2021 Annual Report on the Condition and Needs of Public Schools in Virginia

Presented to the Governor and General Assembly

December 1, 2021

VIRGINIA BOARD OF EDUCATION

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EXECUTIVE SUMMARY

The Virginia Board of Education reaffirms the priorities and goals outlined in its comprehensive plan, adopted November 2017. The priorities outlined in the comprehensive plan are to:
- Provide high-quality, effective learning environments for all students;
- 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;
- 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.*

As outlined in this report, the past 18 months have been extraordinary for public education in Virginia due to the COVID-19 pandemic and its ongoing effects, which have placed huge demands on our schools, students, and parents. Prior to the pandemic, Virginia's public schools consistently ranked among the best in the nation and overall had positive results for K-12 student achievement. These positive accolades for Virginia's public schools affirmed the hard work of educators, students and families. However, the pandemic has presented numerous challenges for public education, many of them exacerbating previously existing concerns. New challenges include offering remote and/or hybrid education as needed; the lack of qualified personnel to teach remotely; declines in enrollment; increased pressure on parents as they faced the reality of educating their children at home; and heightened tensions related to each of these realities between and among some parents and educators and education leaders. Exacerbated challenges include teacher shortages and continued achievement and opportunity gaps especially for students from disadvantaged backgrounds. The challenges and uncertainty facing local school divisions likely will continue long after the pandemic ends.

The Board presents the following conclusions of Virginia's public education system:
- Data shows that the extended school closures due to the pandemic have caused unfinished learning across the state, including the Commonwealth's youngest learners.
- Local school divisions rely on stable funding streams in order to make long-term plans. A drop in student enrollment does not necessarily equate to a short-term drop in expenses. Because public education funds are largely allocated on a per-pupil basis, the reduction in funding based upon current formulas does not reflect the economic realities faced by local school divisions. The General Assembly should continue to hold local school divisions harmless for enrollment losses due to the COVID-19 pandemic.
- Enrollment in publicly supported early childhood care and education programs has been deeply impacted by the pandemic. Drops in enrollment led to staffing challenges and will likely impact school readiness in future years.
- Virginia's teacher shortage predated the pandemic but is likely to be severely exacerbated by it for years to come. Trends in teacher retention during the pandemic are still largely anecdotal but preliminary indications are that teacher shortages have intensified. Local

school divisions are also experiencing challenges in other staffing areas such as bus drivers and cafeteria workers. Early childhood programs are plagued with similar challenges. The disparity between child care wages and cost of living results in significant turnover of staff in early childhood classrooms and creates disruptions in learning that are impossible to ignore.

- Since the school closures began, young people's levels of concern about the present and future have increased, and overall health and wellbeing have suffered.[1] The pandemic has highlighted the importance of mental health and the need to focus on social emotional learning.
- Despite the incredible efforts of local school divisions, the pandemic has underscored deep inequities as it relates to the digital divide due to lack of resources, connectivity, and teacher training to educate in virtual and hybrid settings.
- Despite progress by the legislature, Virginia schools continue to be underfunded. According to the Joint Legislative Audit and Review Commission's report *Virginia Compared to the Other States: 2021 Edition*, Virginia ranks 27th of 50 for state and local per-pupil funding for Pre K-12 education, and 40th of 50 for state per-pupil funding. State direct aid per-pupil has decreased 5.4%, adjusted for inflation.[2] If the Board's Standards of Quality prescriptions were funded, divisions on average would receive over $600 more per student.[3]

Pursuant to its authority under Article VIII, Section 2 of the *Constitution of Virginia*, the Board prescribed Standards of Quality for Virginia's school divisions on October 21, 2021. The prescribed SOQ seek to ensure that every child will be taught by an effective educator, highlighting the importance of teachers and building leadership in the education of our children. They provide for supports for less experienced teachers, underscore the importance of literacy by increasing the number of reading specialists in grades K-5, recognize the importance of building leadership by requiring a full-time principal in every school and a full-time assistant principal for every 400 students; and recognize our changing demographics by increasing the number of teachers for English Learners.

Among the prescriptions outlined later in this document is the Enhanced At-Risk Add-On Fund, which the Board identifies as a critical priority. This prescription addresses disparities in our state funding model for at-risk students and directs funds to serving those student populations that most benefit from additional, targeted support.

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[1] Margolius, M., Doyle Lynch, A., Pufall Jones, E. & Hynes, M. (2020). The State of Young People during COVID-19: Findings from a nationally representative survey of high school youth. Americas Promise Alliance. file:///C:/Users/neq66846/Downloads/YouthDuringCOVID_FINAL%20(1).pdf

[2] Mendes, Kathy & Stewart, Chad. "K-12 Funding Trends At-a-Glance: Data for Statewide and All 132 School Divisions." The Commonwealth Institute, 2021. https://thecommonwealthinstitute.org/wp-content/uploads/2021/06/Statewide-K-12-Virginia-Public-Schools.pdf

[3] Ibid.

2021 ANNUAL REPORT

Article VIII, Section 5 of the *Constitution of Virginia* requires the Virginia Board of Education to make annual reports to the Governor and the General Assembly concerning the condition and needs of public education in the Commonwealth and to identify any school divisions which have failed to establish and maintain schools meeting the prescribed standards of quality. It is consistent with this mandate that the Board submits this report outlining the condition and needs of public education in Virginia.

THE CONDITION AND NEEDS OF PUBLIC EDUCATION IN VIRGINIA

It is impossible to separate the current condition and needs of public education from the COVID-19 global pandemic and the significant challenges it has imposed over the past 18 months on Virginia's public schools, and on citizens across the country and Commonwealth. Prior to the pandemic, Virginia's public schools consistently ranked among the best in the nation with overwhelmingly positive results for student achievement. These positive accolades for Virginia's public schools affirmed the hard work of educators, students and parents. However, the pandemic has presented numerous challenges for public education, many of them exacerbating previously existing concerns. New challenges include offering remote and/or hybrid education as needed; the lack of qualified personnel to teach remotely; declines in enrollment; increased pressure on parents as they faced the reality of educating their children at home; and heightened tensions related to each of these realities between and among some parents, educators and education leaders. Challenges, which are exacerbated by the pandemic, include teacher shortages and continued achievement and opportunity gaps especially for students from disadvantaged backgrounds.
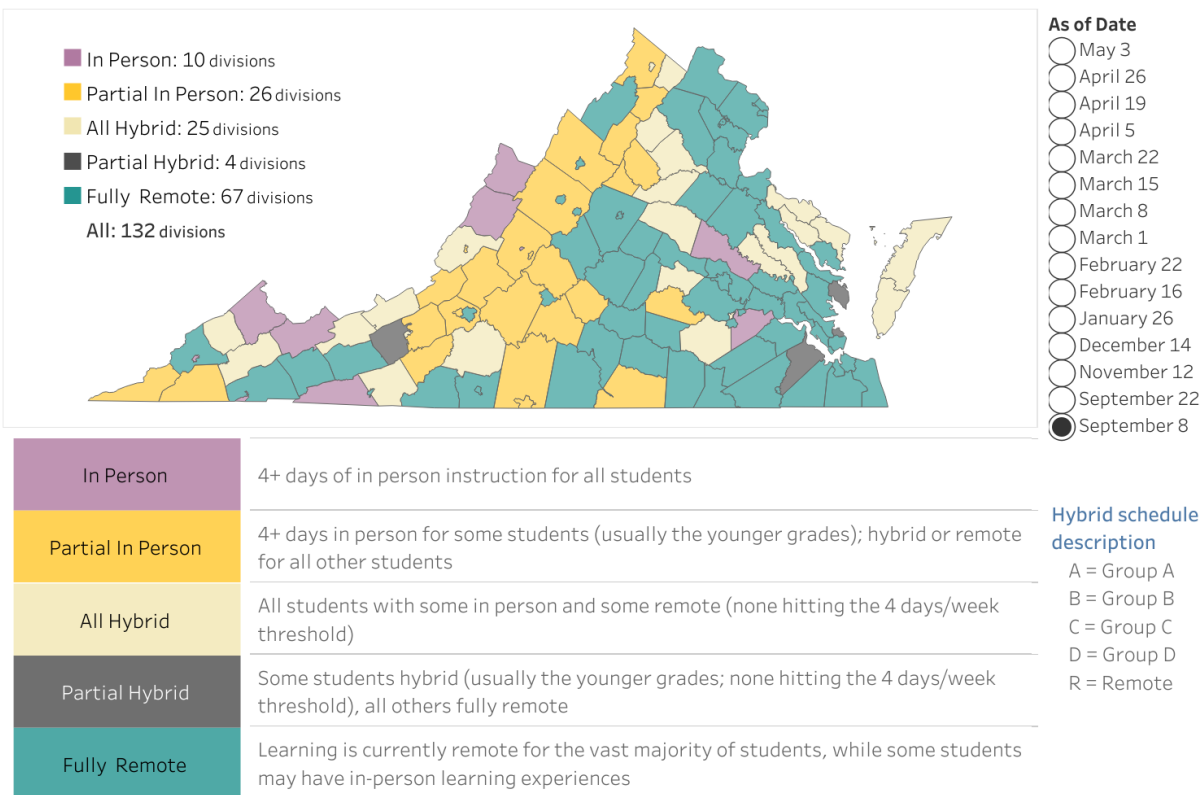
On March 13, 2020, Governor Northam closed schools for at least two weeks, and on March 23, 2020, pursuant to Executive Order 53, all the public K-12 schools in the Commonwealth ceased in-person classes for the remainder of the academic year in response to the COVID-19 global pandemic. Although the closures were originally anticipated to be short-term, for much of the 2020-2021 school year many of Virginia's children were educated in a fully-remote or hybrid environment, and a relatively small number of students were educated fully in-person.

The continued disruption to traditional learning resulted in the USED waiver of annual SOL assessments for the 2019-2020 school year, reduced participation in assessments for the 2020-2021 school year, and an accreditation waiver for the 2019-2020 and 2020-2021 school years. However, schools across the state made remarkable progress transitioning students back to in-person instruction by collaborating with local health departments and implementing mitigation strategies. By May 2021, 58 divisions offered full in-person instruction, 42 divisions offered partial in-person instruction, and 27 divisions offered hybrid instruction. For the 2021-2022

school year, Senate Bill 1303 requires each local school board to offer in-person instruction to each student enrolled in k-12 for at least the minimum number of required instructional hours and to each student enrolled in a public school-based early childhood care and education program.

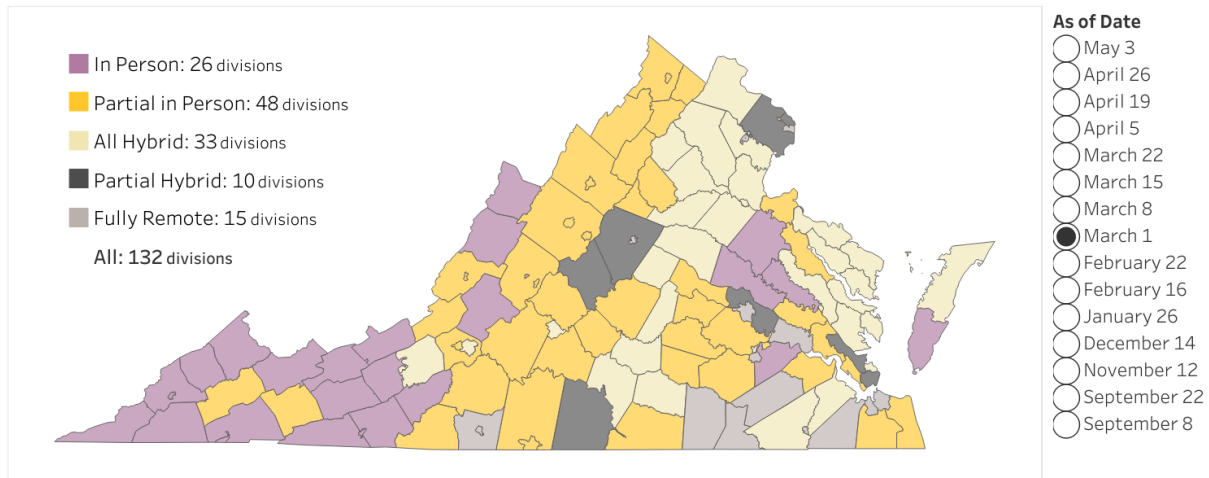**Operational Modality by Local School Division - September 8, 2020**

Virginia's Return to School Instructional Schedules School Year 2020-2021

In Person	4+ days of in person instruction for all students	
Partial In Person	4+ days in person for some students (usually the younger grades); hybrid or remote for all other students	
All Hybrid	All students with some in person and some remote (none hitting the 4 days/week threshold)	
Partial Hybrid	Some students hybrid (usually the younger grades; none hitting the 4 days/week threshold), all others fully remote	
Fully Remote	Learning is currently remote for the vast majority of students, while some students may have in-person learning experiences	

Legend:
- In Person: 10 divisions
- Partial In Person: 26 divisions
- All Hybrid: 25 divisions
- Partial Hybrid: 4 divisions
- Fully Remote: 67 divisions
- All: 132 divisions

As of Date:
May 3
April 26
April 19
April 5
March 22
March 15
March 8
March 1
February 22
February 16
January 26
December 14
November 12
September 22
September 8
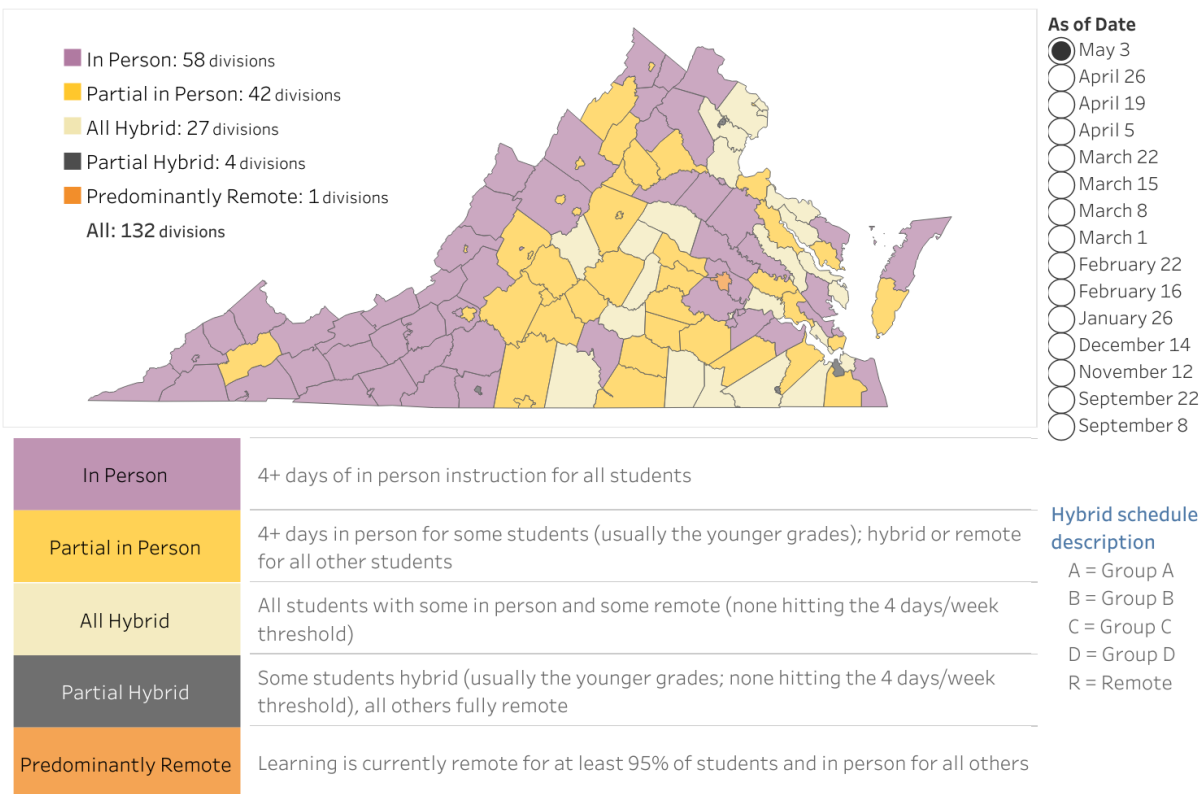
Hybrid schedule description
A = Group A
B = Group B
C = Group C
D = Group D
R = Remote

NOTE: All Virginia school divisions have offered students and families a fully-remote option to learn.

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Operational Modality by Local School Division – March 1, 2021

Virginia's Return to School Instructional Schedules School Year 2020-2021

■ In Person: 26 divisions	**As of Date**
■ Partial in Person: 48 divisions	○ May 3
■ All Hybrid: 33 divisions	○ April 26
■ Partial Hybrid: 10 divisions	○ April 19
■ Fully Remote: 15 divisions	○ April 5

As of Date
- ○ May 3
- ○ April 26
- ○ April 19
- ○ April 5
- ○ March 22
- ○ March 15
- ○ March 8
- ● March 1
- ○ February 22
- ○ February 16
- ○ January 26
- ○ December 14
- ○ November 12
- ○ September 22
- ○ September 8

Legend:
- In Person: 26 divisions
- Partial in Person: 48 divisions
- All Hybrid: 33 divisions
- Partial Hybrid: 10 divisions
- Fully Remote: 15 divisions
- All: 132 divisions

In Person	4+ days of in person instruction for all students
Partial in Person	4+ days in person for some students (usually the younger grades); hybrid or remote for all other students
All Hybrid	All students with some in person and some remote (none hitting the 4 days/week threshold)
Partial Hybrid	Some students hybrid (usually the younger grades; none hitting the 4 days/week threshold), all others fully remote
Fully Remote	Learning is currently remote for the majority of students AND the school division has a plan to return students in person prior to May 1, 2021

Hybrid schedule description
- A = Group A
- B = Group B
- C = Group C
- D = Group D
- R = Remote

NOTE: All Virginia school divisions have offered students and families a fully-remote option to learn.

Operational Modality by Local School Division - May 3, 2021

Virginia's Return to School Instructional Schedules School Year 2020-2021

Legend	As of Date
In Person: 58 divisions	⬤ May 3
Partial in Person: 42 divisions	○ April 26
All Hybrid: 27 divisions	○ April 19
Partial Hybrid: 4 divisions	○ April 5
Predominantly Remote: 1 divisions	○ March 22
All: 132 divisions	○ March 15

In Person	4+ days of in person instruction for all students
Partial in Person	4+ days in person for some students (usually the younger grades); hybrid or remote for all other students
All Hybrid	All students with some in person and some remote (none hitting the 4 days/week threshold)
Partial Hybrid	Some students hybrid (usually the younger grades; none hitting the 4 days/week threshold), all others fully remote
Predominantly Remote	Learning is currently remote for at least 95% of students and in person for all others

Hybrid schedule description
A = Group A
B = Group B
C = Group C
D = Group D
R = Remote

NOTE: All Virginia school divisions have offered students and families a fully-remote option to learn.

