's Spanish II
College Prep with ACT
College Prep with SAT
Consumer Math
Consumer Math A
Consumer Math B
Criminal Investigation
Digital Photography
Educational Technology and Online Learning 1
Educational Technology and Online Learning 2
Educational Technology and Online Learning 3
Educational Technology and Online Learning 4
Educational Technology and Online Learning 5
Educational Technology and Online Learning 6
Educational Technology and Online Learning 7
Educational Technology and Online Learning 8
Educational Technology and Online Learning K
Elementary Chinese I
Elementary Chinese II
Elementary Sign Language
Elementary Spanish I
Elementary Spanish II
Emergent Computer Technology
Environmental Science
Environmental Science A
Environmental Science B
Essential Algebra Readiness
Essential Math 3
Essential Math 4
Essential Math 5
Essential Math 6
Essential Math 7
Explorations in Mathematics
Explorations in Mathematics A
Explorations in Mathematics B
Exploratory Spanish
Game Design
Introduction to Computers and Applications A
Introduction to Computers and Applications B
Intro to Criminal Justice
Intro to Homeland Security
Intro to Psychology
Intro to Sociology
Introduction to Homeland Security
Introductory Astronomy
Journalism A
Journalism B
Keyboarding MS
Keyboarding HS
Life Management Skills
Marine Science
Middle Chinese I
Middle Chinese II
Middle Sign Language
Middle Spanish I
Middle Spanish II

Pre-Calculus
Java I
Java II
Psychology A
Psychology B
Research Methods
Sign Language I
Spanish IV
Speech and Debate
Sports Management
Web Design

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 Honors
Algebra II
Algebra II Honors
Algebra II and Trigonometry
Algebra Functions and Data Analysis
Biology
Biology Honors
Chemistry
Chemistry Honors
Civics and Economics
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 9 Honors
English Grade 10 [English 10]
English Grade 10 Honors
English Grade 11 [English 11]
English Grade 11 Honors
English Grade 12 [English 12]
English Grade 12 Honors
French I [VA French I]
French II [VA French II]
French III [VA French III]
French 1 (middle school course grades 6-8)
French 2 (middle school course grades 6-8)
Geometry
Geometry Honors
German I [VA German I]
German II [VA German II]
German 1 (middle school course grades 6-8)
German 2 (middle school course grades 6-8)
Health Grade 9
Latin I [VA Latin I]
Latin II [VA Latin II]

Latin 1 (middle school course grades 6-8)
Life Science [Life Science Grade 7]
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]
Modern Languages 1 [VA Chinese 1] (middle school course grades 6-8)
Modern Languages 2 [VA Chinese 2] (middle school course grades 6-8)
Physical Education Grade 9
Physical Science
Physics
Physics Honors
Probability & Statistics
Science Grade 6
Science Grade 7
Science Grade 8
Spanish I [VA Spanish I]
Spanish II [VA Spanish II]
Spanish III [VA Spanish III]
Spanish 1 (middle school course grades 6-8)
Spanish 2 (middle school course grades 6-8)
Trigonometry
US History to 1865 [Middle School US History]
US History 1865 to Present [US History]
Virginia and U.S. Government
Virginia and U.S. History
World Geography [Human Geography]
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
Anatomy
AP Calculus AB
AP Environmental Science
AP French Language & Culture
AP Human Geography
AP Language and Composition
AP Literature and Composition
AP Psychology
AP Spanish Language and Culture
AP US Government & Politics
AP U.S. History
AP World History
Art History I
Biology II: Ecology
Career Planning and Development
Careers in Criminal Justice
Classic Novels & Author Studies (includes 15 novels)
Computer Applications: Office 2010
Computer Science
Concepts in Probability and Statistics
Cosmetology: Cutting Edge Styles

Creative Writing
Digital Arts
Digital Photography I: Creating Images with Impact!
Digital Photography II: Discovering Your Creative Potential
Drugs & Alcohol
Early Childhood Education
Exercise Science
Expository Reading and Writing
Fashion & Interior Design
First Aid & Safety
Forensic Science I: Secrets of the Dead
Forensic Science II: More Secrets of the Dead
Gothic Literature: Monster Stories
Great Minds in Science: Ideas for a New Generation
History of the Holocaust
Hospitality & Tourism: Traveling the Globe
IDEA Writing - (Instruction to Develop Expository Modeling and Applied Writing)
Information Technology Fundamentals
International Business: Global Commerce in the 21st Century
Intro to Communication and Speech
Introduction to Art
Introduction to Culinary Arts
Introduction to Manufacturing: Product Design & Innovation
Introduction to Philosophy: The Big Picture
Introduction to Social Media
Introduction to Women's Studies: A Personal Journey through Film
Journalism: Investigating the Truth
Law & Order: Introduction to Legal Studies
Life Skills
Literacy and Comprehension I
Literacy and Comprehension II
Lord of the Rings: An Exploration of the Films and Their Literary Influence
Medical Terminology
Middle School Journalism: Tell Your Story
Middle School Photography: Drawing with Light
Microsoft Office Specialist
Mythology & Folklore: Legendary Tales
Online Learning and Digital Citizenship
Peer Counseling
Physiology
Pre-Algebra Elective [Pre-Algebra]
Pre-Calculus
Principles of Public Service: to Serve and Protect
Projects in Game Design
Project in Audio Engineering
Public Speaking
Psychology
Restaurant Management
Social Problems I: A World in Crisis
Social Problems II: Crisis, Conflicts & Challenges
Sociology
Sports & Entertainment Marketing
Sports Officiating
Strategies for Academic Success
Theater, Cinema & Film Production
World Religions: Exploring Diversity