The Board thanks the Commonwealth's teachers, school leaders, local school board members, students and parents, and recognizes their tremendous efforts over the past 18 months. The pandemic has created unprecedented challenges for education that require creativity, compassion, patience and a steady hand. Our schools and families have demonstrated flexibility and resilience. The Board recognizes the stress this pandemic has exerted since its inception and the corresponding impact that it has had on school divisions across the Commonwealth. While there is much work to be done to support students in and out of the classroom, Virginia's

educators are poised to tackle these challenges head on. The Board appreciates their remarkable daily efforts to educate our young people.

Enrollment Impacts for Local School Divisions and Early Childhood Care and Education

The Board anticipates that many of the challenges and uncertainties experienced by local school divisions will continue long after the pandemic ends, especially concerning school funding. School divisions rely on stable funding streams in order to make long-term plans. A drop in student enrollment does not necessarily equate to a short-term drop in expenses. Because public education funds are largely allocated on a per-pupil basis, the reduction in funding based upon current formulas does not reflect the economic realities faced by our local school divisions. During the 2020-2021 school year, 38,150 fewer students were enrolled in Virginia public schools. The declines were sharper in lower grade levels, especially preK and kindergarten. For the 2021-2022 school year, enrollment numbers remained stable compared to the 2020-2021 school year but are still down when considering pre-pandemic enrollment. Thirty-three divisions gained more than 100 students, and 18 divisions lost more than 100 students. The long-term impact of enrollment loss is still not yet known. Fluctuation in funding, due to enrollment loss and other factors, will have a sizable impact on the state budget and local school division budgets. The General Assembly should continue to hold local school divisions harmless for enrollment losses due to the COVID-19 pandemic as they did in Fiscal Year '21 and Fiscal Year '22 in order to provide local divisions consistency for planning to avoid potential teacher and staff layoffs due to budget shortfalls, amplifying the staffing shortage divisions are already navigating.

2020-2021 Enrollment Trends
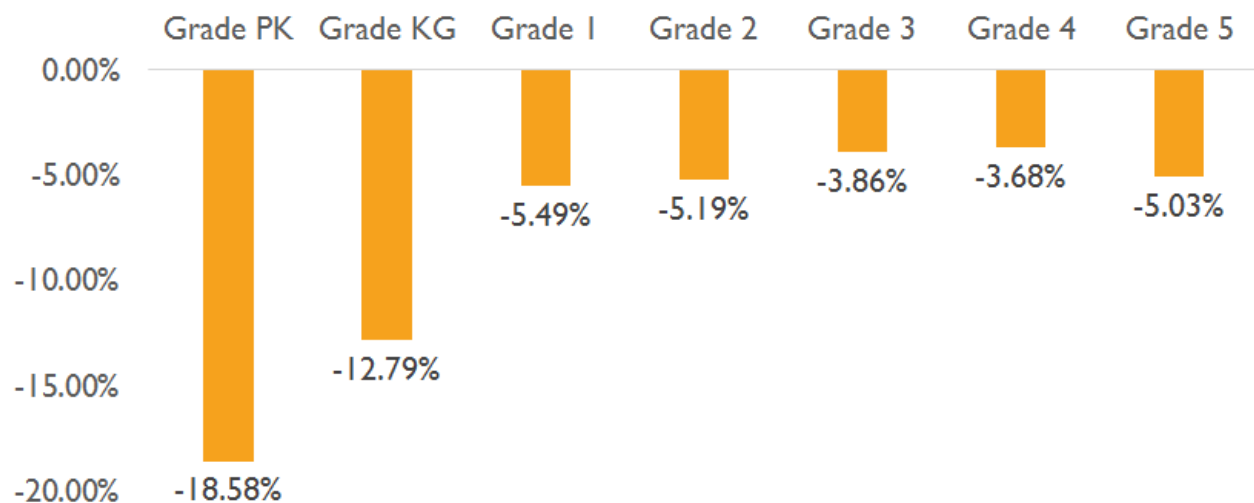
Over the past decade, the number and distribution of English Learner (EL) students has changed drastically. The number of EL students has increased from 64,256 in the 2009-2010 school year to 116,450 in the 2019-2020 school year, an increase of 81%. The overall student population increased by only approximately 5% during this time period. The percent of Virginia students who were ELs increased from 5.2% in the 2009-2010 school year, to 9% in the 2019-2020 school year. In 2009-2010, 27 school divisions had more than 5% EL students – that increased to 41 school divisions in 2019-2020. The Board's prescribed Standards of Quality outline differentiated distribution of teachers based on proficiency level of students to ensure EL students are receiving the individualized academic supports they need to succeed.

The pandemic has also deeply impacted the enrollment of publicly supported early childhood care and education programs. Enrollment drops led to staffing challenges and will likely impact school readiness in future years. Head Start enrollment was down 30% for the 2020-2021 school year. Enrollment numbers were down six percent for the Virginia Preschool Initiative, despite extending the enrollment period to January 2021. Overall preschool enrollment decreased by 18.58%. Participation in child care subsidy dropped to a low of ~14,500 children in January 2021, a drop of 43% from before the pandemic. While participation in these programs is expected to rebound, it is not yet known how long it will take or if there will be a long-term impact on children.

Staffing Challenges

Like much of the nation, Virginia continues to face a shortage of educators entering and remaining in Virginia's public schools. This shortage predated the pandemic but is likely to be severely exacerbated by it for years to come. This decline is correlated with low teacher salaries, and challenging working conditions. Trends in teacher retention during the pandemic are still largely anecdotal but preliminary indications are that teacher shortages have intensified. Local school divisions are also experiencing challenges in other staffing areas such as bus drivers and cafeteria workers. An *Education Week* analysis of local media reports highlights the acute and widespread effects of staffing shortages nationwide. Nationally, 40% of school division leaders and principals describe their current staff shortages as "severe" or "very severe," according to a survey conducted by the EdWeek Research Center.[4] Subpar wages and benefits, tough work environments and pandemic protocols, and contentious political disputes are among the factors described as contributing to this critical shortage.[5] Further, teachers and staff are being asked to take on additional responsibilities due to these vacancies and employees are taking more time off due to quarantine protocols or because they're sick.

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[4] Lieberman, Mark. *How Staff Shortages are Crushing Schools*. Education Week, October 15, 2021.
[5] Ibid.

Early childhood programs are plagued with similar challenges. Compensation for early educators working across publicly funded programs outside of public schools fail to provide a living wage. According to the 2020 Early Childhood Workforce Index, Virginia has the third largest gap between the median wage for child care educators and the living wage for a single adult with no children. The disparity between child care wages and cost of living results in significant turnover of staff in early childhood classrooms and creates disruptions in learning that are impossible to ignore.

During the 2020 General Assembly, House Bill 376 expanded vacancy data collection in school divisions to include licensed and unlicensed personnel. Data is typically collected annually in October and anticipated for release by winter 2021. Expanded exit survey data in 2021-2022 will provide insight into individuals leaving divisions and/or the profession. Anecdotally, large numbers of teachers are retiring which will likely lead to more challenges with teacher shortages this year and in the coming years.

The 2021 Special Session II of the General Assembly appropriated $11.5 million in federal pandemic relief funding to support recruitment efforts for school divisions to fill instructional positions between August 15, 2021, and November 15, 2021. The Recruitment Incentive for Public Education (RIPE) data collection is a snapshot of vacancies reported on August 15, 2021. Seventy-six divisions reported almost 5,000 vacancies. The most significant number of vacancies reported are in Special Education and Elementary Education, which was anticipated given that those are the top two categories in the critical shortage data collection every year. An eligible teacher will receive a $2,500 incentive award for filling a non-hard-to-staff position, or an incentive award of $5,000 for a hard-to-staff position as defined by the critical shortage list.

The 2020-2021 Ten Critical Shortage Teaching Endorsement Areas in Virginia are:
1. Special Education
2. Elementary Education PreK-6
3. Middle Education Grades 6-8
4. Mathematics Grades 6-12 (including Algebra 1)
5. Career and Technical Education
6. Science (Secondary)
7. Foreign Language PreK-12
8. English (Secondary)
9. Library Media PreK-12
10. History and Social Science (Secondary)

Another factor in recruitment and retention is the working conditions for teachers and staff. We've heard from educators and staff about the challenging work conditions they're facing due to a variety of factors. However, positive results from the 2021 administration of the Virginia

School Survey of Climate and Working Conditions—a point-in-time estimate of student, classroom instructor, and staff perceptions of school climate and working conditions—speak to the resiliency of students and educators during this difficult year.

More than 90% of classroom instructors and staff believed their school was a good place to work and learn. Important variation exists across gender and race/ethnicity when considering climate and work conditions. It should be noted that many teachers across the Commonwealth are also feeling the strain of the pandemic on their mental health. It is the hope of the Board that resources can be allocated to provide supports and services to educators experiencing mental health challenges.

While the Board does not offer specific recommendations, part of the discussion on staffing challenges, specifically for teachers, must focus on salaries. When compared to similarly educated professions across the country, Virginia teacher wages are less competitive, earning about 30% less than their peers in similarly educated professions.[6]

As expected, salary and earning potential play a role in career choice selection. As of 2019-2020, Virginia ranks 26th in average salary for K-12 public school teachers, and 26th in average salary for K-12 public school instructional staff.[7] According to the National Education Association's *Rankings of States 2020* report, the average teacher salary in Virginia is $57,665 while the national average is $64,133. Comparing teacher salaries to those of other college graduates, Virginia is 50th in the nation.[8]

Impact of Principal Leadership and Support for New Teachers

The impact of principal leadership and support on teacher retention and student achievement cannot be overstated. Principals are the leaders of school improvement, and teachers know the important role that they play inside the classroom and in developing school climate. Teachers often identify the quality of administrative support as more important to their decision to remain in the field than salaries.[9] Since attrition accounts for nearly 90% of demand for new teachers,

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[6] Baker, Farrie, Sciarra. (2018) *Is School Funding Fair? A National Report Card (Seventh Edition).* Newark, NJ: Education Law Center and Rutgers Graduate School of Education. http://www.edlawcenter.org/assets/files/pdfs/publications/Is_School_Funding_Fair_7th_Editi.pdf

[7] *Rankings of the States 2020 and Estimates of School Statistics 2021*, National Education Association, April 2021. https://www.nea.org/sites/default/files/2021-04/2019-2020%20Teacher%20Salary%20Benchmark%20Report.pdf.

[8] Wheelright, Trevor. *How Much are Teachers Paid In Your State?,* July 2021. https://www.business.org/hr/workforce-management/best-us-states-for-teachers/

[9] *Research Brief: The Role of Principals in Addressing Teacher Shortage* (February, 2017). Palo Alto, CA: Learning Policy Institute.

combating turnover is incredibly important.[10] For schools in challenging environments, typically high-poverty schools, teachers often rate their principals as less effective. Similarly, in the quartile of schools who serve the most students of color, teachers are twice as likely to report severe dissatisfaction with their principals compared to teachers in schools which serve the fewest students of color.[11] It's not surprising that principal quality would be more important in schools with large concentrations of poverty and minority students.

Research has shown that investments in instruction, especially quality teachers and school leaders, leverage the largest gains in student performance.[12] Up to 25% of the variance in test scores can be attributed to differences in teacher quality.[13] While experience doesn't necessarily equate to quality, successful teacher mentor programs can improve student achievement. Research indicates that being taught by a teacher in the top quartile of effectiveness for four consecutive years would eliminate achievement gaps between black and white students.[14] This is concerning as black students are nearly two times more likely to be assigned an ineffective teacher, and half as likely to be assigned to the most effective teacher.[15] These inequities are reflected within different schools in single school divisions and across school divisions.

Local school divisions are required to provide mentor teacher support programs for new teachers. The 2021 Virginia School Survey of Climate and Working Conditions survey asked classroom instructors in their first three years of teaching whether they received any of four different strategies to support new teachers. Respondents were most likely to acknowledge being formally assigned a mentor (87.8%), followed by having formal time to meet with a mentor (49.3%). Classroom instructors were least likely to endorse having a reduced workload (14.8%). There was little variation in types of supports reported in elementary, middle and high schools. Classroom instructors in suburban schools were more likely to endorse each of the new teacher supports than classroom instructors in city or town/rural schools.

[10] Sutcher, L., Darling-Hammond, L. and Carver-Thomas, D. (2016). *A Coming Crisis in Teaching? Teacher Supply, Demand, and Shortages in the U.S.* Palo Alto, CA: Learning Policy Institute

[11] *Research Brief: The Role of Principals in Addressing Teacher Shortage* (February, 2017). Palo Alto, CA: Learning Policy Institute.

[12] Darling-Hammond (2019) *Investing for Student Success: Lessons from State School Finance Reforms*. Palo Alto, CA: The Learning Policy Institute. https://learningpolicyinstitute.org/product/investing-student-success-school-finance-reforms-report

[13] Rockoff, J. E. (2004). The Impact of Individual Teachers on Student Achievement: Evidence from Panel Data. *American Economic Review*, 94(2), 247-252. Nye, B., Hedges, L. V., & Konstantopoulos, S. (2000). The effects of small classes on academic achievement: The results of the Tennessee Class Size Experiment. *American Educational Research Journal, 37*(1), 123-151.)

[14] Gordon, R., Kane, T. J., & Staiger, D. O. (2006). *Identifying effective teachers using performance on the job*. Hamilton project discussion paper. Washington, DC: Brookings Institution
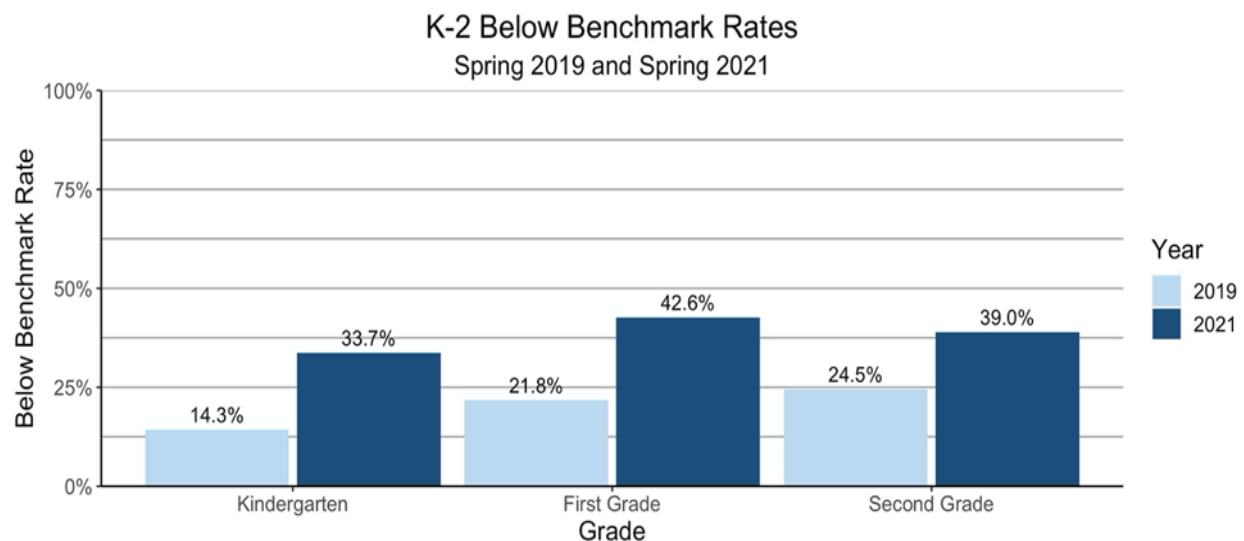
[15] Sanders, W. L., & Rivers, J. C. (1996). *Cumulative and residual effects of teachers on future student academic achievement.* University of Tennessee Value-Added Research and Assessment Center.
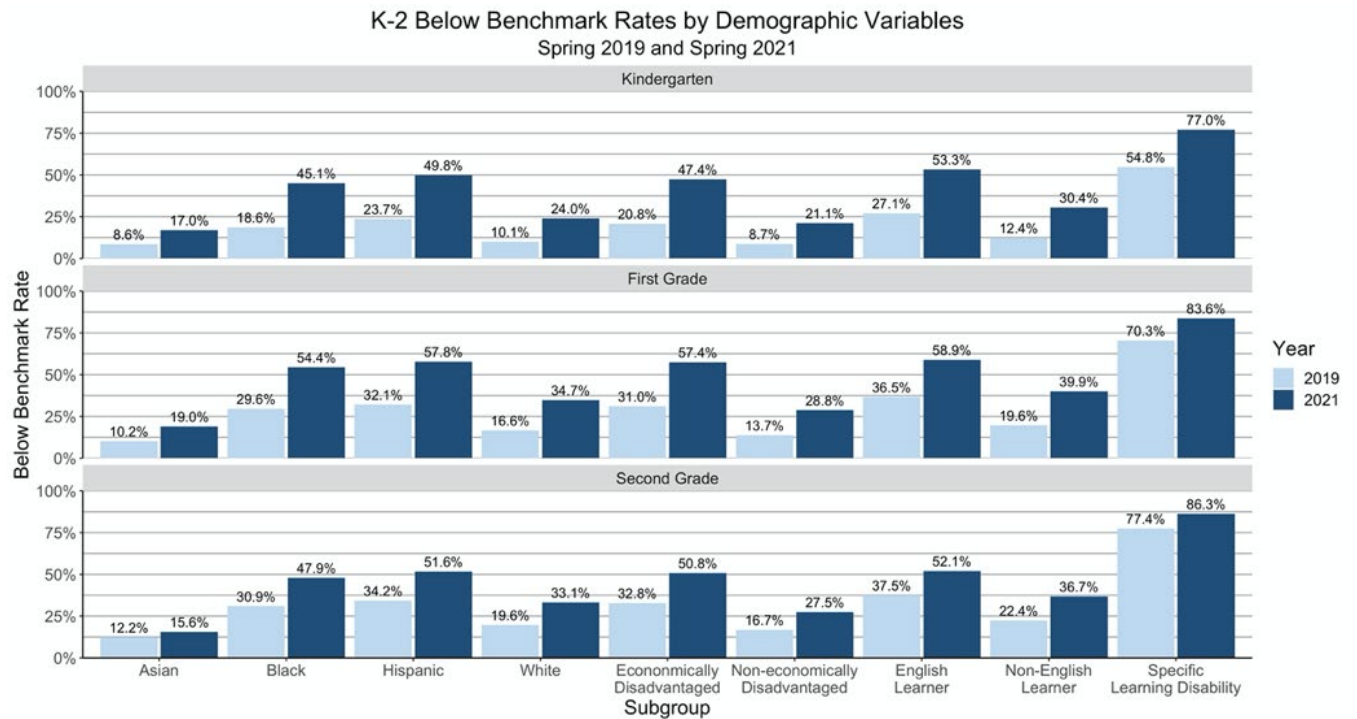
The Board's prescribed Standards of Quality would expand teacher mentor programs, develop teacher leader programs and implement a statewide principal mentorship program. The prescribed SOQ incorporate the elements which studies have shown will increase teacher effectiveness and therefore improve both student outcomes and the retention rate for teachers. Studies have also shown the significant impact that quality building leadership has on student outcomes. The Board continues to believe that the prescribed SOQ, if not revised by the General Assembly, will have a significant positive impact on student achievement in the Commonwealth.

Unfinished Learning Due to the Pandemic
Data shows that the extended school closures due to the pandemic have caused unfinished learning across the state, even among the Commonwealth's youngest learners. The PALS K-3 screening tool identifies students at-risk in early reading and guides the allocation of EIRI funding to support early intervention. PALS data from spring 2021 shows that significantly more students ended the school year at high risk for reading difficulties as compared to spring 2019. Literacy learning of students who are Black, Hispanic, have low-income backgrounds, and English Learners were disproportionately identified as high-risk for reading difficulties.

PALS Results - Spring 2019 and Spring 2021

K-2 Below Benchmark Rates
Spring 2019 and Spring 2021

K-2 Below Benchmark Rates by Demographic Variables
Spring 2019 and Spring 2021

Kindergarten

Subgroup	2019	2021
Asian	8.6%	17.0%
Black	18.6%	45.1%
Hispanic	23.7%	49.8%
White	10.1%	24.0%
Economically Disadvantaged	20.8%	47.4%
Non-economically Disadvantaged	8.7%	21.1%
English Learner	27.1%	53.3%
Non-English Learner	12.4%	30.4%
Specific Learning Disability	54.8%	77.0%

First Grade

Subgroup	2019	2021
Asian	10.2%	19.0%
Black	29.6%	54.4%
Hispanic	32.1%	57.8%
White	16.6%	34.7%
Economically Disadvantaged	31.0%	57.4%
Non-economically Disadvantaged	13.7%	28.8%
English Learner	36.5%	58.9%
Non-English Learner	19.6%	39.9%
Specific Learning Disability	70.3%	83.6%

Second Grade

Subgroup	2019	2021
Asian	12.2%	15.6%
Black	30.9%	47.9%
Hispanic	34.2%	51.6%
White	19.6%	33.1%
Economically Disadvantaged	32.8%	50.8%
Non-economically Disadvantaged	16.7%	27.5%
English Learner	37.5%	52.1%
Non-English Learner	22.4%	36.7%
Specific Learning Disability	77.4%	86.3%

The Virginia Kindergarten Readiness Program (VKRP) was administered statewide to kindergarten students for the first time during the 2020-2021 school year. In the fall, 45% of students fell below the benchmark in one or more foundational areas of learning. In the spring of 2021 that percentage rose to 52%. In reading, mathematics, and self-regulation, the number of students who were tested and the number of students who were rated below the benchmark increased, indicating that many students needed support as they entered first grade during the 2021-2022 school year.

VKRP Results - Spring 2021
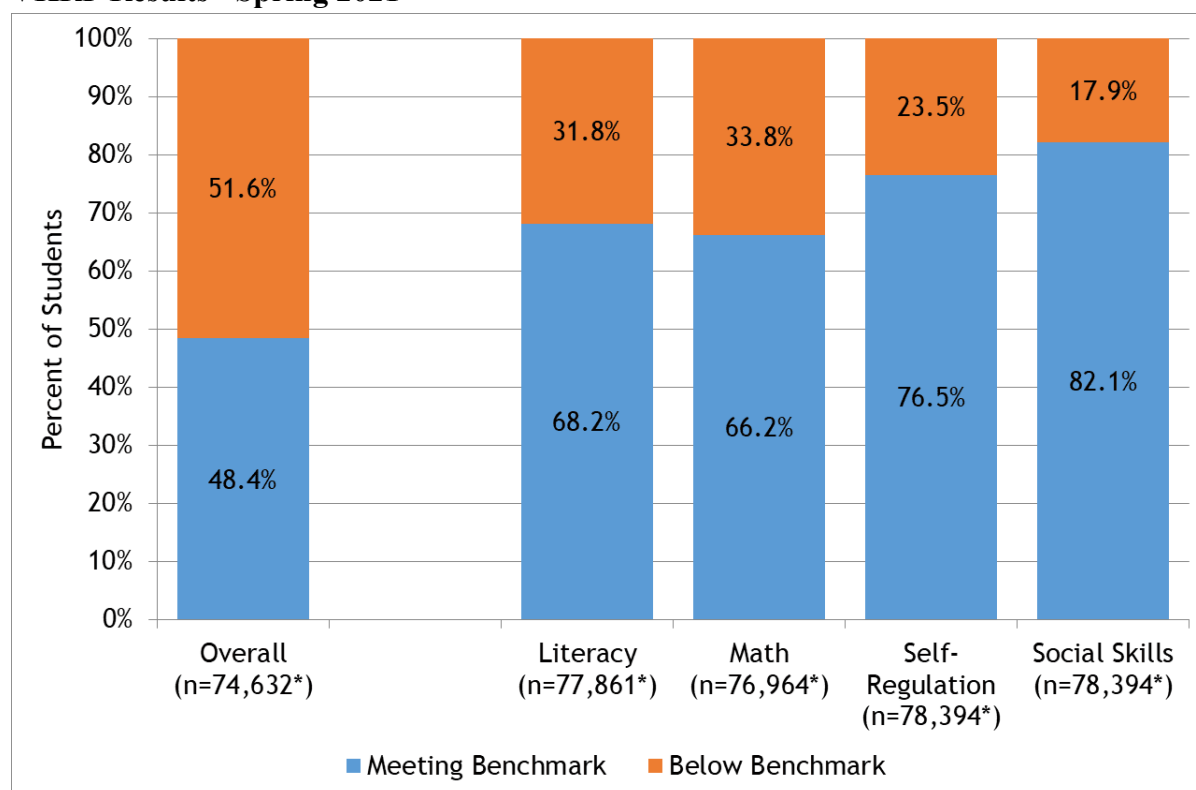
During the spring 2020 school closures, the US Department of Education (USED) cancelled testing requirements. While Virginia provided flexibility for non-federally mandated assessments, the USED testing requirements resumed for the 2020-2021 school year, and testing occurred throughout the entire year. During the 2019-2020 and 2020-2021 school years, Virginia offered waivers and flexibility for testing required for graduation. The Virginia Remote Progress Tests were added in spring 2021 for those students receiving all of their instruction virtually.

At the state level, the 2021 SOL results provide objective and consistent data to inform statewide pandemic recovery initiatives and spending. Additionally, the SOL results in reading and mathematics at the elementary and middle school levels will be considered as a baseline for growth calculations for the 2022-2023 accreditation ratings. At the local level, teachers, principals, superintendents and other educators need to know where students are excelling and where they are struggling in order to design instruction and supports that meet their students' unique academic needs.

From the 2020-2021 school year, significantly fewer students participated in SOL tests as they were only administered in-person. Overall participation rates by student group varied widely, ranging from 66% to 91%; and participation rates also showed distinct racial differences. Disparities were consistent across different tests, with white students most likely to participate and other minority students participating at lower rates. The statistics show that Black student

participation was 11%-17% below white student participation. Economically disadvantaged students were only slightly less likely to participate than their non-disadvantaged peers, with between 3%- 4% lower rates. Typically, SOL participation rates are above 95% across all student groups.
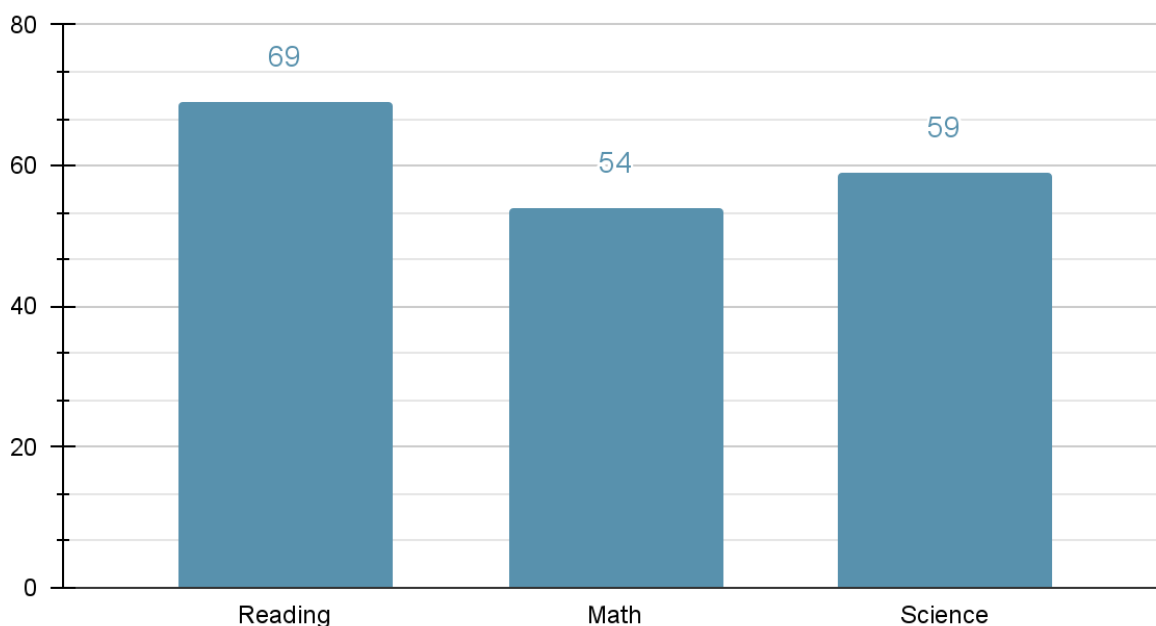
Overall SOL Participation Rates

Subject	2018-2019	2020-2021
English: Reading	99	75.46
Math	99	78.68
Science	99	80.16

These participation rates represent approximately 180,000 fewer first test attempts in 2021 in reading, 250,000 fewer in math, and 140,000 fewer in science.

While 2018-2019 SOL test participation data has been provided as a reference, it should be noted that lower participation rates and remote assessment options for students mean that direct comparison between the data is not appropriate. Additionally, new SOL reading tests were administered for the first time in 2020-2021, and retake opportunities were not provided.

Overall Pass Rates by Subject

Reading Pass Rates

2020-2021

Category	Pass Rate
All Students	69
Asian	85
Black	54
Hispanic	54
White	78
Students w.	40
Econ Disadvantaged	54
English Learners	24

Math Pass Rates

Category	Pass Rate
All Students	54
Asian	79
Black	34
Hispanic	38
White	64
Students w. Disabilities	31
Econ. Disadvantaged	37
English Learners	21

Science Pass Rates

Bar chart titled "Science Pass Rates" showing:
- All Students: 59
- Asian: 80
- Black: 39
- Hispanic: 42
- White: 70
- Students w. Disabilities: 31
- Econ. Disadvantaged: 40
- English Learners: 12

Growth Assessments

This fall, students in grade 3-8 took new growth assessments to determine baselines for measuring individual academic progress in reading and mathematics during the school year. Legislation passed by the 2021 General Assembly required the administration of fall growth assessments in reading and math, in addition to the end-of-year SOL tests students will take in the spring. The new assessments will provide teachers with baseline data to show exactly where students are as they returned to schools after disruptions in learning caused by the COVID-19 pandemic. Teachers will use the performance data to inform their instruction to meet the individual needs of every student, with the goal of achieving proficiency or significant growth by the end of the school year.

For this year only, the fall growth assessments are based on content from the previous grade level to assist in the identification of unfinished learning from 2020-2021 due to the pandemic. Results from next spring's grade 3-8 reading and math SOL tests will capture student growth during the year, in addition to providing summative data for use in calculating school accreditation ratings.

Full implementation of the 2021 legislation will occur during the 2022-2023 school year with reading and math growth assessments in grades 3-8 administered three times during the year: the fall, mid-year, and spring.

Graduation and Dropout Rates

For the class of 2021, 93% earned a Board of Education-approved diploma, compared to 92.3% of the 2020 cohort. The dropout rate for the class of 2021 was 4.3% compared with 5.1% for the previous graduating class.

Virginia On-Time Graduation Rate

91.2% 91.6% 91.5% 92.3% **93%**

2017   2018   2019   2020   2021
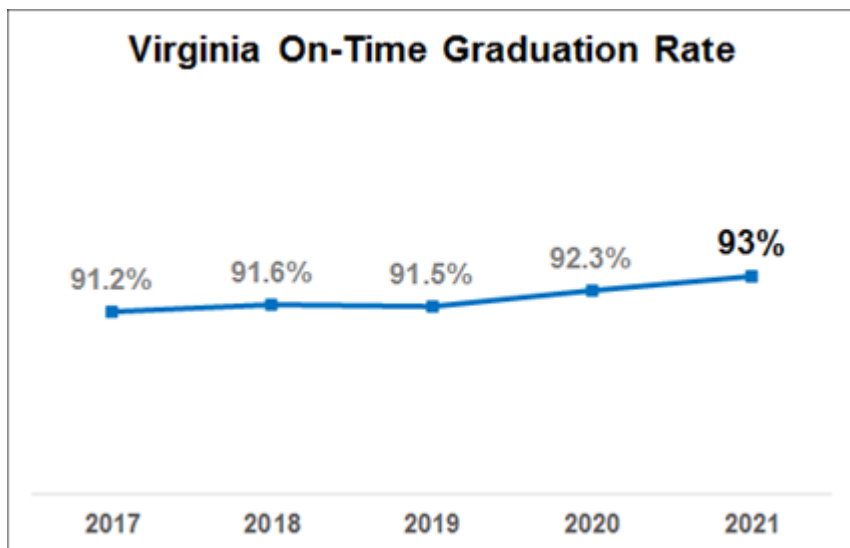
- 52.8% earned an Advanced Studies Diploma.
- 38% earned a Standard Diploma.
- 2.1% earned an Applied Studies or Modified Standard Diploma.
- 0.7% earned a GED.
- 4.3% dropped out.

The graduation rates and dropout rates for the various demographic groups are as follows:

- 98.5% of Asian students graduated; 0.9% dropped out.
- 90.8% of Black students graduated; 4.8% dropped out.
- 89.2% of economically disadvantaged students graduated; 6% dropped out.
- 77.2% of English learners graduated; 21.2% dropped out.
- 85.1% of Hispanic students graduated; 12.2% dropped out.
- 90.7% of students with disabilities graduated; 7.3% dropped out.
- 95.1% of students of multiple races graduated; 2.3% dropped out.
- 95.3% of white students graduated; 2.3% dropped out.

It's worth noting that the dropout rate is the highest at 21.2% for English Learner students. This demographic group continues to grow in our public schools, and these students need more resources and supports to flourish. The Board's SOQ amends the staffing ratio for English

Learner teachers to differentiate the distribution of positions based on the proficiency level of EL students, while maintaining local flexibility in deploying those positions.

Academic Outcomes on National Assessments

Student academic achievement challenges continue to be exacerbated by the pandemic. As we have reported previously, Virginia students on average continue to perform well on national assessments such as the National Assessment of Education Progress (NAEP) test compared to the national average. In 2019, the average reading scores of Virginia fourth- and eighth-grade students on the NAEP tests fell by four and six points, respectively. Thirty-eight percent of Virginia fourth graders met or exceeded the benchmark for reading proficiency on the 2019 test, compared with 43% in 2017. The percentage of eighth graders meeting or exceeding the benchmark also declined, with 33% performing at the proficient or advanced level in 2019, compared with 37% in 2017. Virginia is one of 17 states that saw declines in performance in fourth-grade reading and one of 31 states that saw declines in eighth-grade. Reading performance nationwide was also down in both grades.

Virginia's results on the national tests — which are taken every two years by representative samples of fourth- and eighth-grade students — were foreshadowed by declines over the last several years on annual SOL reading tests, especially in the critical elementary grades.

NAEP Grade-8 Reading
Percent Proficient or Above

Year	Virginia	National
1998	33	30
2002	37	31
2003	36	30
2005	36	29
2007	34	29
2009	32	30
2011	36	32
2013	36	34
2015	36	33
2017	37	35
2019	33	32

◆ Virginia ■ National
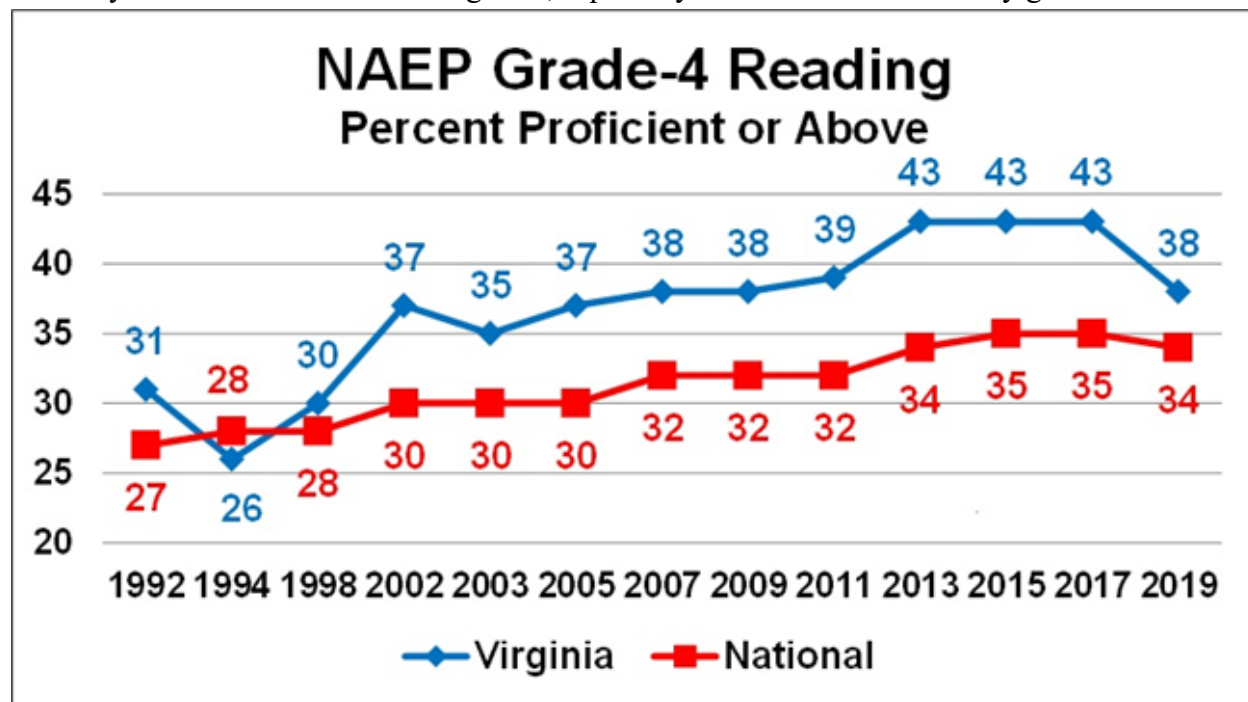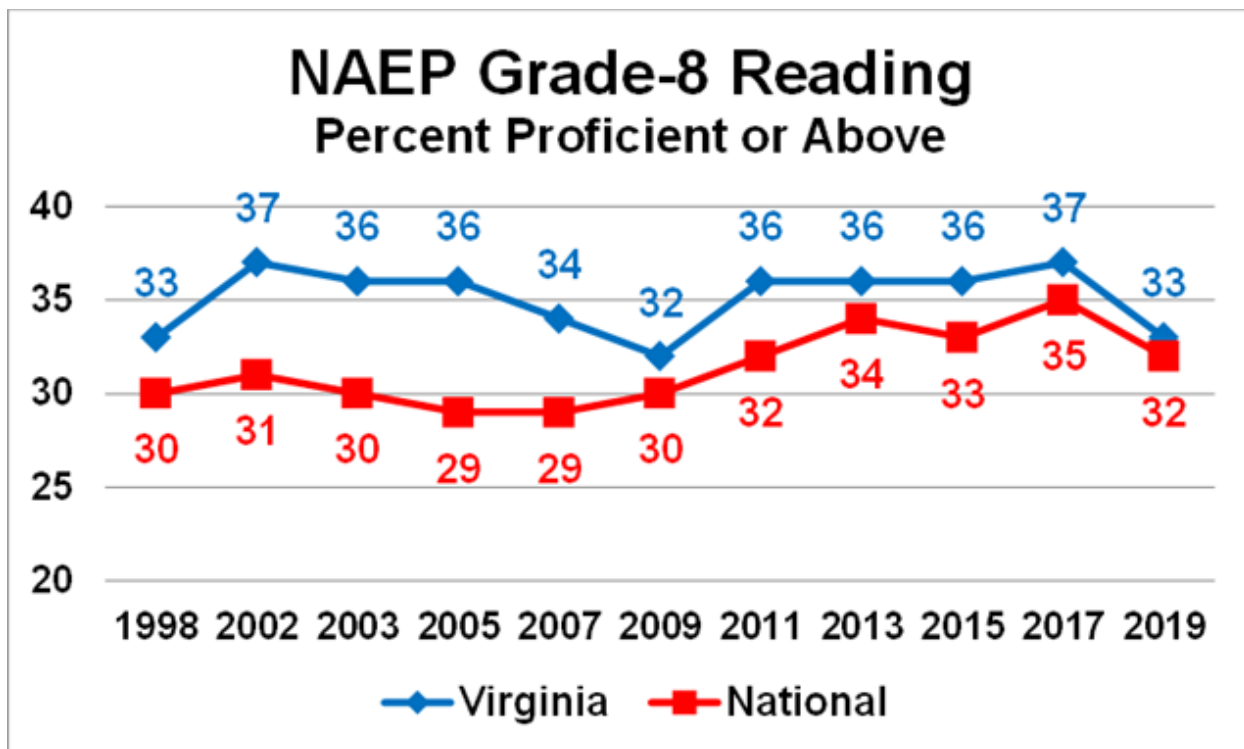
Virginia must do more to help young learners attain grade-level proficiency in reading. Strategies to raise achievement must address this challenge and include equitable supports and services for all of the students who need them. This includes but is not limited to recruiting and retaining high-quality teachers, equipping our educators to serve an increasingly diverse student population, and supporting our students' need to succeed by providing divisions with additional funding through the Board's Enhanced At-Risk Add-On SOQ prescription and Reading Specialist prescription. The Reading Specialist prescription sets a minimum staffing ratio for reading specialists in K-5 determined by the number of students failing third-grade Standards of Learning reading assessments. Indicators of unfinished learning during the pandemic suggest a continuation and worsening of the trends we see in national assessment data; however, all students can learn with the right supports.