CTE Courses:
Advanced Drawing & Design
Business Marketing
Career Explorations
Economics and Personal Finance
Entrepreneurship
Intro to Health Science
Information Tech Fundamentals

Dual Credit Courses:
Accounting
College Algebra
Introduction to Art History
Human Biology
Visual Communications
Conflict Resolution
Macroeconomics
Microeconomics
Project Management
Introduction to Psychology
Approaches to Studying Religion
Introduction to Sociology
Introduction to Statistics

Test preparation courses:
6th Grade Reading
7th Grade Civics & Economics
7th Grade Reading
8th Grade Science
Virginia & U.S. History
Test-Prep ACT (includes Math, Reading, Writing, English, and Science strands)
Test-Prep GED (includes Math, Reading, Science, Social Studies, Writing strands)
Test-Prep SAT (includes Math, Critical Reading, and Writing strands)
Test-Prep SOL 6th Grade Math
Test-Prep SOL 7th Grade Math
Test-Prep SOL 8th Grade Math
Test-Prep SOL 8th Grade Reading
Test-Prep SOL 8th Grade Writing
Test-Prep EOC SOL 9th Grade Reading
Test-Prep EOC SOL 9th Grade Writing
Test-Prep EOC SOL 10th Grade Reading
Test-Prep EOC SOL 10th Grade Writing
Test-Prep EOC SOL 11th Grade Reading
Test-Prep EOC SOL 11th Grade Writing
Test-Prep EOC SOL Algebra I
Test-Prep EOC SOL Algebra II
Test-Prep EOC SOL Geometry
Test-Prep EOC SOL Earth Science
Test-Prep EOC SOL Biology
Test-Prep EOC SOL Chemistry
Test-Prep EOC SOL Civics & Economics
Test-Prep EOC SOL World Geography
Test-Prep EOC SOL World History & Geography to 1500
Test-Prep EOC SOL World History & Geography 1500-Present
Test-Prep COMPASS (includes Math, Reading, and Writing strands)

Test-Prep ACCUPLACER (includes Sentence Skills, Reading Comprehension, Arithmetic, Elementary Algebra, and Written Summary strands)

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]
AP Biology
AP Calculus
AP Chemistry
AP Computer Science A
AP English Literature and Composition
AP U.S. History
Biology [Biology]
Chemistry [Chemistry]
Civics and Economics [Civics]
Civics and Economics [Economics]
Earth Science [Earth Science]
English Grade 6
English Grade 8
English Grade 9 [English I]
English Grade 10 [English II]
English Grade 11
English Grade 12
French I [French 1 A/B (to VA 2014 Standards)]
French II [French 2 A/B (to VA 2014 Standards)]
Geometry
German I [German 1 A/B (to VA 2014 Standards)]
German II [German 2 A/B (to VA 2014 Standards)]
Health Grade 9 [Health Grade 9]
Life Science [Life Science Grade 7]
Mathematics Grade 6
Mathematics Grade 7
Mathematics Grade 8
Physical Education Grade 9
Physical Education Grade 10
Physical Science
Physics
Probability & Statistics
Spanish I [Spanish 1 A/B (to VA 2014 Standards)]
Spanish II [Spanish 2 A/B (to VA 2014 Standards)]
Spanish III [Spanish 3 A/B (to VA 2014 Standards)]
US History to 1865 [Middle School US History]
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]

Non-SOL Elective Courses
Academic Success

Accuplacer Prep-Math
Accuplacer Prep-Reading
Accuplacer Prep-Sentence Skills
ACT Prep English
ACT Prep Mathematics
ACT Prep Reading
ACT Prep Science Reasoning
ACT WorkKeys-Applied Mathematics-Leveled
ACT WorkKeys-Comprehensive
ACT WorkKeys-Locating Information, Teamwork, Listening, and Applied Tech-Leveled
ACT WorkKeys Prep
ACT WorkKeys-Reading for Information-Leveled
ACT WorkKeys-Writing-Leveled
Advanced Reading Skills
Advanced Writing Skills
African American Studies
American Literature
Anthropology 1
Anthropology 2
Archaeology
Art History & Appreciation
Art in World Cultures
Astronomy
ASVAB Prep Mathematics
ASVAB Prep Technology & General Science, Part 1
ASVAB Prep Technology & General Science, Part 2
ASVAB Prep Word Knowledge & Paragraph Comprehension
Basic Reading Skills
Basic Writing Skills
British Literature
Career Explorations
CASAS Prep Competencies 0-4
CASAS Prep Competencies 5
CASAS Prep Competencies 6
CASAS Prep Competencies 7-8
CASAS Prep Competencies Adult Secondary Writing Skills
CASAS Prep Competencies Basic Reading Skills
CASAS Prep Competencies Basic Writing Skills
Computer Applications & Technology
Computer Technology
Consumer Mathematics
Creative Writing
Criminology: Inside the Criminal Mind
Developmental Math 1 - Pre-Algebra
Developmental Math 2 - Beginning Algebra
Developmental Math 3 - Intermediate Algebra
Developmental Math 4 - Advanced Algebra
Drugs & Alcohol (9-12)
Environmental Science A/B
Essential Career Skills
Fitness Basics 1 (MS)
Fitness Basics 2 (MS)
Flexibility Training (9-12)
Forensic Science I: Secrets of the Dead
Forensic Science 2: More Secrets of the Dead
Game Development