Student Mental Health & Social-Emotional Learning

The COVID-19 pandemic has disrupted daily life for all of us around the globe, including young people. The Center for Promise at America's Promise Alliance conducted a nationally representative survey of young people aged 13-19 in order to better understand the impacts of the pandemic on mental health. Since the school closures began, young people's levels of concern about the present and future have increased, and overall health and wellbeing have suffered.[16]

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[16] Margolius, M., Doyle Lynch, A., Pufall Jones, E. & Hynes, M. (2020). The State of Young People during COVID-19: Findings from a nationally representative survey of high school youth. Americas Promise Alliance. file:///C:/Users/neq66846/Downloads/YouthDuringCOVID_FINAL%20(1).pdf

Almost 30% of students say that they don't feel connected at all to their teachers, their classmates or their school community.[17] Thirty percent of young people say that they have more often been feeling unhappy or depressed, and nearly as many say that they are more concerned than usual about having their basic needs met.[18] More than one in four young people reported an increase in losing sleep, feeling unhappy or depressed, feeling constantly under strain, or experiencing a loss of confidence in themselves.[19]

Closer to home, the results from the 2021 Virginia School Survey of Climate and Working Conditions show that student mental health is a rising concern during the pandemic. In this survey, over a third of students reported depressive behaviors, 50% reported anxiety, and 10.8% reported seriously considering suicide within the previous 12 months. Even so, nearly half of students who reported feeling sad or hopeless said they had an adult in their life that they could turn to for help. Overall, 35.1% of students stated that school climate has stayed about the same compared to previous years. Among students who indicated school climate was worse, more than 60% cited COVID-19 as very much or the only reason for the change.

The pandemic has heightened the focus on mental health and the importance of social emotional learning (SEL). Virginia defines social emotional learning as "the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions."[20] Social emotional learning (SEL) begins at home and continues through adulthood. Embedding SEL intentionally in school culture supports the work that begins and continues at home. As of July 2, 2021, *Virginia Social Emotional Guidance Standards* are now available to all Virginia school divisions. While the 2020 General Assembly required the VDOE to develop the guidance standards for SEL, Virginia school divisions are not required to adopt them. Local school boards may choose to adopt all, or portions of, the *Virginia SEL Guidance Standards* as part of their own local policies, and/or use them as guidance as they implement SEL programming based on the needs of their community.

The Board is appreciative of the General Assembly's action in 2021 to fund three specialized student support personnel for every 1,000 students as part of the SOQ and in making progress towards the student to counselor ratio. These positions, including school social workers, school

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[17] Margolius, M., Doyle Lynch, A., Pufall Jones, E. & Hynes, M. (2020). The State of Young People during COVID-19: Findings from a nationally representative survey of high school youth. Americas Promise Alliance. file:///C:/Users/neq66846/Downloads/YouthDuringCOVID_FINAL%20(1).pdf

[18] Ibid.

[19] Ibid.

[20] Virginia Department of Education. (2021). *Virginia Social Emotional Learning Guidance Standards.* https://townhall.virginia.gov/L/GetFile.cfm?File=C:\TownHall\docroot\GuidanceDocs\201\GDoc_DOE_7012_v1.pdf

psychologists, and school nurses, will be able to provide better services and supports to students. Additional funding is needed to realize the Board's SOQ prescription of four to 1,000 students for specialized student support personnel and one to 250 for school counselors.

Digital Equity and Virtual Education Standards

Despite the incredible efforts of VDOE and local school divisions, the pandemic has highlighted deep inequities as it relates to the digital divide, due to lack of resources, connectivity, and teacher training to educate virtually. Each of these components is essential to developing a meaningful learning environment, especially for virtual and hybrid learning models.

The State Council of Higher Education for Virginia (SCHEV) estimates that 200,000 K-12 students in Virginia lack access to broadband at home.[21] Based on a recent National Education Association report, *Digital Equity for Students and Educators*, 51% of children in under-resourced households lack full digital access in Virginia, including access to broadband and a device. The expansion of virtual learning necessitates professional development for teachers on how to use technology meaningfully and how to teach in a virtual setting. A variety of professional development is needed to support teachers through virtual instruction including how to build courses, providing tech tools to engage students, how to create instructional videos and how to support students social-emotional learning in a virtual environment. While divisions and VDOE have worked diligently to provide this support to teachers, it takes time, experience, and differentiated support to improve instructional efficacy in virtual education.

In addition to the device, broadband and training challenges, there are currently no regulations or standards in place to direct or support virtual education. The Board has begun the regulatory process to develop virtual education regulations. In June 2021, the Board approved the Notice of Intended Regulatory Action (NOIRA) to begin revisions to the Standards of Accreditation to include standards for virtual education. Pursuant to §2.2-4016 of the *Code of Virginia*, the Board approved the withdrawal of the 2013 proposed stage of the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* to comport with legislative changes from House Bill 1215 (2012 General Assembly) at its April 2021 business meeting. While HB1215 required the Board to promulgate regulations governing "virtual public schools," the approved NOIRA broadens the scope of the regulations to include all virtual education in Virginia public schools. As the options available to Virginia's public school students through virtual learning programs continue to expand and evolve, students enrolled in public schools may be provided a variety of options to take coursework virtually. Regulations governing virtual education would expand opportunities to learn by setting forth the expectations for virtual education in Virginia school

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[21] Allison, Tom. (2020). Insights: A Closer Look At Virginia's Digital Divide In Education. State Council of Higher Education for Virginia (SCHEV). https://www.schev.edu/index/reports/insights/insights/2020/09/10/a-closer-look-at-virginia-s-digital-divide-in-education.

divisions, Multidivision Online Providers, and Virtual Virginia. In promulgating these regulations, the Board will establish the policies and standards necessary to ensure accountability of student learning in public virtual education. Finally, the regulations will provide the Board with the opportunity to develop and implement sound policies for student success in a virtual setting, from kindergarten through twelfth grade.

Education Funding

According to the Joint Legislative Audit and Review Commission's report *Virginia Compared to the Other States: 2021 Edition*, Virginia ranks 27th of 50 for state and local per-pupil funding for Pre K-12 education, and 40th 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, 55%, comes from localities. The state contributes 40% of public school funding, with six percent from federal sources. From 2016-2017 to 2017-2018, per-pupil school funding in Virginia increased 2.5%. State spending increased $160 per-pupil, local spending increased $190 per-pupil and federal spending decreased $27 per-pupil.[22] Across the country, state per-pupil spending increased an average of 3.2% between 2016-2017 and 2017-2018.[23] Despite progress by the legislature, state direct aid per-pupil has decreased 5.4%, adjusted for inflation.[24] If the SOQ prescriptions were funded, divisions on average would receive over $600 more per student.[25] For Fiscal Year 2020, Virginia localities invested $4.4 billion above the required local effort for SOQ programs.[26] Local governments continue to provide a greater share of funding, which continues to skew funding towards schools in wealthier localities, and causes inequitable resources and opportunities for low-income students.

Federal pandemic relief funding has been allocated to school divisions under the following programs:
- The Coronavirus Aid, Relief, and Economic Security (CARES) Act;
- The Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act; and
- The American Rescue Plan (ARP) Act.

These additional federal funds are intended to address the impact that COVID-19 has had, and continues to have, on elementary and secondary schools in Virginia. Pandemic relief funds have

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[22] Joint Legislative Audit and Review Commission. "Virginia Compared to Other States: 2021 Edition." *Joint Legislative Audit and Review Commission*, 2021, jlarc.virginia.gov/pdfs/other/Virginia%20Compared%202021-FULL%20REPORT-FINAL-web.pdf.

[23] Ibid.

[24] Mendes, Kathy & Stewart, Chad. "K-12 Funding Trends At-a-Glance: Data for Statewide and All 132 School Divisions." The Commonwealth Institute, 2021. https://thecommonwealthinstitute.org/wp-content/uploads/2021/06/Statewide-K-12-Virginia-Public-Schools.pdf

[25] Ibid.

[26] Ibid.

been used to support a wide variety of programs and activities. During the spring and summer of 2020, these dollars were used to purchase devices and MiFis for students, expand Virtual Virginia content, provide school nutrition services and support early childhood care and learning. For the 2020-2021 school year and beyond, these funds are being utilized to address unfinished learning through high-quality instructional supports, teacher recruitment and retention efforts, mental health and social-emotional supports, and professional learning activities for teachers and instructional leadership.

The Environment Surrounding Public Education

We are all passionate about the importance of public education; that has not changed. The Board, and local school boards, appreciate and encourage constructive engagement from the public to move public education in the Commonwealth forward. One positive outgrowth of the pandemic has been additional parent engagement in student learning. The stressors and challenges of the pandemic have motivated members of the public to voice their passions, at times in less than constructive ways. Unfortunately, there have been a small but vocal group of citizens engaging with school boards and other educators in disrespectful, and sometimes threatening ways. Typically, local school boards focus on setting budgets, hiring and terminating teachers, textbook adoption, facilities and student transportation. Over the past 18 months, many schools and local school board meetings have been marked by intense political and cultural debates. Across the country and in Virginia, local school board members, superintendents and even teachers have faced threats, hostility and violence. While public discourse is to be encouraged, threats on individuals who have decided to serve the public on local school boards and in other leadership roles, is unacceptable and does not advance the work of improving outcomes for children. The Board will continue to focus on the needs of students–to educate, overcome unfinished learning obstacles and create opportunities for success–and the working conditions for educators to better support their needs.

Educating the Public about the Board's Role and Authority

Although this report is presented to the Governor and the General Assembly as a requirement of the *Virginia Constitution* and statute, the Board understands that the contents of the document are also important to parents, and other interested stakeholders. Accordingly, the Board reiterates that it welcomes and desires broad input in matters that directly pertain to its power and authorities. Such responsibilities focus on prescribing the Standards of Quality, articulating standards of learning and standards for accreditation of our schools, prescribing prerequisites for licensure, promulgating regulations, and taking actions to implement laws that are passed by the General Assembly, among many other duties. The Board recognizes that there are many issues confronting public education today and that our statues empower local school boards with the authority to govern how local schools will operate. The Board believes strongly that as concerns

are addressed at school boards across the Commonwealth, it is vital that public participation reflects autonomous values. Those values certainly include opportunities for stakeholders to share input as decisions about our schools are made. However, our values also require respect towards those who give their time in service to our communities. Holding fast to these principles represents an important opportunity to model for our children what it means to live in a democratic society. We must safeguard these standards as we strive to work together to create strong public schools that benefit all children.

THE BOARD'S WORK

The Standards of Quality
Section 2, of Article VIII of the *Constitution of Virginia* provides that standards of quality for the several school divisions shall be determined and prescribed from time to time by the Board of Education, subject to revision only by the General Assembly.

> "Standards of quality for the several school divisions shall be determined and prescribed from time to time by the Board of Education, subject to revision only by the General Assembly. The General Assembly shall determine the manner in which funds are to be provided for the cost of maintaining an educational program meeting the prescribed standards of quality, and shall provide for the apportionment of the cost of such program between the Commonwealth and the local units of government comprising such school divisions. Each unit of local government shall provide its portion of such cost by local taxes or from other available funds."

Between 1972 and 1982, the Board of Education prescribed the Standards of Quality for each biennium, which were subsequently adopted by the General Assembly with revisions. In 1984, the General Assembly established Chapter 13.1 of Title 22.1 of the *Code of Virginia*, codifying the Standards of Quality, and effectively impacting the Board of Education's ability to fulfill its constitutional duty to prescribe such standards. In 1988, the General Assembly replaced Chapter 13.1 of Title 22.1 of the *Code* with Chapter 13.2, which recodified the Standards of Quality into their current form. Since the 1988 action, the General Assembly has passed 201 bills amending the Standards of Quality, the overwhelming majority of which were unrelated to the Standards of Quality as prescribed by Board of Education pursuant to its constitutional authority.

Section 22.1-18 of the *Code* requires the Board of Education to indicate in its annual report to the Governor and the General Assembly whether it recommends any change or addition to the Standards of Quality:

> "…[T]he 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…[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…"

During the last SOQ review cycle in 2019, the Board developed a comprehensive package of prescriptions, which were informed by education data and trends - particularly as they relate to student demographics, equity, staffing, resource allocation, nationally recognized best practices, and current prevailing practice in local school divisions. The Board also received feedback and public comment on the prescriptions and made technical edits to support implementation as part of its review. As a result of this work, the Board prescribed eleven amendments to the SOQ focused on directing funding to those divisions and schools with the highest levels of concentrated poverty and ensuring the necessary staffing for instruction, remediation, and student supports. Each of these SOQ prescriptions were thoughtfully aligned to the Board's Comprehensive Plan to promote educational equity (Priority 1) support educator recruitment, development and retention (Priority 2), and support the implementation of the *Profile of a Virginia Graduate* and the revised school accountability system (Priority 3). These standards were communicated to the Governor and General Assembly, through the Annual Report and other avenues, to review and revise as outlined in the *Constitution of Virginia*.

During the 2020 and 2021 General Assembly sessions, several pieces of legislation were passed that align with the Board's SOQ prescriptions. Legislation has improved ratios for school counselors as well as English Learner teachers, established the specialized student support personnel category, removed staffing flexibility, and expanded at-risk add-on funding. With federal funding, there has also been progress in implementing the regional support model for work-based learning coordination. However, none of the Board's 2019 prescriptions have been fully implemented.

The Board's Committee on the Standards of Quality began its 2021 review and revision process on June 16, 2021. The Committee also met in July, September, and October to continue its discussion and to provide additional public comment opportunities. The Committee reflected on the need to adjust or amend the existing SOQ prescriptions and progress already made through General Assembly action. With the exception of a few technical changes, the Committee recommended the Board continue to emphasize its commitment to fully-realizing its prescriptions in order to achieve the greatest impact for students enrolled in the Commonwealth's public schools.

The 2021 prescriptions build upon the Board's extensive and thorough work during the 2019 review cycle; represent evidence-based and research-driven proposals that help to create a stronger system of support for Virginia's evolving student population as well as teachers, support personnel, and staff; and are designed to align state resources with need. Virginia ranks as one of the wealthiest states in the country, but is one of eighteen with a "flat" school funding formula, meaning high-poverty divisions and wealthier divisions receive about the same funding. Through the work of school improvement over the past decade, the Board has seen firsthand that our children in poverty need additional services to be able to benefit from educational opportunity. Our schools in high poverty areas do not have access to the same local funding that schools in low-poverty areas do, and they have greater numbers of students that require access to additional services in order to receive the full benefit of the education being offered. Additionally, over the past 15 years, Virginia's student enrollment has grown more diverse. The changing makeup of our schools has an impact on resources and supports needed for students. These standards are essential to fulfill the provision of a system of free public elementary and secondary schools for all children of school age, as required in Article VIII of the *Constitution*. At the October 21, 2021, meeting, the Board unanimously prescribed the 2021 Standards of Quality.

1. **Enhanced At-Risk Add-On** (estimated cost of $43.8M in FY23 and $43.7M in FY24): Consolidates the current At-Risk Add-On as well as the Prevention, Intervention, and Remediation programs into a single, expanded fund. Also includes language directing school boards to equitably distribute experienced, effective teachers and other personnel among all of its schools, and a prohibition on clustering ineffective teachers in any school or group of schools.
2. **Teacher Leader and Mentor Programs** (estimated cost of $112.6M in FY23 and $113M in FY24): Establishes a new Teacher Leader program and expands Teacher Mentor program.
3. **Reading Specialists** (estimated cost of $37.9M in FY23 and $40M in FY24): Sets a minimum staffing ratio for reading specialists in K-5 determined by the number of students failing third-grade Standards of Learning reading assessments.
4. **English Learner Teachers** (estimated cost of $15M in FY22 and $15M in FY24): Sets a scaled staffing ratio that takes into account the different proficiency level of students and accordingly, the degree of instructional staff required to support these students.
5. **Principal Mentorship** (estimated cost of $1.2M in FY23 and $1.2M in FY24): Establishes a statewide principal mentorship program.
6. **Work-Based Learning Coordinators** (estimated cost of $1.2M in FY23 and $1.2M in FY24): Uses a regional coordinator model for supporting work-based learning at the local-level and the implementation of the Profile of a Virginia Graduate.
7. **Elementary School Principals** (estimated cost of$9.6M in FY23 and $9.5M in FY24): Sets a full-time principal should be provided for every elementary school, regardless of size.