GED Prep Mathematics
GED Prep Reading Language Arts
GED Social Studies
GED Science
Gothic Literature
Gothic Literature: Monster Stories
Great Minds in Science: Ideas for a New Generation
HESI Prep
HiSET Prep Language Arts-Reading, Part 1
HiSET Prep Language Arts-Reading, Part 2
HiSET Prep Language Arts-Writing, Part 1
HiSET Prep Language Arts-Writing, Part 2
HiSET Prep Language Arts-Mathematics, Part 1
HiSET Prep Language Arts-Mathematics, Part 2
HiSET Prep Language Arts-Science, Part 1
HiSET Prep Language Arts-Science, Part 2
HiSET Prep Language Arts-Social Studies, Part 1
HiSET Prep Language Arts-Social Studies, Part 2
HOPE
History of the Holocaust
Human Geography
Integrated Math 1
Integrated Math 2
Integrated Math 3
Integrated Physics & Chemistry
International Business
Introduction to Business Administration
Introduction to Android Mobile App Development
Introduction to Coaching
Introduction to Cybersecurity
Introduction to Anthropology
Introduction to Archaeology
Introduction to Astronomy
Introduction to Criminology
Introduction to Forensic Science
Introduction to iOS Mobile App Development
Introduction to Marine Biology
Introduction to Philosophy
Introduction to Veterinary Science
Introduction to World Religions
Introduction to Social Media
Introduction to Social Media: Our Connected World
Law & Order: Introduction to Legal Studies
Life Skills (7-10)
Middle School Career Explorations
Middle School Health
Middle School Journalism
Middle School Photography: Drawing with Light
Middle School World History A/B
Music Appreciation
Music Appreciation: The Enjoyment of Listening
Mythology and Folklore
Native American Studies: Contemporary Perspectives
Native American Studies: Historical Perspectives
Nutrition
Peer Counseling

Personal Health & Fitness
Personal Psychology I: Living in a Complex World
Personal Psychology I: The Road to Self-Discovery
Personal Training Career Prep (10-12)
Personal Training Concepts (9-12)
Philosophy: The Big Picture
Physiology
Praxis Prep-Core Academic Skills: Mathematics, Part 1
Praxis Prep-Core Academic Skills: Mathematics, Part 2
Praxis Prep-Core Academic Skills: Reading, Part 1
Praxis Prep-Core Academic Skills: Reading, Part 2
Praxis Prep-Core Academic Skills: Writing, Part 1
Praxis Prep-Core Academic Skills: Writing, Part 2
Precalculus
Principles of Agriculture, Food, & Natural Resources
Principles of Education and Training A/B
Principles of Government and Public Administration A/B
Principles of Human Services A/B
Principles of Law, Public Safety, Corrections and Security A/B
Principles of Marketing, Advertising, & Sales
Principles of Public Service: To Serve & Protect
Principles of Transportation, Distribution, and Logistics A/B
Professional Communication
Psychology
Public Speaking
Real World Parenting
Revolutionary Ideas in Science
Running (9-12)
SAT Prep
SAT Prep: Mathematics
SAT Prep: Reading
SAT Prep: Writing and Language
Social Issues
Social Problems I: A World in Crisis
Social Problems II: Crisis, Conflicts & Challenges
Sociology
Sociology I: The Study of Human Relationships
Sociology II: Your Social Life
Sports Officiating
Strength Training (10-12)
Structure of Writing
TABE Prep Language Level A
TABE Prep Language Level D
TABE Prep Language Level E
TABE Prep Language Level L
TABE Prep Language Level M
TABE Prep Mathematics Level A, Part 1
TABE Prep Mathematics Level A, Part 2
TABE Prep Mathematics Level D
TABE Prep Mathematics Level E
TABE Prep Mathematics Level L
TABE Prep Mathematics Level M
TABE Prep Reading Level A
TABE Prep Reading Level D
TABE Prep Reading Level E
TABE Prep Reading Level L

TABE Prep Reading Level M
TASC Prep-Language Arts- Reading Part 1
TASC Prep-Language Arts- Reading Part 2
TASC Prep-Language Arts- Writing Part 1
TASC Prep-Language Arts- Writing Part 2
TASC Prep-Mathematics Part 1
TASC Prep-Mathematics Part 2
TASC Prep-Science Part 1
TASC Prep-Science Part 2
TASC Prep-Social Studies Part 1
TASC Prep-Social Studies Part 2
TEAS Prep-Test of Essential Academic Skills: English
TEAS Prep-Test of Essential Academic Skills: Math
TEAS Prep-Test of Essential Academic Skills: Reading
TEAS Prep-Test of Essential Academic Skills: Science
Walking Fitness (9-12)
Web Design
Web Technologies
World Literature
World Religions: Exploring Diversity

CTE Courses:
Accounting [Virginia Accounting]
Construction Technology (Principles of Architecture and Construction)
VA Computer Applications A/B (36 Weeks)
VA Computer Information Systems A/B (36 Weeks)

Edison Learning, 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 10 [World Literature II]
English Grade 11 [American Literature]
English Grade 12 [British Literature]
English Grade 9 [World Literature I]
Geometry [Geometry]
World Geography [World Geography]
World History 1500-Present [World History II]

Non-SOL Elective Courses
Anatomy and Physiology
Astronomy
Biotechnology
Calculus
Computer Engineering
Electrical Engineering
Environmental Science
Epidemiology
Fitness