8. **Assistant Principals** (estimated cost of $77M in FY23 and $77.3M in FY24): Sets a ratio of one full-time assistant principal for every 400 students.
9. **Class Size Reduction and Experienced Teachers for K-3** (no state impact estimated): Moves K-3 class size reduction program from the Appropriation Act to the SOQ.
10. **Specialized Student Support Personnel** (estimated cost of $51M in FY23 and $51.5M in FY24): Establishes a new position category including school nurses, social worker, psychologist, and other licensed health and behavioral positions and sets a ratio of four specialized student support personnel per 1,000 students.
11. **School Counselors** (estimated cost of $53.2M in FY23 and $53.5M in FY24): Sets a ratio of 1 school counselor per 250 students.

Comprehensive Review of the Standards of Accreditation

In 2017, the Board completed its comprehensive review of and update to the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* (also known as the Standards of Accreditation or SOA). Among the substantive revisions approved in 2017 were a revised state accreditation model emphasizing continuous improvement and the integration of the *Profile of a Virginia Graduate*. The updated Standards of Accreditation became effective in the 2018-2019 school year.

In June 2020, the Board established a Special Committee for the Review of the Standards of Accreditation tasked with reflecting on the first years of implementation as well as identifying the positive, negative, and unintended consequences of the 2017 SOA revisions. The Special Committee received a number of presentations as part of its work including informational presentations from content experts, panel discussions with a range of education stakeholders, as well as proposals from VDOE staff. VDOE staff presentations drew from the work of an internal SOA Implementation Committee, which convened following the 2017 revisions to help field questions from divisions, identify outstanding concerns, and propose solutions.

The Special Committee concluded its work in September 2021 by making recommendations to the full Board for revisions to improve the impact and efficacy of the SOA. The most notable changes include the following:

- Refining language related to the award of verified credits and locally-awarded verified credits as well as the use and administration of performance assessments;
- Adding explicit expectations for the delivery of remediation to students, including remediation programs specific to numeracy;
- Adding a requirement for divisions to develop a comprehensive data security plan;
- Adding language about the appeals process for certain indicators when a school's performance level was determined by Students with Limited and Interrupted Formal Education students;

- Allowing the Board to incorporate an improvement indicator for the College, Career, and Civic Readiness Index into the accreditation model when data is available; and
- Requiring comprehensive, long-range unified plans to draw on student group data to identify opportunity and achievement gaps and identify strategies to improve outcomes for all student groups;

The Board approved the proposed stage of these revisions at the November 18, 2021, meeting for submission pursuant to the Administrative Process Act.

Early Childhood Care & Education

During the 2020 session, the General Assembly passed House Bill 1012 and Senate Bill 578. These bills and the associated funding, were part of Governor Northam's 2020 Early Childhood Legislative Package, and established the Board and VDOE as responsible for the oversight and administration of early care and education out of the home by creating a single point of accountability for school readiness, which became effective July 1, 2021. Additionally, the legislation created an Early Childhood Advisory Committee to the Board, which serves as Virginia's Early Childhood Advisory Committee (ECAC) as required for federal grants, and advises and vets policies and regulations, making recommendations to the Board on related matters. In March, the Board made appointments to ECAC after a very competitive recruitment and selection process. In April, the Board approved the early childcare regulation transfer from the Board of Social Services, which also became effective July 1, 2021. Over the next few years, the Board will comprehensively review each regulation for necessary changes.

In March 2021, the Board approved the new Birth-to-Five Early Learning and Development Standards, establishing a unified set of learning and development guidelines for children across the early ages and developmental continuums.

As part of the transition of oversight and administration of early care and education, VDOE became the lead agency for the federal Child Care Development Block Grant (CCDBG), and became responsible for the health and safety monitoring of all private child care and family day homes in the Commonwealth. The VDOE worked closely with the Virginia Department of Social Services to establish Memorandums of Understanding to describe the transition of federal funds, the ongoing administration of the child care subsidy program in partnership with VDSS, and the transition of the Office of Child Care Health and Safety, which included the transfer of over 100 staff from VDSS to VDOE. The VDOE and VDSS worked closely to coordinate the plans for distribution of federal COVID relief dollars to support the child care sector, the oversight of which transferred to the VDOE on July 1, 2021.

The 2020 Early Childhood Legislative Package also directed the Board to establish a unified quality rating and improvement system for all publicly funded birth-to-five providers no later

than July 1, 2021. While the system was required to be established by July 1, 2021, the ratings from the resulting system are not required to be public until the fall of 2024 to allow for multiple practice years. The Board reviewed and approved the Guidelines for Practice Year 1 of the Early Childhood Unified Measurement and Improvement System in June 2021, following the review and endorsement from the Early Childhood Advisory Committee. The unified quality rating and improvement system, since named VQB5, began with Practice Year 1 in July 2021. The Board will review revisions to the guidelines in spring 2022.

Noteworthy Actions of the Board

While the Board has focused much of its recent efforts on responding to the COVID-19 pandemic, the Special Committee's review of the Standards of Accreditation, and the Standards of Quality, there are several other noteworthy actions taken over the past year.

- In January, the Board approved the consolidation of Alleghany County and Covington City Schools Divisions to meet the Standards of Quality and maximize the ability to better serve the students and best interests of the community.
- In March, the Board approved revisions to the *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers,* considered Phase Two of a more comprehensive overhaul. Most notably, these revisions updated research, revised the four-rating levels for summative evaluation and created a new performance standard, *Culturally Responsive Teaching and Equitable Practices*.
- The Board received a presentation on progress towards the implementation of the recommendations from the JLARC reports – *Operations and Performance of the Department of Education*, *Review of the Children's Services Act and Private Special Education Day Schools*, and *K-12 Special Education in Virginia*, at their April meeting. The Board has thoroughly reviewed the reports and is working closely with VDOE to address many of the recommendations.
- The Board approved the *Guidelines for Practice Year 1 of the Early Childhood Unified Measurement and Improvement System* at the June meeting. The document describes the guidelines and protocols for Practice Year 1 (2021-2022) of the Unified Measurement and Improvement System. Virginia's Unified Measurement and Improvement System supports continuous quality improvement in all publicly-funded early childhood programs, which generally prioritize underserved children, including children in low-income households, children with disabilities, children who are Dual Language Learners and children who face other challenges. Programs that do not receive public funding have the option to participate.
- In July, the Board approved several revisions to the *Model Guidance for Positive and Preventative Code of Student Conduct Policy and Alternatives to Suspension* to include *Standards for Dress and Grooming and the Standards for Reducing Bias in the Enforcement of Student Code of Conduct Policy.*

- In October, the Board approved an overhaul of *The Guidelines for Mentor Teacher Programs for Beginning and Experienced Teacher*, which updated and combined outdated guidance and aligned with current best practice. The revised *Guidelines* provide the framework for effective mentor programs that assist teachers as they become experienced and dedicated professionals.
- The Board approved the *Guidance on Cultural Competency Training for Teachers and Other Licensed School Board Employees in Virginia Public Schools* as required by House Bill 1904 and Senate Bill 1196 from the 2021 General Assembly at the November meeting. The guidance document provides a statewide definition of cultural competency and establishes micro-competencies for teachers and school principals and administrators across four domains: culturally competent reflection; culturally competent pedagogy and practice; culturally competent learning environments; and culturally competent community engagement.

Conclusion

The Board is committed to creating a more equitable public education system supported by a high-quality, diverse teacher workforce, utilizing its authority provided in the *Virginia Constitution* and *Code of Virginia*. The COVID-19 pandemic has highlighted the deep inequities that exist in our public education system. Addressing these needs requires additional investment of financial resources and human capital, as well as partnerships between the Board, General Assembly, the Governor, and local school boards and divisions. The 2021 Standards of Quality are founded in research and best practice. If funded, the SOQ would make significant progress toward creating a more equitable public education system for Virginia's students and help the Commonwealth rebound from the COVID-19 pandemic.

APPENDICES

Appendix A: Constitutional and Statutory Requirements

Appendix B: 2021 Prescribed Standards of Quality

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Appendix D: Summary of Compliance and Non-Compliance with the Standards of Quality (SOQ) for 2020-2021

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APPENDIX A – CONSTITUTIONAL AND STATUTORY REQUIREMENTS

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

Article VIII, Section 5. Powers and Duties of the Board of Education
The powers and duties of the Board of Education shall be as follows:…(b) It shall make annual reports to the Governor and the General Assembly concerning the condition and needs of public education in the Commonwealth, and shall in such report identify any school divisions which have failed to establish and maintain schools meeting the prescribed standards of quality.

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

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

> 1. A complete listing of the current standards of quality for the Commonwealth's public schools, together with a justification for each particular standard, how long each such standard has been in its current form, and whether the Board recommends any change or addition to the standards of quality;

> 2. Information regarding parent and student choice within each school division and any plans of such school divisions to increase school choice;

> 3. A complete listing of each report that local school divisions are required to submit to the Board or any other state agency, including name, frequency, and an indication of whether the report contains information that the local school division is also required to submit to the federal government;

> 4. An explanation of the need to retain or maintain the frequency of any report identified pursuant to subdivision 3; any recommendation for the elimination, reduction in frequency, or consolidation of reports identified pursuant to subdivision 3 when such elimination, reduction in frequency, or consolidation would require an amendment to the laws of the Commonwealth; and a description of any other report identified pursuant to subdivision 3 that the Board has eliminated, reduced in frequency, or consolidated; and

> 5. A complete listing of each report pertaining to public education that local school divisions are required to submit to the federal government, including name and frequency.

§ 22.1-212.15. Report of public charter schools.

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

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

… C. 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

STANDARDS OF QUALITY AS PRESCRIBED BY RESOLUTION OF THE BOARD OF EDUCATION ON OCTOBER 17, 2019

§ 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 3 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.

The Board shall establish content standards and curriculum guidelines for courses in career investigation in elementary school, middle school, and high school. Each school board shall (i) require each middle school student to take at least one course in career investigation or (ii) select an alternate means of delivering the career investigation course to each middle school student, provided that such alternative is equivalent in content and rigor and provides the foundation for

such students to develop their academic and career plans. Any school board may require (a) such courses in career investigation at the high school level as it deems appropriate, subject to Board approval as required in subsection A of § 22.1-253.13:4, and (b) such courses in career investigation at the elementary school level as it deems appropriate. The Board shall develop and disseminate to each school board career investigation resource materials that are designed to ensure that students have the ability to further explore interest in career and technical education opportunities in middle and high school. In developing such resource materials, the Board shall consult with representatives of career and technical education, industry, skilled trade associations, chambers of commerce or similar organizations, and contractor organizations.

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;

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; and

e. As part of each student's academic and career plan, a list of (i) the top 100 professions in the Commonwealth by median pay and the education, training, and skills required for each such profession and (ii) the top 10 degree programs at institutions of higher education in the Commonwealth by median pay of program graduates. The Department of Education shall annually compile such lists and provide them to each local school board.

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, including internships, externships, apprenticeships, credentialing programs, certification programs, licensure programs, and other work-based learning experiences; the International Baccalaureate Program and Academic Year Governor's School Programs; the qualifications for enrolling in such classes, programs, and experiences; 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, which programs may include dual language programs whereby such students receive instruction in English and in a second language.

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. Such reading intervention services shall be evidence-based, including services that are grounded in the science of reading, and include (i) the components of effective reading instruction and (ii) explicit, systematic, sequential, and cumulative instruction, to include phonemic awareness, systematic phonics, fluency, vocabulary development, and text comprehension as appropriate based on the student's demonstrated reading deficiencies. The parent of each student who receives such reading intervention services shall be notified before the services begin in accordance with the provisions of § 22.1-215.2, and the progress of each such student shall be monitored throughout the provision of services. Each student who receives such reading intervention services shall 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. Such reading intervention services may be administered through the use of reading specialists; trained aides; trained volunteers 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 pursuant to §22.1-253.13:2.G.3.c, or 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 pursuant to §22.1-253.13:2.G.3.c, or for ~~prevention, intervention, and remediation;~~ summer school remediation; ~~at-risk;~~ or algebra readiness intervention services may be used to meet the requirements of this subdivision.

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

15. A program of physical 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% passing rate on the Standards of Learning assessments.

F. Each local school board may enter into agreements for postsecondary course credit, credential, certification, or license attainment, hereinafter referred to as College and Career Access Pathways Partnerships (Partnerships), 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 Partnerships shall (i) specify the options for students to take courses as part of the career and technical education curriculum that lead to course credit or an industry-recognized credential, certification, or license concurrent with a high school diploma; (ii) specify the credit, credentials, certifications, or licenses available for such courses; and (iii) specify available options for students to participate in pre-apprenticeship and apprenticeship programs at comprehensive community colleges concurrent with the pursuit of a

high school diploma and receive college credit and high school credit for successful completion of any such program.

G. There shall be established within the Department of Education a unit to facilitate the development of relationships between school divisions and business communities to ensure all high school students will have access to meaningful work experiences such as internships, externships and other work-based learning experiences. Such unit shall (i) provide technical assistance and professional development to school divisions and businesses to implement work-based learning programs, (ii) catalogue and promote successful models and best practices for work-based learning.

H. There shall be established within the Department of Education a unit to develop and implement a statewide mentorship program to support all new principals and principals of schools not meeting the standards established by the Board. Such unit shall (i) establish standards for principal mentorship programs, (ii) recruit, train, and match mentors with all principals participating in the mentorship program, and (iii) monitor program outcomes.

§ 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. 1. 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, school 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.

2. School boards shall assign licensed instructional personnel for students in grades kindergarten through three in schools with high concentrations of poverty, in a manner that produces schoolwide ratios of students in average daily membership to full-time equivalent teaching positions, excluding special education teachers, principals, assistant principals, school counselors, and librarians, that are not greater than the following ratios: (i) 19 to one in schools with 30 percent or more of students identified as eligible for federal free lunch, as provided in the Appropriation Act, with no class being larger than 24 students; (ii) 18 to one in schools with 45 percent or more of students identified as eligible for federal free lunch, as provided in the Appropriation Act, with no class being larger than 23 students; (ii) 17 to one in schools with 55 percent or more of students identified as eligible for federal free lunch, as provided in the Appropriation Act, with no class being larger than 22 students; (ii) 16 to one in schools with 65

percent of students identified as eligible for federal free lunch, as provided in the Appropriation Act, with no class being larger than 21 students; (ii) 15 to one in schools with 70 percent of students identified as eligible for federal free lunch, as provided in the Appropriation Act, with no class being larger than 20 students; (ii) 14 to one in schools with 75 percent or more of students identified as eligible for federal free lunch, as provided in the Appropriation Act, with no class being larger than 19 students.

To provide flexibility in the deployment of the funds in support of the staffing standards established in this subdivision, school boards may use these funds to provide compensation adjustments to teachers with five or more years of experience to teach grades kindergarten through three in such schools with high concentrations of poverty. School boards using these funds in this manner shall be permitted to (i) exceed the maximum class sizes established in this subdivision for classes taught by teacher receiving the compensation adjustment, and (ii) exclude the teacher receiving the compensation adjustment and their students from the schoolwide ratios established in this subdivision. School boards using these funds in this manner shall comply with the staffing standards established in subdivision C 1.

3. 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.

4. 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.

5. Further, school 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. School boards shall assign licensed personnel in a manner that provides an equitable distribution of experienced, effective teachers and other personnel among all of its schools. To the maximum extent possible, experienced, effective teachers and other personnel shall be distributed equitably across all schools within a school division. School divisions shall not assign personnel in a manner that results in the concentration of ineffective teachers in any school or group of schools within a school division.

DE. 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

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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.

F. School boards shall provide teacher leadership, and mentorship programs, as provided in § 22.1-253.15:5(H). Teacher leaders support all teachers through peer-level leadership, observation, consultation, and coordination of mentorship programs and professional development. Teacher mentors (i) assist new teachers with a successful transition into the teaching profession and (ii) ensure adequate supports are in place for new teachers. To support these programs and roles, school boards shall provide full-time equivalent positions based upon the following ratios:

1. One position for every 15 first, second, and third year teachers, or fraction thereof; and

2. One position for every 50 teachers with four or more years of experience.

School boards are encouraged to deploy these positions on a fractional basis shared among current teachers to provide current teachers opportunities to serve as leaders and mentors while remaining in active teaching roles. School boards shall not utilize these positions to fill teaching positions, or to serve school administrator functions, such as coordination of student discipline or testing.

Instructional staff filling these full-time equivalent positions shall be provided a compensation adjustment of at least 20 percent of the state-recognized statewide prevailing salary, as provided in the Appropriation Act. Such compensation adjustment shall be provided on a pro-rata basis if the position is shared among several staff.

Every teacher with less than three years of teaching experience shall be assigned a teacher mentor for their first three years of teaching. Such teachers shall be provided one hour of release time from classroom instruction per week to collaborate with their teacher mentor.

G. 1. For the purpose of this subsection:

 (i) "qualifying school" means a school where at least 55 percent of the students are identified as eligible for federal free lunch, as provided in the Appropriation Act.

(ii) "targeted compensation adjustment" means a supplemental pay adjustment as provided in this subsection, calculated as a percent of the state-recognized prevailing salary, as provided in the Appropriation Act. The supplemental pay adjustment shall be (i) at least 25% of the state-recognized prevailing salary, as provided in the Appropriation Act, in qualifying schools where at least 70 percent of the students are identified as eligible for federal free lunch, as provided in the Appropriation Act, and (ii) at least 12.5% of the state-recognized prevailing salary, as provided in the Appropriation Act, in qualifying schools where at least 55 percent of the students are identified as eligible for federal free lunch, as provided in the Appropriation Act.

(iii) "qualifying teacher" means a teacher who (a) teaches in a qualifying school who has a renewable license as defined in § 22.1-298.1, (b) has at least five years of full-time teaching experience in a public school, or an accredited private school, as evidenced by receiving an evaluation rating of proficient or above for each of the previous five years, and (c) meets any

additional criteria that may be deemed by the local school board. Such teaching experience may have been accrued outside of Virginia.

2. In addition to the positions supported by basic aid, state funding shall be provided for additional instructional positions in support of student achievement for at risk students, based upon the concentration of students identified as eligible for federal free lunch, as provided in the Appropriation Act, in each school division. School divisions shall prioritize the deployment of these additional instructional positions to schools within the division with the greatest concentrations of students identified as eligible for federal free lunch.

Such additional instructional positions shall be calculated by multiplying (i) the number of instructional positions required to be provided by a school division with basic aid funds, by (ii) the percent of students identified as eligible for federal free lunch in such school division, as provided in the Appropriation Act, by (iii) the add-on multiplier determined for such school division. Such add-on multiplier shall be determined for each school division by ranking each school division by the percent of students identified as eligible for federal free lunch, as provided in the Appropriation Act. The school division ranking with the lowest percent of free lunch eligible students shall be assigned an add-on multiplier of ten percent, and the school division with the highest percent of free lunch eligible students shall be assigned an add-on multiplier of sixty-five percent. The add-on multiplier for school divisions ranking in between shall be incrementally between ten and sixty-five percent, based upon the ranking.