Forensics
General Math
Genetics
Health
HTML
Internet Safety
Intro to Office Applications
Introduction to Technological Sciences
JAVA
Life Science
Life Skills
Macroeconomics
Mechanical Engineering
Microeconomics
MS Art History and Appreciation
MS Health and Fitness
MS Music Theory and Appreciation
MS Problem Solving
Music Theory
Natural Disasters
Physical Science
Pre-Algebra
Pre-Calculus
Psychology
Science of Computing
Sociology
Sports Science
Statistics
Superstars of Science
Trigonometry

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

Approved SOL Courses
Virginia SOL Course [Provider Course Title]
Algebra I
Algebra II
Biology [Biology/Biology Honors]
Chemistry [Chemistry/Chemistry Honors]
Chinese I [Chinese I Grades 9-12]
Chinese II [Chinese II Grades 9-12]
Earth Science [Earth Space Science]
English Grade 6 [Middle School Language Arts 1]
English Grade 10 [English II]
English Grade 11 [English III]
English Grade 12 [English IV]
English Grade 9 [English I]
French I
French II
Geometry [Geometry/Geometry Honors]
Health Grade 9 [Health and PE Grade 9]
Math 6 [Middle School Mathematics I]
Math 7 [Middle School Mathematics I]
Physics [Physics/Physics Honors]

Science Grade 6 [Comprehensive MS Science I]
Spanish I [Spanish I Grades 9-12]
US & World Government [American Government/American Government Honors]
US & World History [American History/American History Honors]
Virginia and US History [US History]
World History and Geography 1500 to Present [World History]

Non-SOL Elective Courses
(MJ=Middle School; LRC=Learning Recovery Course)
Advance Algebra w/Financial Application
AP Art History
AP Biology
AP Calculus AB
AP Calculus BC
AP Computer Science A
AP English Comp
AP English Language and Composition
AP English Lit
AP English Literature and Composition
AP Environmental Science
AP Macroeconomics
AP Microeconomics
AP Psychology
AP Statistics
AP United States Government and Politics
(MJ=Middle School; LRC=Learning Recovery Course)
Algebra I (LRC)
Algebra II (LRC)
Algebra Readiness
American Government (LRC)
American History (LRC)
Biology (LRC)
Calculus
Chemistry (LRC)
Chinese I
Chinese II
Chinese III
Computer Programming I
Computing for College and Careers
Critical Thinking 6/7
Earth Space Science
Earth Space Science (LRC)
Economics with Financial Literacy
Economics (LRC)
English I (LRC)
English II (LRC)
English III (LRC)
English IV (LRC)
Fitness Grade 6
Fitness Lifestyle Design
Forensic Science
Geometry (LRC)
Global Studies
HOPE
Journalism
Law Studies

Leadership Skills Development
Liberal Arts Mathematics
Life Management Skills
Marine Science
Middle School Career Research and Decision Making
MJ Language Arts 2
MJ Language Arts 3
Middle School Business Keyboarding
Middle School Comprehensive Science I
Middle School Civics]
Middle School Spanish I
Middle School U.S. History
MJ Comprehensive PE Grades 6/7
MJ Comprehensive PE Grades 7/8
MJ Comprehensive Science 2
MJ Comprehensive Science 3
MJ Critical Thinking- Problem Solving- Learning Strategies
MJ Fitness Grade 6
MJ Keyboarding
MJ Mathematics 1 (LRC)
MJ Mathematics 2 (LRC)
MJ Mathematics 3 (LRC)
MJ Reading 1
MJ Spanish 1
MJ Spanish 2
MJ Spanish 2 v9
MJ U.S. History
Personal Fitness- Adaptive IEP or 504 Plan
Personal Fitness
Physical Science (LRC)
Physics (LRC)
Pre-Calculus
Psychology I
Reading 6/7/8
Reading for College Success
Social Media I
Thinking and Learning Strategies
Web Design I
World History (LRC)

Founders Education
1105 Taylorsville Road
Washington Crossing, Pennsylvania 18977

Approved SOL Courses
Algebra I
Algebra II
Algebra II and Trigonometry
Biology
Chemistry
Earth Science
Geometry
Language Arts 9
Language Arts 10
Language Arts 11
Language Arts 12

Physics
Trigonometry
Virginia and US Government
Virginia and US History
World History and Geography to 1500
World History and Geography 1500 - Present

CTE Courses:
Economics and Personal Finance

Fuel Education
2300 Corporate Park Drive
Herndon, Virginia 20171

(Approved Fuel Education Courses)
Art Appreciation
Language Arts 6
Language Arts 7
Language Arts 8
Math 6
Math 7
Math 8
Physical Education

(Approved K12 Courses)
6-8 General Music [Music Appreciation 6-8]
9-12 General Music [Music Appreciation 9-12]
Algebra I
Algebra II
Biology [202 Biology]
Chemistry [302 Chemistry]
Chemistry Credit Recovery
Chinese I - Semester 1 [Competency Middle School Chinese 1]
Chinese I - Semester 2 [Competency Middle School Chinese 2]
Chinese I [High School Competency Chinese I]
Chinese II [High School Competency Chinese II]
Chinese I [Fluency High School Chinese I]
Chinese II [Fluency High School Chinese II]
Civics and Economics [Intermediate Civics and Economics]
Earth Science [112 Earth Science]
Earth Science [SCI06 MS Earth Science]
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 [English Grade 6]
English Grade 7 [English Grade 7]
English Grade 8 [English Grade 8]
English Grade 9 [English I]
English I Credit Recovery Grade 9
English Grade 9 [102 Literary Analysis and Composition I]
English Grade 10 [English II]
English Grade 10 [202 Literary Analysis and Composition II]
English Grade 11 [English III]

English Grade 11 [302 American Literature]
English Grade 12 [English IV]
English Kindergarten [Language Arts K]
French I - Semester 1 [Competency Middle School French 1]
French I - Semester 2 [Competency Middle School French 2]
French I [High School Competency French I]
French I [Fluency High School French I]
French II [High School Competency French II]
French II [Fluency High School French II]
French III [High School Competency French III]
Geometry
German I - Semester 1 [Middle School Competency German 1]
German I - Semester 2 [Middle School Competency German 2]
German I [High School Competency German I]
German II [High School Competency German II]
Health Grade 3
Health Grade 4
Health Grade 5
Health Grade 6
Health Grade 7
Health Grade 8
Health Grade 9 [Skills for Health]
History Grade 1 [History 1]
History Grade 2 [History 2]
History Grade 3 [History 3]
History Grade 4 [History Virginia Studies]
History Kindergarten [History K]
Latin I - Semester 1 [Competency Middle School Latin 1]
Latin I - Semester 2 [Competency Middle School Latin 2]
Latin I [High School Competency Latin I]
Latin II [High School Competency Latin II]
Life Science [SCI07 MS Life Science]
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[Fundamentals of Geometry and Algebra]
Mathematics Grade 7 [Pre-Algebra]
Mathematics Grade 8 [Algebra]
Music Grade K [Spotlight on Music 0K]
Music Grade 1 [Spotlight on Music 01]
Music Grade 2 [Spotlight on Music 02]
Music Grade 3 [Spotlight on Music 03]
Music Grade 4 [Spotlight on Music 04]
Music Grade 5 [Spotlight on Music 05]
Physical Education 6
Physical Education 7
Physical Education 8 [Physical Education OTH08]
Physical Science [SCI08 MS Physical Science]
Physical Science Credit Recovery
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 - Semester 1 [Competency Middle School Spanish 1]
Spanish I - Semester 2 [Competency Middle School Spanish 2]
Spanish I [High School Competency Spanish I]
Spanish I [Fluency High School Spanish I]
Spanish II [High School Competency Spanish II]
Spanish II [Fluency High School Spanish II]
Spanish III [High School Competency 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 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]
Visual Arts Kindergarten [Art K]
World Geography [213 Geography and World Cultures]
World History to 1500 [102 World History (WH I)]
World History 1500-Present [103 World History (WHII)]

(Approved Aventa Courses)
Algebra I [Virginia Algebra I]
Algebra I [Virginia Algebra I - CR]
Algebra I [Virginia Algebra I - FN]
French I
French II
French IV
Geometry
German III
Health - Grade 6
Japanese I
Japanese II
Latin I
Latin II
Physical Education - Grade 6
Physical Education - Grade 8
Spanish I
Spanish I CR
Spanish II
Spanish III
Spanish IV
Trigonometry
World History I [World History I(CR)]

Non-SOL Elective Courses
(Approved Fuel Education Courses)
AP Art History
AP Biology
AP Calculus AB

AP Calculus BC
AP Computer Science
AP English Language
AP English Literature
AP European History
AP French Language
AP Macroeconomics (CTE Course)
AP Microeconomics (CTE Course)
AP Psychology
AP Spanish Language
AP Statistics
AP US Government
AP World History

(Approved K12 Courses)
AP Biology
AP Calculus
AP French
AP Spanish
AP World History
Environmental Science
Forensic Science
Public Speaking
(Approved Aventa Courses)
AP Art History
AP English
AP English Literature
AP French
AP Psychology
AP Spanish
AP Statistics
AP U.S. Government
AP U.S. History
Anthropology
Archaeology
Contemporary World Issues
Creative Writing
Criminology
Environmental Science - Semester 1
Environmental Science - Semester 2
Forensic Science
Game Design
Journalism
Pre-Calculus
Psychology
Public Speaking
Social Problems
Social Problems 2
Sociology
Sociology A
Sociology 1
Sociology 2

Glynlyon OdysseyWare
300 North McKemey Avenue
Chandler, Arizona 85226

Approved SOL Courses
Algebra I
Chemistry
Earth Science
English Grade 7
English Grade 8
English Grade 9
English Grade 10
English Grade 11
English Grade 12
Geometry
Mathematics Grade 7
Mathematics Grade 8
Trigonometry
World Geography

K12 Inc.
2300 Corporate Park
Herndon, Virginia 20171

Approved SOL Courses
Virginia SOL Course [Provider Course Title]
(Approved K12 Courses)
6-8 General Music [Music Appreciation 6-8]
9-12 General Music [Music Appreciation 9-12]
Algebra I
Algebra II
Biology [202 Biology]
Chemistry [302 Chemistry]
Chinese I
Chinese II
Civics and Economics [Intermediate Civics and Economics]
Earth Science [112 Earth Science]
Earth Science [SCI06 Earth Science]
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 [English Grade 6]
English Grade 7 [English Grade 7]
English Grade 8 [English Grade 8]
English Grade 9 [English I]
English Grade 9 [102 Literary Analysis and Composition I]
English Grade 10 [English II]
English Grade 10 [202 Literary Analysis and Composition II]
English Grade 11 [English III]
English Grade 11 [302 American Literature]
English Grade 12 [English IV]
English Kindergarten [Language Arts K]
French I
Geometry
German I [VA German I]
German II [VA German II]
Health Grade K [Physical Education (K-2)]