3. To provide flexibility in the deployment of these funds, school divisions may:

a. use up to 100 percent of these funds to provide targeted compensation adjustments to assist with recruiting or retaining qualifying teachers to teach in qualifying schools.

b. use up to 100 percent of these funds to provide licensed specialized student support personnel. School divisions using funds in this manner shall prioritize the deployment of these positions to schools within the division with the greatest concentrations of students identified as eligible for federal free lunch.

c. use up to 70 percent of these funds to support programs for students identified as needing prevention, intervention, or remediation services, and to support programs for students who are educationally at risk. School divisions using funds in this manner shall prioritize the deployment of these funds to schools within the division with the greatest concentrations of students identified as eligible for federal free lunch. Prior to using funds in this manner, school boards that have been required to develop corrective action plans pursuant to § 22.1-253.13:3 (A) shall receive approval for the proposed uses of these funds in accordance with the corrective action plan process established by the Board; or

d. use these funds in any combination of subdivision a through c.

School divisions shall annually report on the deployment of these funds, in a manner prescribed by the Department of Education.

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,

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~~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~~H. 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 <u>divisionwide ratios of English learner students in average daily membership to full-time equivalent teaching positions in addition to those required by subsection C, as follows:</u>

<u>1. for each English language learner identified as proficiency level one, one position per 25 students;</u>

<u>2. for each English language learner identified as proficiency level two, one position per 30 students;</u>

<u>3. for each English language learner identified as proficiency level three, one position per 40 students; and</u>

<u>4. for all other English language learner students, one position per 50 students.</u>

~~(i) 18.5 full-time equivalent instructional positions in the 2020-2021 school year for each 1,000 students identified as having limited English proficiency and (ii) 20 full-time equivalent instructional positions in the 2021-2022 school year and thereafter for each 1,000 students identified as having limited English proficiency, which~~ Teaching positions <u>filled using these funds</u> may include dual language teachers who provide instruction in English and in a second language.

To provide flexibility in the instruction of English language learners who have limited English proficiency and who are at risk of not meeting state accountability standards, school divisions may use <u>positions established pursuant to subsection G</u> ~~state and local funds from the Standards of Quality Prevention, Intervention, and Remediation account~~ to employ additional English language learner teachers or dual language teachers to provide instruction to identified limited English proficiency 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~~I. In addition to the full-time equivalent positions required elsewhere in this section, each local school board shall employ <u>reading specialists. The number of reading specialists required shall</u>

be based upon providing two and one half hours of instruction at a ratio of one reading specialist per five students requiring reading specialist services. The number of students requiring reading specialist services shall be determined by multiplying (i) the percent of students that failed the third grade reading Standards of Learning assessment the prior year by (ii) the total number of students in fall membership in grades kindergarten through five. ~~the following reading specialists in elementary schools, one full-time in each elementary school at the discretion of the local school board. One~~ At least 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. The reading specialist position may provide Tier I support to instructors as part of their role.

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~~J. 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;

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;

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. School counselors:

a. Effective with the 2020-2021 school year, in elementary schools, one hour per day per 75 students, one full-time at 375 students, one hour per day additional time per 75 students or major fraction thereof; in middle schools, one period per 65 students, one full-time at 325 students, one additional period per 65 students or major fraction thereof; in high schools, one period per 60 students, one full-time at 300 students, one additional period per 60 students or major fraction thereof.

b. Effective with the 2021-2022 school year, local school boards shall employ one full-time equivalent school counselor position per 325 students in grades kindergarten through 12.

c. Local school divisions that employ a sufficient number of school counselors to meet the school counselor staffing requirements set forth in this subdivision may assign school counselors to schools within the division according to the area of greatest need, regardless of whether such schools are elementary, middle, or high schools.

IK. 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.

JL. 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.

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

KN. 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.

LO. 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 school counselors, and shall be based on the school's total enrollment; school 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.

MP. 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.

NQ. 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.

R. Each school board shall provide at least three four specialized student support positions per 1,000 students. For purposes of this subsection, specialized student support positions include school social workers, school psychologists, school nurses, licensed behavior analysts, licensed assistant behavior analysts, and other licensed health and behavioral positions, which may either be employed by the school board or provided through contracted services.

OS. 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 not included in subsection R; (ii) school counselor administrative positions not included in subdivision H 4 subsection M; (iii) homebound administrative positions supporting instruction; (iv) attendance support positions related to truancy and dropout prevention; and (v) health and behavioral administrative positions not included in subsection OR;

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

5. Technology professional positions not included in subsection JL;

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.

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

§ 22.1-253.13:3. STANDARD 3. ACCREDITATION, OTHER STANDARDS, ASSESSMENTS, AND RELEASES FROM STATE REGULATIONS.

A. The Board 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 the Commonwealth.

The Board 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.

The Board shall establish a review process to assist any school that does not meet the standards established by the Board. The relevant school board shall report the results of such review and any annual progress reports in public session and shall implement any actions identified through such review and utilize them for improvement planning.

The Board shall establish a corrective action plan process for any school that does not meet the standards established by the Board. Such process shall require (i) each school board to submit a corrective action plan for any school in the local school division that does not meet the standards established by the Board, and (ii) any school board that fails to demonstrate progress in developing or implementing any such corrective action plan to enter into a memorandum of understanding with the Board, and (iii) approval of the use of funds a school board intends to use pursuant to § 22.1-253.13:2(G)(3)(c).

When the Board determines through its review process that the failure of schools within a division to meet the standards established by the Board 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 enter into a memorandum of understanding with the Board and shall subsequently 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 meet the standards established by the Board. If the Board determines that the proposed corrective action plan is not sufficient to enable all schools within the division to meet the standards established by the Board, 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.

B. The Superintendent of Public Instruction shall develop, subject to revision by the Board, criteria for determining and recognizing educational performance in the Commonwealth's local school divisions and public schools. The portion of such criteria that measures individual student growth shall become an integral part of the accreditation process for schools in which any grade level in the grade three through eight range is taught. 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 and individual student growth 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 and individual student growth 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 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 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. In lieu of a one-time end-of-year assessment, the Board shall establish, for the purpose of providing measures of individual student growth over the course of the school year, a through-year growth assessment system, aligned with the Standards of Learning, for the administration of reading and mathematics assessments in grades three through eight. Such through-year growth assessment system shall include at least one beginning-of-year, one mid-year, and one end-of-year assessment in order to provide individual student growth scores over the course of the school year, but the total time scheduled for taking all such assessments shall not exceed 150 percent of the time scheduled for taking a single end-of-year proficiency assessment. The Department shall ensure adequate training for teachers and principals on how to interpret and use student growth data from such assessments to improve reading and mathematics instruction in grades three through eight throughout the school year. With such funds and content as are available for such purpose, such through-year growth assessment system shall provide accurate measurement of a student's performance, through computer adaptive technology, using test items at, below, and above the student's grade level as necessary.

The Board shall also provide the option of industry certification and state licensure examinations as a student-selected credit.

The Department shall make available to school divisions Standards of Learning assessments typically administered by 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 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 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 Board shall include in the student outcome and growth measures that are required by the standards of accreditation the required 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 Standards of Learning assessments administered to students in grades three through eight shall not exceed (i) reading and mathematics in grades three and four; (ii) reading, mathematics, and science in grade five; (iii) reading and mathematics in grades six and seven; (iv) reading, writing, and mathematics in grade eight; (v) 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 (vi) Virginia Studies and Civics and Economics once each at the grade levels deemed appropriate by each local school board. The reading and mathematics assessments administered to students in grades three through eight shall be through-year growth assessments.

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 (a) 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; (b) permit and encourage integrated assessments that include multiple subject areas; and (c) 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 shall award recovery credit to any student in grades three through eight who performs below grade level on a Standards of Learning assessment in English reading or

mathematics, receives remediation, and subsequently retakes and performs at or above grade level on 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 shall (1) develop appropriate assessments, which may include criterion-referenced tests and other assessment instruments that may be used by classroom teachers; (2) select appropriate industry certification and state licensure examinations; and (3) 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 Department 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, 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. 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 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 shall develop processes for informing school divisions of changes in the Standards of Learning.

The Board 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 shall provide notice to local school boards regarding such special provisions.

The Board shall not include in its calculation of the passage rate for a Standards of Learning assessment or the level of achievement of the Standards of Learning objectives for an individual student growth 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 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 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, 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 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 data, 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'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's annual report to the Governor and the General Assembly as required by § 22.1-18.

H. Any school board may request the Board 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 for Accreditation pursuant to 8VAC20-131-280 C of the Virginia Administrative Code. Waivers of regulatory requirements may be granted by the Board based on submission of a request from the division superintendent and chairman of the local school board. The Board 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 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 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.

§ 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. The Board shall develop and implement statewide requirements for earning an Applied Studies diploma for implementation at the beginning of the 2022-2023 school year.

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.

The Department shall develop guidance, in multiple languages, for students and parents conveying (i) the limitations of the applied studies diploma, (ii) key curriculum and testing decisions that reduce the likelihood that a student will be able to obtain a standard diploma, and (iii) a statement that the pursuit of an applied studies diploma may preclude a student's ability to pursue a standard diploma.

Each local school board shall provide guidance from the Department to parents of students with disabilities regarding the Applied Studies diploma and its limitations at a student's annual individualized education program meeting corresponding to grades three through 12 when curriculum or statewide assessment decisions are being made that impact the type of diploma for which the student can qualify.

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. 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 (i) complete an Advanced Placement, honors, International Baccalaureate, or dual enrollment course; (ii) complete a high-quality work-based learning experience, as defined by the Board; or (iii) 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. The Department of

Education shall develop, maintain, and make available to each local school board a catalogue of the testing accommodations available to English language learners for each such certification, examination, assessment, and battery. Each local school board shall develop and implement policies to require each high school principal or his designee to notify each English language learner of the availability of such testing accommodations prior to the student's participation in any such certification, examination, assessment, or battery.

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.

17. Permit students to exceed a full course load in order to participate in courses offered by an institution of higher education that lead to a degree, certificate, or credential at such institution.

18. Permit local school divisions to waive the requirement for students to receive 140 clock hours of instruction after the student has completed the course curriculum and relevant Standards of Learning end-of-course assessment, or Board-approved substitute, provided that such student subsequently receives instruction, coursework, or study toward an industry certification approved by the local school board.

19. Permit any English language learner who previously earned a sufficient score on an Advanced Placement or International Baccalaureate foreign language examination or an SAT II Subject Test in a foreign language to substitute computer coding course credit for any foreign language course credit required to graduate, except in cases in which such foreign language course credit is required to earn an advanced diploma offered by a nationally recognized provider of college-level courses.

20. Permit a student who is pursuing an advanced diploma and whose individualized education program specifies a credit accommodation for world language to substitute two standard units of credit in computer science for two standard units of credit in a world language. For any student

that elects to substitute a credit in computer science for credit in world language, his or her school counselor must provide notice to the student and parent or guardian of possible impacts related to college entrance requirements.

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 science, technology, engineering, and mathematics (STEM) for the Board of Education-approved diplomas. The Board shall consider including criteria for (i) relevant coursework; (ii) technical writing, reading, and oral communication skills; (iii) relevant 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.

§ 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. Evaluations shall include an evaluation of cultural competency.

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.

H. The Board of Education shall establish, and school boards shall provide, teacher leadership and mentorship programs utilizing specially trained public school teachers. The Board shall issue guidelines for teacher leadership and mentorship programs and shall set criteria for beginning and experienced teacher participation, including self-referral, and the qualifications and training of teacher leaders and teacher mentors. Such guidelines shall provide that the programs be administered by local school boards, with the assistance of a local advisory committee made up of teachers, principals, and supervisors.

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§ 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.

§ 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.

§ 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.

§ 22.1-253.13:9. EXEMPLAR SCHOOL RECOGNITION PROGRAM.

Schools and local school divisions shall be recognized by the Board of Education in accordance with guidelines it shall establish for the Exemplar School Recognition Program (the Program). The Program shall be designed to recognize and reward (i) schools that exceed Board-established

requirements or show continuous improvement on academic and school quality indicators and (ii) schools, school divisions, and school boards that implement effective, innovative practices 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.

APPENDIX C: RESOLUTION PRESCRIBING THE STANDARDS OF QUALITY FOR PUBLIC SCHOOLS IN VIRGINIA

WHEREAS, Section 2, of Article VIII of the Constitution of Virginia provides that standards of quality for the several school divisions shall be determined and prescribed from time to time by the Board of Education, subject to revision only by the General Assembly; and

WHEREAS, Section 22.1-18.01 of the Code of Virginia further requires the Board of Education in exercise its constitutional authority to determine and prescribe the standards in odd-numbered years; and

WHEREAS, the Board of Education's 2018-2023 Comprehensive Plan, establishes three priorities for public education in Virginia:

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

WHEREAS, the Board of Education continues to build on the extensive work completed in advance the 2019 Standards of Quality review cycle and in alignment with its Comprehensive Plan, including reviewing and researching evidence-based best practices and engaging in significant public outreach to make data-driven policy decisions in support of Virginia educators and to better ensure equity of opportunity and outcome for Virginia's students; and

WHEREAS, the Board of Education recognizes that while progress made through legislative action, the General Assembly has not yet fully-realized the Board of Education's Standards of Quality as prescribed in 2019 and reaffirmed in 2020; and

WHEREAS, the Board of Education has determined that these Standards of Quality are essential to fulfill the provision of a system of free public elementary and secondary schools for all children of school age throughout the Commonwealth, as required in Article VIII of the Constitution of Virginia;

NOW, THEREFORE, BE IT RESOLVED that the Board of Education determines and prescribes the attached Standards of Quality by motion unanimously adopted at its regular business meeting on October 21, 2021.

BE IT FURTHER RESOLVED that the Board of Education requests the General Assembly remove paragraph C.5.k of Item 145 of the 2021 Appropriation Act from future Appropriation Acts, as this measure was added during the Great Recession to provide temporary relief from provisions in the Standards of Quality, which would result in $387.8 million in state aid that school divisions would otherwise receive in Fiscal Year 2023.

APPENDIX D: SUMMARY OF COMPLIANCE AND NON-COMPLIANCE WITH THE STANDARDS OF QUALITY FOR 2020-2021

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* (i.e. the Standards of Quality). The school board chair and division superintendent certify the level of compliance with the standards and submit the information to 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 2020-2021 school year, under the Standards of Quality (SOQ) that were in effect as of July 1, 2020, 110 school divisions (83 percent) reported full compliance with all provisions of the SOQ, and 22 school divisions (17 percent) reported noncompliance with one or more provisions of the SOQ. As accreditation was waived for 2020-2021 due to COVID-19, school accreditation did not render any divisions out of compliance. Nine school divisions reported noncompliance with only provisions in Standard Two regarding staffing.

Appendix E provides the list of the 110 divisions reporting full compliance with the SOQ. Appendix F provides the instances of noncompliance with the SOQ by division.

| School Divisions Reporting Noncompliance with the Standards of Quality in 2020-2021 ||
Standard	Number of Noncompliant Divisions
Standard One – Instructional Programs	4
Standard Two – Instructional, Administrative, and Support Personnel	14
Standard Three – Accreditation	N/A
Standard Three – Other Standards and Evaluation	1
Standard Four – Student Achievement and Graduation Requirements	4
Standard Five – Quality of Classroom Instruction and Educational Leadership	4
Standard Six – Planning and Evaluation	3
Standard Seven – School Board Policies	1
Standard Eight – Compliance	1

APPENDIX E: SCHOOL DIVISIONS REPORTING FULL COMPLIANCE WITH THE STANDARDS OF QUALITY FOR 2020-2021

School Divisions in Full Compliance for 2020-2021	2020 - 2021 Was Division Fully Compliant?	2019 - 2020 Was Division Fully Compliant?	2018 - 2019 Was Division Fully Compliant?	2017 - 2018 Was Division Fully Compliant?
Accomack County	Yes	No	No	No
Albemarle County	Yes	No	No	No
Alexandria City	Yes	Yes	No	No
Alleghany County	Yes	No	No	No
Amelia County	Yes	No	No	Yes
Appomattox County	Yes	Yes	Yes	Yes
Arlington County	Yes	Yes	Yes	Yes
Augusta County	Yes	Yes	No	No
Botetourt County	Yes	Yes	Yes	Yes
Bristol City	Yes	No	No	No
Brunswick County	Yes	No	No	No
Buchanan County	Yes	Yes	Yes	No
Buckingham County	Yes	No	No	No
Campbell County	Yes	Yes	No	No
Caroline County	Yes	No	No	No
Carroll County	Yes	Yes	Yes	Yes
Charles City County	Yes	Yes	Yes	Yes
Charlotte County	Yes	Yes	Yes	No
Chesapeake City	Yes	Yes	No	No
Chesterfield County	Yes	Yes	Yes	No
Clarke County	Yes	Yes	Yes	Yes
Colonial Beach	Yes	Yes	Yes	Yes
Colonial Heights City	Yes	Yes	Yes	Yes
Craig County	Yes	Yes	Yes	Yes
Cumberland County	Yes	Yes	No	No
Dickenson County	Yes	Yes	Yes	Yes
Essex County	Yes	No	No	No
Fairfax County	Yes	No	No	No
Falls Church City	Yes	Yes	Yes	Yes
Fauquier County	Yes	No	Yes	No
Floyd County	Yes	Yes	Yes	No
Fluvanna County	Yes	Yes	Yes	Yes
Franklin City	Yes	No	Yes	No
Franklin County	Yes	No	Yes	No
Frederick County	Yes	Yes	No	No
Fredericksburg City	Yes	No	Yes	Yes

School Divisions in Full Compliance for 2020-2021	2020 - 2021 Was Division Fully Compliant?	2019 - 2020 Was Division Fully Compliant?	2018 - 2019 Was Division Fully Compliant?	2017 - 2018 Was Division Fully Compliant?
Galax City	Yes	Yes	Yes	Yes
Giles County	Yes	Yes	Yes	Yes
Gloucester County	Yes	Yes	Yes	Yes
Goochland County	Yes	Yes	Yes	Yes
Grayson County	Yes	Yes	Yes	No
Greene County	Yes	Yes	Yes	Yes
Halifax County	Yes	Yes	No	No
Hampton City	Yes	Yes	No	No
Hanover County	Yes	Yes	Yes	Yes
Harrisonburg City	Yes	No	No	No
Henry County	Yes	Yes	No	No
Hopewell City	Yes	No	No	No
King George County	Yes	Yes	Yes	Yes
King William County	Yes	No	Yes	No
King and Queen County	Yes	No	No	No
Lancaster County	Yes	No	No	No
Lee County	Yes	Yes	No	No
Lexington City	Yes	Yes	Yes	Yes
Loudoun County	Yes	Yes	Yes	No
Louisa County	Yes	Yes	Yes	Yes
Lunenburg County	Yes	Yes	Yes	No
Madison County	Yes	Yes	Yes	No
Manassas City	Yes	Yes	Yes	No
Manassas Park City	Yes	Yes	No	No
Mathews County	Yes	Yes	Yes	Yes
Middlesex County	Yes	Yes	Yes	Yes
Montgomery County	Yes	No	Yes	No
Nelson County	Yes	No	No	No
New Kent County	Yes	Yes	Yes	Yes
Newport News City	Yes	No	No	No
Norfolk City	Yes	No	No	No
Northampton County	Yes	No	No	No
Northumberland County	Yes	No	Yes	No
Norton City	Yes	Yes	Yes	Yes
Nottoway County	Yes	No	No	No
Orange County	Yes	Yes	Yes	Yes
Page County	Yes	No	No	No
Patrick County	Yes	Yes	Yes	Yes
Pittsylvania County	Yes	Yes	No	Yes