Health Grade 1 [Physical Education (K-2)]
Health Grade 2 [Physical Education (K-2)]
Health Grade 3 [Health 3]
Health Grade 4 [Health 4]
Health Grade 5 [Health 5]
Health Grade 6 [Health 6]
Health Education Grade 7 [Health 8]
Health Grade 8 [Health Grade 8]
History Grade 1 [History 1]
History Grade 2 [History 2]
History Grade 3 [History 3]
History Grade 4 [History Virginia Studies]
History Kindergarten [History K]
Latin I [VA Latin I]
Latin II [VA Latin II]
Life Science [SCI07 Life Science]
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]
Mathematics Grade 6 [Fundamentals of Geometry and Algebra]
Mathematics Grade 7 [Pre-Algebra]
Mathematics Grade 8 [Algebra]
Mathematics Kindergarten [Math K]
Music Grade K [Spotlight on Music 0K]
Music Grade 1 [Spotlight on Music 01]
Music Grade 2 [Spotlight on Music 02]
Music Grade 3 [Spotlight on Music 03]
Music Grade 4 [Spotlight on Music 04]
Music Grade 5 [Spotlight on Music 05]
Physical Education Grade K [Physical Education (K-2)]
Physical Education Grade 1 [Physical Education (K-2)]
Physical Education Grade 2 [Physical Education (K-2)]
Physical Education Grade 3 [PE 3]
Physical Education Grade 4 [PE 4]
Physical Education Grade 5 [PE 5]
Physical Education Grade 6 [PE 6]
Physical Education Grade 7 [PE 7]
Physical Education Grade 8[Physical Education OTH08]
Physical Science [SCI08 Physical Science]
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 B]
U.S. History to 1865 [American History A]

Virginia & US Government [403 US Government]
Virginia & US History [303 US 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 [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]
Visual Arts Kindergarten [Art K]
World Geography [213 Geography and World Cultures]
World History to 1500 [102 World History (WH I)]
World History 1500-Present [103 World History (WHII)]

(Approved Aventa Courses)
Algebra I [Virginia Algebra I]
Algebra I [Virginia Algebra I - CR]
Algebra I [Virginia Algebra I - FN]
French I
French II
French III
Geometry
German III
Health - Grade 6
Japanese I
Japanese II
Latin I
Latin II
Physical Education - Grade 6
Physical Education - Grade 8
Spanish I
Spanish I CR
Spanish II
Spanish III
Spanish IV
Trigonometry
World History I [World History I(CR)]

(Approved Fuel Education Courses)
Language Arts 6
Language Arts 7
Language Arts 8
Math 6
Math 7
Math 8
Physical Education

Non-SOL Elective Courses
(Approved K12 Courses)
AP Biology
AP Calculus
AP French
AP Spanish
AP World History
Environmental Science

Forensic Science
Public Speaking

(Approved Aventa Courses)
AP Art History
AP English
AP English Literature
AP French
AP Psychology
AP Spanish
AP Statistics
AP U.S. Government
AP U.S. History
Anthropology
Archaeology
Art Appreciation
Contemporary World Issues
Creative Writing
Criminology
Environmental Science - Semester 1
Environmental Science - Semester 2
Forensic Science
Game Design
Journalism
Pre-Calculus
Psychology
Public Speaking
Social Problems
Social Problems 2
Sociology
Sociology A
Sociology 1
Sociology 2

(Approved Fuel Education Courses)
AP Art History
AP Biology
AP Calculus AB
AP Calculus BC
AP Computer Science
AP English Language
AP English Literature
AP European History
AP French Language
AP Macroeconomics
AP Microeconomics
AP Psychology
AP Spanish Language
AP Statistics
AP US Government
AP World History
Art Appreciation

Longwood University Extended

Ruffner 140
201 High Street
Farmville, Virginia 23909

No approved courses at this time

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

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

Proximity Learning, Inc. [formerly known as Proximity Learning, Inc. (myLanguage360)]
900 South Capital of Texas Highway, Suite 350
Austin, Texas 78746

Approved SOL Courses
American Sign Language I
American Sign Language II
Chinese I
Chinese II

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

Non-SOL Elective Courses

101 Ways to Write a Short Story
AP Art History
AP Biology
AP Calculus AB
AP Calculus BC
AP Chemistry
AP Computer Science A
AP Economics
AP Eng. Lang. & Comp.
AP Eng. Lit. & Comp.
AP Environmental Sci.
AP European Hist.
AP French Language and Culture
AP Government & Politics: U.S.
AP Human Geography
AP Music Theory
AP Physics 1
AP Physics C
AP Psychology
AP Spanish Language and Culture
AP Statistics
AP US History
AP World History
Academic Writing
Am. Popular Music

Anatomy & Physiology
Animal Behavior & Zoology
Art History
Art History: Art of the Caribbean Islands
Astronomy Principles
Biochemistry
Bioethics
Biotechnology
Business & Personal Law
CAD
Differential Calculus
Climate Change
Computational Sci. & Eng. Using Java
Computer Animation with Scratch
Computer Science
Constitutional Law
Creating Art Hist.
Creating Effective PowerPoint Presentations
Creative Writing
Criminology
Democracy in the U.S.
Eastern & Western Thought
Economics
Employability Skills
Engineering for Sustainable Energy
Engineering Principles
Entrepreneurship
Environmental Science
Environmental Science Honors
Epidemics
Essay Writing
Evolution & Nature of Science
Fantasy & Science Fiction Short Stories
Film & Literature
Folklore & Literature of Myth, Magic, and Ritual
Forensic Sci.
French Language and Culture
Genes & Disease
Geometry
German Language and Culture
Ghoulies, Ghosties, and Long-Legged Beasties
Glory of Ancient Rome
U.S. Government
Hist. of Photography
Holocaust
Horror Writers
Human Body
International Business
Investing in the Stock Market
Italian Language and Culture
Journalism/Digital Age
Kindergarten Apprentice Teacher
Latin 1
Latin 2
Literacy Skills/21st Century
Literature of the World

Mandarin Chinese Language and Culture
Marketing & the Internet
Math and Modern Logic
Math You Can Use In College and Careers
Meteorology
Modern Middle East
MS Business Found.
MS Civics
MS Engineering
MS Pre-Algebra
MS The Teenage Brain
MS World War II Through the Eyes of Dr. Seuss
Music Listening & Critique
Music: Fund. of Composition
Mythology
Now What Will You Do?
Nuclear Physics: Science, Technology & Society
Number Theory
Oceanography
Parenting /21st Century
Peacemaking
Pearl Harbor and the Pacific Theater
Personal Finance
Perspectives in Health
Philosophy I
Physics
Poetry Reading & Writing
Poetry Writing
Portuguese I
Practical Law
Preparing for College
Preveterinary Medicine
Programming in Visual Basic
Psych. I
Psych. of Crime
Psychology Honors
Russian Lang. & Culture
Screenwriting Fund.
Shakespeare in Films
Sociology
Spanish Culture & 20th Century Hispanic Lit.
Sports & Society
Statistics
To Kill a Mockingbird
Twentieth Century Women Authors
U.S. Foreign Policy
Video Game Design Using Game Maker
Web Design
Who Do I Want to Be When I Grow Up?
World Conflict, United Nations Intro
World Religions
Young Adult 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]
French I [French I]
French II [French II]
Geometry [Geometry A]
Health Grade 9 [Health Grade 9]
Health Grade 10 [Health Grade 10]
Mathematical Analysis [Mathematical Analysis]
Physical Education Grade 9
Physical Education Grade 10
Physical Education Grade 11
Physical Education Grade 12
Physics [Physics]
Spanish I [Spanish I]
Spanish II [Spanish II]
Spanish III [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 to 1500 [World History I]
World History 1500-Present [World History II]

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

Appendix I: Virtual Virginia Brief

Background

Virtual Virginia (VVa), a program of the Virginia Department of Education, offered seventy-two online Advanced Placement (AP®), World Language, core academic, and elective courses to students across the Commonwealth in the 2016-2017 academic year. Virtual Virginia is committed to providing high-quality, rigorous course content with the flexibility to meet schools' and students' varied schedules. The Virtual Virginia program strives to provide instruction that meets the individual needs of students.

Virtual Virginia works with Virginia public schools to provide student 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, media, student presentations and projects, case studies, simulations, virtual lab assignments, models, interactive assignments, 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 overall course completion rate for 2016-2017 was eighty-six percent.

Virtual Virginia teachers are highly qualified and hold Virginia licenses in their content area. In 2016-2017, Virtual Virginia employed fifty-five full-time and adjunct highly qualified and licensed Virginia teachers. Although teachers' loads vary by course, the 2016-2017 average student to full-time teacher ratio was 107:1 and the average student to adjunct teacher ratio was 55:1.

Public school students enroll in Virtual Virginia courses via their local school counselors beginning in April each year; each school may enroll fifteen students per course on a first come, first served basis. Schools must provide an adult mentor, the required textbooks, and technology resources. Standardized assessments are proctored by public school instructional staff. The local schools award letter grades and graduation credit for the courses taken.

The Virtual Virginia instructor provides appropriate services to all students, including those with documented disabilities. Local school counselors identify qualified students with disabilities who need appropriate adjustments by indicating the student had either an IEP or 504 plan during the registration process. The school counselor and local adult mentor develop a plan for services to be offered and share the accommodations needed for the students' success in the course with the Virtual Virginia instructor.

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 and elective 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 85,000 students since its inception in 2002. During the 2016-2017 academic year, there were 13,332 students enrolled. This includes 7,240 students enrolled in the Economics and Personal Finance course.

During the 2017 summer session, 853 students enrolled in 36 Summer Session courses. The following courses were offered in Summer Session 2017:

ALGEBRA I	ECONOMICS AND PERSONAL FINANCE	PHYSICS I
ALGEBRA II	ENGLISH 9	PRE-CALCULUS & MATH ANALYSIS
ALGEBRA FUNCTIONS AND DATA ANALYSIS	ENGLISH 10	PSYCHOLOGY
BIOLOGY I	ENGLISH 11	SPANISH I
BIOLOGY II – ECOLOGY	ENGLISH 12	SPANISH II
CHEMISTRY I	FRENCH I	SPANISH III
CHEMISTRY II – ADVANCED CHEMISTRY	FRENCH II	VA & US GOVERNMENT
CREATIVE WRITING	FRENCH III	VA & US HISTROY
EARTH SCIENCE I	GEOMETRY	WORLD HISTORY & GEOGRAPHY TO 1500AD
EARTH SCIENCE II – ASTRONOMY	HEALTH & PE 9	WORLD HISTORY & GEOGRAPHY 1500AD TO PRESENT
EARTH SCIENCE II – OCEANOGRAPHY	HEALTH & PE 10	WORLD GEOGRAPHY
ECONOMICS	INTRODUCTION TO GAME DESIGN	WORLD MYTHOLOGY

In 2016-2017, Virtual Virginia was represented in all eight Superintendent's Regions and had enrollments in ninety-four percent of Virginia school divisions. Public school students comprise ninety-nine percent of the students served by the Virtual Virginia program.