School Divisions in Full Compliance for 2020-2021	2020 - 2021 Was Division Fully Compliant?	2019 - 2020 Was Division Fully Compliant?	2018 - 2019 Was Division Fully Compliant?	2017 - 2018 Was Division Fully Compliant?
Poquoson City	Yes	Yes	Yes	Yes
Portsmouth City	Yes	No	No	No
Powhatan County	Yes	Yes	Yes	Yes
Prince George County	Yes	Yes	Yes	No
Pulaski County	Yes	No	No	No
Radford City	Yes	Yes	Yes	Yes
Rappahannock County	Yes	Yes	Yes	Yes
Richmond County	Yes	Yes	Yes	Yes
Roanoke City	Yes	Yes	Yes	No
Roanoke County	Yes	Yes	Yes	Yes
Rockbridge County	Yes	Yes	Yes	No
Rockingham County	Yes	Yes	Yes	Yes
Russell County	Yes	Yes	Yes	Yes
Salem City	Yes	Yes	Yes	Yes
Scott County	Yes	Yes	Yes	Yes
Shenandoah County	Yes	No	Yes	No
Smyth County	Yes	Yes	Yes	Yes
Southampton County	Yes	Yes	Yes	Yes
Spotsylvania County	Yes	Yes	Yes	No
Stafford County	Yes	Yes	Yes	Yes
Staunton City	Yes	No	No	No
Suffolk City	Yes	No	No	No
Surry County	Yes	Yes	Yes	Yes
Sussex County	Yes	Yes	Yes	Yes
Tazewell County	Yes	Yes	Yes	Yes
Virginia Beach City	Yes	Yes	Yes	Yes
Washington County	Yes	Yes	Yes	Yes
Waynesboro City	Yes	No	No	No
West Point	Yes	Yes	Yes	Yes
Westmoreland County	Yes	Yes	Yes	No
Williamsburg-James City County	Yes	Yes	Yes	Yes
Wise County	Yes	Yes	Yes	Yes
Wythe County	Yes	Yes	Yes	Yes
York County	Yes	Yes	No	No

APPENDIX F: SCHOOL DIVISIONS REPORTING NONCOMPLIANCE WITH ONE OR MORE PROVISIONS OF THE STANDARDS OF QUALITY FOR 2020-2021

STANDARD 1: INSTRUCTIONAL PROGRAMS

Standard 1 Requirement	School Division	2020 – 2021 Was Division Compliant?	2019 – 2020 Was Division Compliant?	2018 – 2019 Was Division Compliant?	2017 – 2018 Was Division Compliant?
§ 22.1-253.13:1(C) - Local school boards shall develop and implement a program of instruction that emphasizes proficiency in the use of computers and related technology, computer science and computational thinking, including computer coding.	Danville City	NO	YES	YES	YES
§ 22.1-253.13:1(D)(3)(d) - The school division has implemented career and technical education programs incorporated into the K through 12 curricula that includes 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.	Buena Vista City	NO	YES	YES	YES
§ 22.1-253.13:1(D)(3)(e) - The school division has implemented career and technical education programs incorporated into the K through 12 curricula that includes, as part of each student's academic and career plan, a list of (i) the top 100 professions in the Commonwealth by median pay and the education, training, and	Isle of Wight County	NO	N/A	N/A	N/A

Standard 1 Requirement	School Division	2020 – 2021 Was Division Compliant ?	2019 – 2020 Was Division Compliant ?	2018 – 2019 Was Division Compliant ?	2017 – 2018 Was Division Compliant ?
skills required for each such profession and (ii) the top 10 degree programs at institutions of higher education in the Commonwealth by median pay of program graduates.					
§ 22.1-253.13:1(D)(8) – Local school boards shall implement adult education programs for individuals functioning below the high school completion level.	Buena Vista City	NO	YES	YES	YES
§ 22.1-253.13:1(D)(8) – Local school boards shall implement adult education programs for individuals functioning below the high school completion level.	Mecklenburg County	NO	NO	YES	YES
§ 22.1-253.13:1(D)(11) – Local school boards shall implement a plan to notify students and their parents of the availability of dual enrollment and advanced placement classes; career and technical education programs, including internships, externships, apprenticeships, credentialing programs, certification programs, licensure programs, and other work-based learning experiences; the International Baccalaureate Program and Academic Year Governor's School Programs; the qualifications for enrolling in such classes, programs, and experiences; and the availability of financial assistance to low-income and needy students to	Buena Vista City	NO	YES	YES	YES

Standard 1 Requirement	School Division	2020 – 2021 Was Division Compliant ?	2019 – 2020 Was Division Compliant ?	2018 – 2019 Was Division Compliant ?	2017 – 2018 Was Division Compliant ?
take the advanced placement and International Baccalaureate examinations.					
§ 22.1-253.13:1(D)(13) – 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.	Buena Vista City	NO	YES	YES	YES
§ 22.1-253.13:1(D)(13) – Each student who receives algebra readiness intervention services will be assessed again at the end of that school year.	Buena Vista City	NO	YES	YES	YES

STANDARD 2: INSTRUCTIONAL, ADMINISTRATIVE, AND PROFESSIONAL SUPPORT PERSONNEL

Standard 2 Requirement	School Division	2020 – 2021 Was Division Compliant?	2019 – 2020 Was Division Compliant?	2018 – 2019 Was Division Compliant?	2017 – 2018 Was Division Compliant?
§ 22.1-253.13:2(B) - The school board employs licensed instructional personnel qualified in the relevant subject areas.	Amherst County	NO	YES	YES	YES
§ 22.1-253.13:2(B) - The school board employs licensed instructional personnel qualified in the relevant subject areas.	Bath County	NO	YES	YES	YES
§ 22.1-253.13:2(B) - The school board employs licensed instructional personnel qualified in the relevant subject areas.	Charlottesville City	NO	NO	YES	NO
§ 22.1-253.13:2(B) - The school board employs licensed instructional personnel qualified in the relevant subject areas.	Martinsville City	NO	NO	NO	NO
§ 22.1-253.13:2(B) - The school board employs licensed instructional personnel qualified in the relevant subject areas.	Petersburg City	NO	NO	YES	YES
§ 22.1-253.13:2(B) - The school board employs licensed instructional personnel qualified in the relevant subject areas.	Warren County	NO	NO	NO	NO

Standard 2 Requirement	School Division	2020 – 2021 Was Division Compliant?	2019 – 2020 Was Division Compliant?	2018 – 2019 Was Division Compliant?	2017 – 2018 Was Division Compliant?
§ 22.1-253.13:2(C)(iii) - 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: Twenty-five to one in grades four through six with no class larger than thirty-five pupils.	Henrico County	NO	NO	YES	NO
§ 22.1-253.13:2(C) - After September 30 of the school year, anytime the number of students in a class exceeds the class size limit established by § 22.1-253.13:2, the local school division has notified the parent of each student in such class of such fact no later than 10 days after the date on which the class exceeded the class size limit. Such notification states the reason that the class size exceeds the class size limit and describes the measures that the local school division will take to reduce the class size to comply.	Henrico County	NO	YES	YES	YES

Standard 2 Requirement	School Division	2020 – 2021 Was Division Compliant?	2019 – 2020 Was Division Compliant?	2018 – 2019 Was Division Compliant?	2017 – 2018 Was Division Compliant?
§ 22.1-253.13:2(C) - After September 30 of the school year, anytime the number of students in a class exceeds the class size limit established by § 22.1-253.13:2, the local school division has notified the parent of each student in such class of such fact no later than 10 days after the date on which the class exceeded the class size limit. Such notification states the reason that the class size exceeds the class size limit and describes the measures that the local school division will take to reduce the class size to comply.	Richmond City	NO	NO	NO	NO
§ 22.1-253.13:2(C) - The school division provides all middle and high school teachers with one planning period per day or the equivalent, unencumbered of any teaching or supervisory duties.	Warren County	NO	NO	NO	YES
§ 22.1-253.13:2(H)(3) - The local school board employs, at a minimum: 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-	Amherst County	NO	NO	NO	NO

Standard 2 Requirement	School Division	2020 – 2021 Was Division Compliant?	2019 – 2020 Was Division Compliant?	2018 – 2019 Was Division Compliant?	2017 – 2018 Was Division Compliant?
time at 300 students, two full- time at 1,000 students.					
§ 22.1-253.13:2(H)(3) - The local school board employs, at a minimum: 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.	Buena Vista City	NO	YES	YES	YES
§ 22.1-253.13:2(H)(3) - The local school board employs, at a minimum: Librarians in elementary schools, one part-time to 299 students, one full-time at 300 students; librarians in middle schools, one- half time to 299 students, one full-time at 300 students, two full-time at 1,000 students; librarians in high schools, one half-time to 299 students, one full- time at 300 students, two full- time at 1,000 students.	Prince William County	NO	NO	YES	NO

Standard 2 Requirement	School Division	2020 – 2021 Was Division Compliant?	2019 – 2020 Was Division Compliant?	2018 – 2019 Was Division Compliant?	2017 – 2018 Was Division Compliant?
§ 22.1-253.13:2(H)(3) - The local school board employs, at a minimum: 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.	King and Queen County	NO	NO	NO	YES
§ 22.1-253.13:2(H)(3) - The local school board employs, at a minimum: 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.	Richmond City	NO	YES	YES	YES

Standard 2 Requirement	School Division	2020 – 2021 Was Division Compliant?	2019 – 2020 Was Division Compliant?	2018 – 2019 Was Division Compliant?	2017 – 2018 Was Division Compliant?
§ 22.1-253.13:2(H)(4) - The local school board employs, at a minimum: School counselors in elementary schools, one hour per day per 91 students, one full-time at 455 students, one hour per day additional time per 91 students or major fraction thereof; school counselors in middle schools, one period per 74 students, one full-time at 370 students, one additional period per 74 students or major fraction thereof; school counselors in high schools, one period per 65 students, one full-time at 325 students, one additional period per 65 students or major fraction thereof. (May assign school counselors to schools within the division according to the area of greatest need)	Covington City	NO	YES	YES	YES
§ 22.1-253.13:2(H)(4) - The local school board employs, at a minimum: School counselors in elementary schools, one hour per day per 91 students, one full-time at 455 students, one hour per day additional time per 91 students or major fraction thereof; school counselors in middle schools, one period per 74 students, one full-time at 370 students, one additional period per 74 students or major fraction thereof; school counselors in high	Culpeper County	NO	NO	NO	YES

Standard 2 Requirement	School Division	2020 – 2021 Was Division Compliant?	2019 – 2020 Was Division Compliant?	2018 – 2019 Was Division Compliant?	2017 – 2018 Was Division Compliant?
schools, one period per 65 students, one full-time at 325 students, one additional period per 65 students or major fraction thereof. (May assign school counselors to schools within the division according to the area of greatest need)					
§ 22.1-253.13:2(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. 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	Buena Vista City	NO	YES	YES	YES

Standard 2 Requirement	School Division	2020 – 2021 Was Division Compliant?	2019 – 2020 Was Division Compliant?	2018 – 2019 Was Division Compliant?	2017 – 2018 Was Division Compliant?
employ instructional personnel licensed by the Board of Education					
§ 22.1-253.13:2(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.	Prince Edward County	NO	NO	YES	YES
§ 22.1-253.13:2(M) - The school board, annually, on or before December 31, reports 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.	Danville City	NO	YES	YES	YES
§ 22.1-253.13:2(M) - The school board, annually, on or before December 31, reports 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	Richmond City	NO	YES	YES	YES

Standard 2 Requirement	School Division	2020 – 2021 Was Division Compliant?	2019 – 2020 Was Division Compliant?	2018 – 2019 Was Division Compliant?	2017 – 2018 Was Division Compliant?
school division by school for the current school year.					
§ 22.1-253.13:2(O)(4) - 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 which shall include: Instructional personnel support, including professional development positions and library and media positions not included in subdivision H 3.	Culpeper County	NO	YES	YES	YES

STANDARD 3: ACCREDITATION, OTHER STANDARDS, AND EVALUATIONS

Standard 3 Requirement	School Division	2020 – 2021 Was Division Compliant?	2019 – 2020 Was Division Compliant?	2018 – 2019 Was Division Compliant?	2017 – 2018 Was Division Compliant?
§ 22.1-253.13:3(C) - 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	Winchester City	NO	YES	YES	YES

Standard 3 Requirement	School Division	2020 – 2021 Was Division Compliant?	2019 – 2020 Was Division Compliant?	2018 – 2019 Was Division Compliant?	2017 – 2018 Was Division Compliant?
Standards of Learning assessment was not administered during the school year.					

STANDARD 4: STUDENT ACHIEVEMENT AND GRADUATION REQUIREMENTS

Standard 4 Requirement	School Division	2020 – 2021 Was Division Compliant?	2019 - 2020 Was Division Compliant?	2018 - 2019 Was Division Compliant?	2017 - 2018 Was Division Compliant?
§ 22.1-253.13:4(A) - 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.	Buena Vista City	NO	YES	YES	YES
§ 22.1-253.13:4(C) - 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.	Bland County	NO	YES	YES	YES
§ 22.1-253.13:4(C) - 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

Standard 4 Requirement	School Division	2020 – 2021 Was Division Compliant?	2019 - 2020 Was Division Compliant?	2018 - 2019 Was Division Compliant?	2017 - 2018 Was Division Compliant?
§ 22.1-253.13:4(C) - The school board provides 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 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 to age 22.	Richmond City	NO	NO	NO	YES
§ 22.1-253.13:4(D)(6) - Each local school board shall develop and implement policies to require each high school principal or his designee to notify each English language learner of the availability of such testing accommodations prior to the student's participation in any such certification, examination, assessment, or battery.	Richmond City	NO	YES	N/A	N/A

STANDARD 5: QUALITY OF CLASSROOM INSTRUCTION AND EDUCATIONAL LEADERSHIP

Standard 5 Requirement	School Division	2020 - 2021 Was Division Compliant?	2019 - 2020 Was Division Compliant?	2018 - 2019 Was Division Compliant?	2017 - 2018 Was Division Compliant?
§ 22.1-253.13:5(D) - Each member of the school board participates annually in high-quality professional development activities at the state, local, or national levels on governance, including, but not limited to, personnel policies and practices; the evaluation of personnel; curriculum and instruction; use of data in planning and decision making; and current issues in education as part of their service on the local board.	Bedford County	NO	YES	YES	YES
§ 22.1-253.13:5(D) - 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.	Highland County	NO	YES	YES	YES

Standard 5 Requirement	School Division	2020 - 2021 Was Division Compliant ?	2019 - 2020 Was Division Compliant ?	2018 - 2019 Was Division Compliant ?	2017 - 2018 Was Division Compliant ?
§ 22.1-253.13:5(D) - 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.	Mecklenburg County	NO	NO	NO	YES
§ 22.1-253.13:5(D) - 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.	Richmond City	NO	YES	YES	NO

STANDARD 6: PLANNING AND PUBLIC INVOLVEMENT

Standard 6 Requirement	School Division	2020 – 2021 Was Division Compliant?	2019 – 2020 Was Division Compliant?	2018 – 2019 Was Division Compliant?	2017 – 2018 Was Division Compliant?
§ 22.1-253.13:6(B)(iv) - The divisionwide comprehensive plan shall include 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.	Bland County	NO	YES	YES	YES
§ 22.1-253.13:6(B)(iv) - The divisionwide comprehensive plan shall include 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.	Lynchburg City	NO	YES	YES	YES
§ 22.1-253.13:6(B)(x) - The divisionwide comprehensive plan shall include 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.	Greensville County	NO	YES	YES	YES

STANDARD 7: SCHOOL BOARD POLICIES

Standard 7 Requirement	School Division	2020 - 2021 Was Division Compliant?	2019 - 2020 Was Division Compliant?	2018 - 2017 Was Division Compliant?	2017 - 2016 Was Division Compliant?
§ 22.1-253.13:7(C)(5) - Each local school board shall ensure that policies include 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.	Richmond City	NO	YES	YES	YES
§ 22.1-253.13:7 - 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.	Richmond City	NO	YES	YES	YES

STANDARD 8: COMPLIANCE

Standard 8 Requirement	School Division	2020 - 2021 Was Division Compliant?	2019 - 2020 Was Division Compliant?	2018 - 2017 Was Division Compliant?	2017 - 2016 Was Division Compliant?
§ 22.1-253.13:8 - The school board provides, as a minimum, the programs and services, as provided in the Standards of Quality, 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.	Culpeper County	NO	NO	YES	YES

APPENDIX G – 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 2020-2021.

Albemarle Community Public Charter School, Albemarle County closed June 30, 2020.

Seven charter schools in five localities operated for students in the 2020-2021 school year:
1. Community Lab School (formerly Murray High School), Albemarle County
2. Middleburg Community Charter School, Loudoun County
3. Hillsboro Charter Academy, Loudoun County
4. Patrick Henry School of Science and Arts, Richmond
5. Richmond Career Education and Employment Academy, Richmond
6. Green Run Collegiate, Virginia Beach
7. York River Academy, York County

For the 2020-2021 school year, the Superintendent of Public Instruction exercised emergency authority granted to him by the 2020 General Assembly to waive annual school accreditation based on data from the 2019-2020 academic year. Schools were assigned a rating of "Accreditation Waived," allowing schools to focus on assessing the impact of the school closures on students both academically and on their social and emotional well-being.

School/Division	Accreditation Status
Community Lab School, Albemarle	Accreditation Waived
Albemarle Community Public Charter, Albemarle (now closed)	Accreditation Waived
Middleburg Community Charter, Loudoun	Accreditation Waived
Hillsboro Charter Academy, Loudoun	Accreditation Waived
Patrick Henry School of Science and Arts, Richmond City	Accreditation Waived
Richmond Career Education and Employment Academy, Richmond City	Accreditation Waived
Green Run Collegiate, Virginia Beach	Accreditation Waived
York River Academy, York	Accreditation Waived

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 (AYGS) that serve gifted high school students during the academic year. Curriculum provided in AYGS programs goes beyond courses provided at the local high schools to academic challenge students. 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.

A. 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 in 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 Colonial Heights, Petersburg and Richmond; and the counties of Charles City, Chesterfield, Dinwiddie, 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 Clarke, 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 Career 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.

There are 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 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 mentorship programs, 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. In the summer of 2021, these programs operated at a reduced capacity or virtual due to COVID issues.

There were also 21 **Summer Regional Governor's Schools** in 2021. 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 three weeks. Most students return to their homes at the end of each day's activities; however, the University of Virginia's College at Wise, Southside, Hanover Regional Governor's School for Career and Technical Advancement, and Valley/Ridge Summer Regional Governor's Schools are residential programs. During the summer of 2021, only 16 of the summer programs operated in person or virtually while the remaining 5 programs did not operate.