Full-Time Pilot

During the 2015-2016 academic year, Virtual Virginia began a full-time high school pilot program based on the current program model. For the first time, students were able to complete the requirements for a standard or advanced diploma fully online. Virtual Virginia added thirteen new core courses to the curriculum. The pilot was open to a maximum of 100 students; fifty-eight students completed the pilot. Students registered via local public schools.

The full-time pilot is open to 200 students for the 2016-2017 school year. As of late August 2016, 172 were enrolled. Eighty-five students completed the pilot with full-time status.

The full-time pilot is open to 200 students for the 2017-2018 school year. As of September 2017, 121 were enrolled.

Math Outreach Pilot

Beginning in the fall of 2015, Virtual Virginia began a Math Outreach pilot program designed to support schools without highly qualified Algebra I teachers. This program provided interactive online instruction for Virginia public school students enrolled in Algebra I, and provided a collection of resources, including recorded videos and suggested classroom activities, for Virginia teachers. Sixteen localities across the Commonwealth participated in the pilot program.

The program was expanded for the 2017-2018 school year to now offer Algebra I, Geometry, Algebra II, Earth Science I, and Biology. As of late September 2017, the program had 154 Virginia public school teacher enrollments.

Department of Education Student Survey Data

In the spring of 2017, the Department conducted a survey of current Virtual Virginia students. A total of 1,643 students responded to the survey. Survey participants included both supplemental (part-time) and full-time Virtual Virginia students. A high-level summary of the data is listed below.

- Eighty-eight percent (88%) of students agreed or strongly agreed that they were prepared for the responsibility and self-direction that online courses require.

- Ninety-seven percent (97%) of students agreed or strongly agreed that they had the reading skills to be successful in the course.

- Ninety-three percent (93%) of students agreed or strongly agreed that they were comfortable using the online tools and software for the course.

- Eighty-four percent (84%) of students agreed or strongly agreed that they had the time management skills to be successful in the online course.

- Eighty-three percent (893%) of students agreed or strongly agreed that they would feel

comfortable taking another online course.

- Sixty-six percent (66%) of students agreed or strongly agreed that the online course was more challenging than similar face-to-face courses.

- Eighty-six percent (86%) of students agreed or strongly agreed that they were able to receive help with the online course if they needed it.

Enrollment by Division

Division	Enrollment	Division	Enrollment	Division	Enrollment
ACCOMACK	235	FREDERICK	176	PATRICK	101
ALBEMARLE	67	FREDERICKSBURG	19	PETERSBURG	312
ALLEGHANY	228	GALAX	26	PITTSYLVANIA	245
AMELIA	151	GILES	28	POQUOSON	117
AMHERST	31	GLOUCESTER	436	PORTSMOUTH	101
APPOMATTOX	38	GOOCHLAND	15	POWHATAN	47
ARLINGTON	182	GREENE	289	PRINCE EDWARD	8
AUGUSTA	159	GREENSVILLE	7	PRINCE GEORGE	496
BATH	81	HALIFAX	2	PRINCE WILLIAM	477
BEDFORD COUNTY	109	HAMPTON	251	PULASKI	62
BLAND	4	HANOVER	36	RADFORD	198
BOTETOURT	285	HARRISONBURG	33	RAPPAHANNOCK	175
BRISTOL	63	HENRICO	214	RICHMOND CITY	14
BRUNSWICK	174	HENRY	496	RICHMOND COUNTY	69
BUCHANAN	57	HIGHLAND	26	ROANOKE CITY	26
BUCKINGHAM	10	HOPEWELL	7	ROANOKE COUNTY	111
BUENA VISTA	19	ISLE OF WIGHT	306	ROCKBRIDGE	17
CAMPBELL	681	KING AND QUEEN	3	ROCKINGHAM	44
CAROLINE	42	KING GEORGE	39	RUSSELL	23
CARROLL	26	KING WILLIAM	29	SALEM	305
CHARLOTTE	141	LANCASTER	45	SCOTT	5
CHARLOTTESVILLE	19	LEE	1	SHENANDOAH	572
CHESAPEAKE	309	LOUDOUN	152	SMYTH	104
CHESTERFIELD	112	LOUISA	17	SOUTHAMPTON	90
CLARKE	185	LUNENBURG	13	SPOTSYLVANIA	141
COLONIAL BEACH	46	LYNCHBURG	42	STAFFORD	312
COLONIAL HEIGHTS	106	MADISON	39	STAUNTON	42
COVINGTON	18	MANASSAS PARK	37	SUFFOLK	97
CRAIG	68	MARTINSVILLE	185	SURRY	1
CULPEPER	169	MATHEWS	134	SUSSEX	23
DANVILLE	45	MIDDLESEX	79	TAZEWELL	246
DICKENSON	9	MONTGOMERY	894	VIRGINIA BEACH	1010
DINWIDDIE	15	NELSON	219	WARREN	22
ESSEX	19	NEW KENT	19	WASHINGTON	122

Division	Enrollment	Division	Enrollment	Division	Enrollment
FAIRFAX COUNTY	35	NEWPORT NEWS	78	WAYNESBORO	35
FALLS CHURCH	10	NORFOLK	54	WEST POINT	5
FAUQUIER	53	NORTHAMPTON	158	WESTMORELAND	71
FLOYD	260	NORTHUMBERLAND	5	WILLIAMSBURG	165
FLUVANNA	92	NOTTOWAY	211	WINCHESTER	13
FRANKLIN CITY	98	ORANGE	50	WISE	116
FRANKLIN COUNTY	547	PAGE	333	YORK	285