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 in-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 21 Governor's STEM Academies:

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

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

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

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

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

Partnership Members: The College and Career Academy at Pruden; Suffolk Economic Development; Paul D. Camp Community College; Hampton Roads Research Partnership; Suffolk City Public Schools; City of Suffolk Public Works-GIS, Storm Water, and Planning Divisions; Old Dominion University; MYMIC, Virginia Cyber Alliance; and VMASC.

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

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

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

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

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

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

Khouri, Smithsonian Air and Space Museum -Udvar Hazy, STEMTree, Stream Valley Veterinary Hospital, Telos Corporation, The Coder School, The Compounding Center, Tint World, Virginia Tire and Auto, and Winchester Metals, Inc.

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

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

Partnership Members: Chesterfield County Public Schools; American Society of Civil Engineers; 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.

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

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

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

Partnership Members: Carroll County Public Schools; Galax City Public Schools; Grayson County Public Schools; the Crossroads Institute; Wytheville Community College; Virginia Tech; Virginia Cooperative Extension Agency; New River/Mount Rogers Workforce Investment Board; Chestnut Creek School of the Arts; Red Hill General Store; The Turman

Group; Lowe's Home Improvement; Vanguard Furniture; Thomas Automation Management; Southern States; Virginia Produce, Soil, and Water Conservation District; Natural Resource Conservation Service; Virginia Department of Forestry; Office of Building Official; Guardian; MOOG Industries; G. E. Aviation; and future partners: Radford University, Medfit Systems, Professional Networks, Magnolia, Hansen Turbine, and Mohawk Industries.

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

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

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

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

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

Governor's STEM Academy at Chantilly High School – Fairfax County

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

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

Governor's STEM Academy at the Burton Center for Arts and Technology – Roanoke County

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

Partnership Members: Roanoke County Public Schools; Virginia Western Community College; Mason Mechanical Labs; Virginia Tech University; Roanoke Regional Partnership; Balzer and Associates, Inc.; Development Initiatives, Inc.; Western Virginia Workforce Development Board; Carilion Biomed Institute; Novozymes; Plastics One; East West DyeCom; General Electric; Wireless Medcare; Lionberger Construction; Precision Steel; Carilion TSG; Hughes Associates; Carilion Physics; Accellent Cardiology; Spectrum Engineers; AECOM; Hill Studios; Salem Specialties, Inc.; Synchrony; Shenandoah Machine & Maintenance Co., Inc.; Graham-White Mfg; Sematco, Inc.; E & W Machine; Valley Machine; J. C. Nordt; WSLS 10; WDBJ 7; Roanoke-Times; Access Advertising, The O'Connor Group; Carter Media; Wheeler Broadcasting; Blue Ridge PBS; Arcet; Overfelt & Son Welding; Lincoln Electric; New Millennium Steel; Thermal Dynamics; Miller Welders; NASCAR; Tread Corporation; Mountain Land Machine; DRP Racing; Berglund Automotive.

The Bridging Communities Governor's STEM Academy – New Kent County

Program Focus: Bridging Communities Governor's STEM Academy will provide opportunities for students to acquire STEM literacy and other critical skills, knowledge, and credentials that will prepare them for postsecondary education and in-demand, high-wage, and high-skill careers. Students enrolled in the Academy will receive academic and technical training in career preparation in the following career clusters: Health Sciences; and Information Technology.

Partnership Members: Bridging Communities Board of Control, New Kent County Public Schools, Charles City County Public Schools, King and Queen County Public Schools,

King William County Public Schools, Middlesex County Public Schools, West Point Public Schools, Rappahannock Community College, Town of West Point Town Council, and Dominion Resources.

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

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

Heritage High School Governor's STEM Academy – Newport News City

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

Partnership Members: Newport News Public Schools, Newport News Shipbuilding, NASA Langley Research Center, Norfolk State University, Old Dominion University, Jefferson Lab, Mid-Atlantic Regional Maintenance Center (MARMC), Thomas Nelson Community College, Christopher Newport University, Hampton University, Peninsula Council of Workforce Development, Virginia Peninsula Chamber of Commerce, Jacobs Technology, and Pepsi Bottling Group.

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

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

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

Pulaski County Public Schools Governor's STEM Academy – Pulaski County High School

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

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

Governor's STEM Academy at George C. Marshall High School – Fairfax County

Program Focus: George C. Marshall High School Governor's STEM Academy offers premium elective programs in engineering and information technology pathways to interested students in grades 9-12. Many students earn valuable industry certifications such as AutoCAD, CompTIA A+, Network +, Server +, Security +, Cisco CCENT, college credit through dual enrollment, and participate in valuable career experiences through business and industry partnerships. Students work independently and collaboratively in project-based learning environments that encourage finding creative solutions to authentic and complex problems. Engineering projects include building fully functioning robots that compete in VEX and FIRST robotics competitions and using 3- D printers to build prosthetic hands for the e-NABLE organization. Students in information technology build and troubleshoot networks, study software programs such as Ubuntu, Linux, Microsoft

Windows, and compete in the CyberPatriot competitions. An active advisory and planning committee comprised of academia from Virginia Tech, George Mason University, Marymount, NVCC, and industry representatives from MITRE, Northrop Grumman and CopperRiver are committed to building our future STEM workforce.

Partnership Members: 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 Cooper River.

Governor's STEM Academy at Harrisonburg High School – Harrisonburg City

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

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

Governor's STEM Academy at Christiansburg High School – Montgomery County

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

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

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

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

combination of career and technical education and environmental sciences with a focus relating to STEM, design, aesthetics, function, and sciences.

Partnership Members: Hampton City Public Schools, Hudson + Associates Architects PLLC, CES Consulting, LLC, Virginia Tech Hampton Roads Agricultural Research and Extension Center, ECPI College of Technology, Hampton University, New Horizons Regional Education Center, Newport News Shipbuilding, Peninsula Council for Workforce Development, NASA Langley Research Center, and Thomas Nelson Community College.

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 and Technology.

Partnership Members: 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

There are currently 9 Governor's Health Sciences Academies

Governor's Health Sciences Academies are programs designed to expand options for students' health science literacy and other critical knowledge, skills, and credentials that will prepare them for in-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 nine Governor's Health Sciences Academies:

Monticello Governor's Health Sciences Academy – Monticello High School

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

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

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

Partnership Members: 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 – Falls Church High School

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

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

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

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

Partnership Members: Fairfax County Public Schools; Northern Virginia Community College Medical Education Campus (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; INOVA Mt Vernon Hospital; Brother's Brother Foundation; Health Occupation Students of America (HOSA); Patterson Dental; Mission of Mercy, Virginia; and Anderson PT.

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

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

Partnership Members: Gloucester County Public Schools, Mathews County Public Schools, Riverside School of 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.

Partnership Members: Hampton City Public Schools, Thomas Nelson Community College, ECPI University, Riverside School of Health Careers, Pariser Dermatology, Orthorpedica and Spine Center, New Horizons Regional Education Center, and Sentara Healthcare.

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

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

Bedford County Public Schools Governor's Health Sciences Academy – Bedford Science and Technology Center

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

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

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

Program Focus: The mission of the Alexandria City Governor's Health Sciences Academy is to prepare the next generation of healthcare career-seekers for in-demand, high-wage, and high-skills health careers locally in Alexandria, regionally with the Commonwealth, and nationally. The Academy will provide high-quality, dynamic health science plans of study which offer work-based instruction in collaboration with industry partners, and include a combination of clinical experiences, internships, service learning, mentorships, and job shadowing.

Partnership Members: Alexandria City Public Schools, The George Washington University School of Medicine and Health Sciences, Northern Virginia Community College, Inova Health Systems, Goodwin House, and Sentara.

APPENDIX H - ANALYSIS OF SCHOOL DIVISION REPORTING REQUIREMENTS IN RESPONSE TO HOUSE BILLS 196 AND 521 (2016)

BACKGROUND

This report is responsive to portions of House Bills 196, House Bill 521, and House Bill 2141 that amend *§ 22.1-17* and *§ 22.1-18* respectively. Specifically:

House Bill 196 requires the Board of Education to:

... report to the Chairmen of the House Committee on Education and the Senate Committee on Education and Health by November 15 of each year on (i) information that public elementary and secondary schools and local school divisions are required to provide to the Department of Education pursuant to state law, (ii) the results of the annual evaluation and determination made by the Department of Education pursuant to subsection C, (iii) any reports required of public elementary or secondary schools or local school divisions that the Department of Education has consolidated, (iv) any information that the Department of Education no longer collects from public elementary or secondary schools or local school divisions, and (v) any forms that the Department of Education no longer requires public elementary or secondary schools or local school divisions to complete.

House Bill 521 requires the Board of Education to develop:

A complete listing of each report that local school divisions are required to submit to the Board or any other state agency, including name, frequency, and an indication of whether the report contains information that the local school division is also required to submit to the federal government; and
A complete listing of each report pertaining to public education that local school divisions are required to submit to the federal government, including name and frequency.

House Bill 2141 requires the Board of Education to develop:

An explanation of the need to retain or maintain the frequency of any report identified pursuant to subdivision 3; any recommendation for the elimination, reduction in frequency, or consolidation of reports identified pursuant to subdivision 3 when such elimination, reduction in frequency, or consolidation would require an amendment to the laws of the Commonwealth; and a description of any other report identified pursuant to subdivision 3 that the Board has eliminated, reduced in frequency, or consolidated

ACTIONS

The Virginia Department of Education (VDOE) collects a variety of data on public education in the commonwealth, including information on enrollment, demographics, student achievement, finances and safety. The department's procedures for collecting data are intended to ensure the usefulness, timeliness, accuracy and comparability of education data that inform key policy decisions in Virginia.

Most data collections are related to specific legislative requirements of state and federal law which are reported to VDOE through secure Web-based systems designed to increase accuracy while lessening administrative burdens on educators at the local level.

A review of data collections was conducted during August 2021 for the purpose of updating the department's "Calendar of Data Collections" listing of all data collections required of Virginia Public School divisions. The listing is updated annually by polling Department of Education leadership and other data stewards obtaining any additions, changes, and deletions to the collections.

The 2021 calendar was finalized in September 2021 and for each collection the Calendar includes frequency and due date(s), the name, the website with instructions, a contact, and other important information.

The Calendar of Collections (for events that occur during the 2021-2022 school year).

Due Date	Report Name	Report Status	Web Site Link & Notes	Funding Type	Submission Type	Frequency
August 1, 2022	CTE Credentialing Collection (CTECC) (via SSWS)	Revised	http://www.doe.virginia.gov/info_management/data_collection/instruction/career_tech/	Both	Electronic	Annually
January 2022	Title I, Part A, Comparability Report	Same	http://www.doe.virginia.gov/info_management/data_collection/federal_programs/index.shtml	Federal	Electronic	Annually
November 2022	Title I, Part D, Subpart 1 and Subpart 2, Count of Children Who Are Neglected or Delinquent (N or D)	Same	http://www.doe.virginia.gov/info_management/data_collection/federal_programs/index.shtml	Federal	Electronic	Annually
October 15, 2021	Driver Education Program Approval	Same	http://www.doe.virginia.gov/info_management/data_collection/instruction/driver_ed/index.shtml	State	Electronic	Annually
October 15, 2021	Laboratory FEE approval	Same	http://www.doe.virginia.gov/info_management/data_collection/instruction/driver_ed/index.shtml	State	Electronic	Annually
June 30, 2022	Driver Education Status Questionnaire	Same	http://www.doe.virginia.gov/info_management/data_collection/instruction/driver_ed/index.shtml	State	Electronic	Annually
June 30, 2022	Wellness Related Fitness Report	Same	http://www.doe.virginia.gov/instruction/physed/	State	Electronic	Annually
September 30, 2021	Annual Report - Programs for the Gifted	Same	http://www.doe.virginia.gov/statistics_reports/gifted/	State	Electronic	Annually
August 31, 2021	CEIS Survey	Same		State	Electronic	Annually

Due Date	Report Name	Report Status	Web Site Link & Notes	Funding Type	Submission Type	Frequency
July 31, 2021	Foster Care Enrollment Report	Same	http://www.doe.virginia.gov/info_management/data_collection/finance/index.shtml	State	Electronic	Annually
September 15, 2021	Annual School Report - Financial Section	Revised	http://www.doe.virginia.gov/info_management/data_collection/finance/index.shtml	Both	Electronic	Annually
June 15, 2021	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	Annually
October 31, 2021	K-3 Primary Class Size Reduction Program	Revised	http://www.doe.virginia.gov/info_management/data_collection/student_record_collection/index.shtml	State	Electronic	Annually
August 15, 2021	Adult Education and Family Literacy Act (Federal) and General Adult Education (State) Programs	Same	http://www.doe.virginia.gov/instruction/adulted/grants_funding/index.shtml	Both	Electronic	Annually
August 15, 2021	Integrated English Literacy/Civics Education Program Report	Same	http://www.doe.virginia.gov/instruction/adulted/grants_funding/index.shtml	Federal	Electronic	Annually
July 29, 2022	Race to GED Program Report	Same	http://www.doe.virginia.gov/instruction/adulted/grants_funding/index.shtml	State	Form	2 Times a Year
July 29, 2022	PluggedIn Virginia Program Report	Same	http://www.doe.virginia.gov/instruction/adulted/grants_funding/index.shtml	State	Form	Annually
April 29, 2022	Career and Technical Education Financial Report (CTEFR) for SY 2020-2021	Revised	http://www.doe.virginia.gov/info_management/data_collection/instruction/career_tech/	State	Electronic	Annually
January 21, 2022 & August 30, 2022	Secondary Enrollment Demographic Form (SEDF) Fall & EOY Reports (via Master Schedule Collection - MSC)	Revised	http://www.doe.virginia.gov/info_management/data_collection/instruction/career_tech/	State	Electronic	2 Times a Year
August 31, 2022	Substitute Tests	Revised	http://www.doe.virginia.gov/testing/substitute_tests/index.shtml	Both	Electronic	Annually

Due Date	Report Name	Report Status	Web Site Link & Notes	Funding Type	Submission Type	Frequency
Fall SRC - October 30, 2021 Spring SRC - April 30, 2022 EOY SRC - July 22, 2022 Summer SRC - August 19, 2022	Student Record Collections-also includes elements of the December 1 Child Count Collection and Remedial Summer School	Revised	http://www.doe.virginia.gov/info_management/data_collection/student_record_collection/index.shtml	Both	Electronic	4 Times a Year
Fall - November 19, 2021 EOY - August 16, 2022	Positions and Exits Collection	New	http://www.doe.virginia.gov/info_management/data_collection/positions-exits/index.shtml	State	Electronic	2 Times a Year
Fall - January 22, 2022 EOY - August 31, 2022	Master Schedule Data Collection also includes IPAL and SEDF	Same	http://www.doe.virginia.gov/info_management/data_collection/master_schedule_collection/index.shtml	Both	Electronic	2 Times a Year
August 26, 2022	Educational Registry Application (ERA)	Same	http://www.doe.virginia.gov/info_management/data_collection/educational_registry/index.shtml	Both	Electronic	Annually
Mar-22	Student Behavior and Administrative Response Collection	New	http://www.doe.virginia.gov/info_management/data_collection/support/school_safety/index.shtml	Both	Electronic	Optional Monthly Submission /Required Annually
Mid-August 2022	Standards of Quality (SOQ) Compliance and Other Certifications Data Collection	Same	http://www.doe.virginia.gov/info_management/data_collection/soq_compliance/index.shtml	State	Electronic	Annually
October 1, 2019	Student Data Collection for Homeless Children & Youth For Subgrantees	Same	http://wm.edu/hope	Federal	Electronic	Annually
November 15, 2021	Report of Free/Reduced Meal Applications	Same	http://www.doe.virginia.gov/info_management/data_collection/support/nutrition/index.shtml	Federal	Electronic	Annually
January 31, 2022	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	Annually
July 1, 2022	School Nutrition Programs Annual Application	Same	http://www.doe.virginia.gov/info_management/data_collection/support/nutrition/index.shtml	Federal	Electronic	Annually

Due Date	Report Name	Report Status	Web Site Link & Notes	Funding Type	Submission Type	Frequency
July 31, 2022	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	Annually
August 31, 2021	Coordinated Early Intervening Services Survey	Same	https://www.doe.virginia.gov/special_ed/reports_plans_stats/child_count/index.shtml	Federal	Electronic	Annually
December 1, 2021	December 1 Child Count	Same	https://www.doe.virginia.gov/special_ed/reports_plans_stats/child_count/index.shtml	Federal	Electronic	Annually
August 16, 2022	Special Education State Performance Report Indicator Data	Same	http://www.doe.virginia.gov/info_management/data_collection/special_education/index.shtml	Federal	Electronic	Annually
Late January 2022	Individuals with Disabilities Education Act Maintenance of Effort	Same	http://www.doe.virginia.gov/special_ed/grants_funding/index.shtml	State/Local	Electronic	Annually
Mid-May 2022	Special Education Excess Cost	Same	http://www.doe.virginia.gov/special_ed/grants_funding/index.shtml	Federal	Electronic	Annually
Mid-November 2021	Special Education Proportionate Set Aside	Same	http://www.doe.virginia.gov/special_ed/grants_funding/index.shtml	Federal	Electronic	Annually
September 17, 2021	Homebound Student Services	Same	http://www.doe.virginia.gov/info_management/data_collection/instruction/homebound/index.shtml	State	Electronic	Annually
December 14, 2021	December 1 Child Count	Revised	http://www.doe.virginia.gov/info_management/data_collection/special_education/index.shtml	Both	Electronic	Annually
September 30, 2021	Students with Intensive Support Needs Application (SISNA)	New	http://www.doe.virginia.gov/administrators/superintendents_memos/2020/176-20.docx	State	Electronic	Annually
Mid-October 2021 (actual) and May 15, 2022 (fall 2022 projections)	Virginia Preschool Initiative	Revised	http://www.doe.virginia.gov/instruction/early_childhood/	State	Electronic	Annually
Report Monthly and Certification in August 2022	Crash/Incident Report & Certification of School Bus Insurance	Same	http://www.doe.virginia.gov/info_management/data_collection/support/transportation/index.shtml	State	Electronic	Monthly
October 2022	Pupil Transportation Report	Same	http://www.doe.virginia.gov/info_management/data_collection/support/transportation/index.shtml	State	Electronic	Annually

Due Date	Report Name	Report Status	Web Site Link & Notes	Funding Type	Submission Type	Frequency
August 1, 2021	School Security Equipment Grant	Revised	http://www.doe.virginia.gov/support/facility_construction/security_equipment_grants/index.shtml	State	Electronic	Annually
August 1, 2022	Driver Critical Shortage Survey	New	https://www.doe.virginia.gov/support/transportation/data_collection/index.shtml	State	Electronic	Annually
June 1, 2022	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	Annually
Fall 2021	New Teachers Program Report	Revised	http://www.doe.virginia.gov/teaching/career_resources/mentor/	State	Electronic	Annually
Fall 2021	National Board Certification Incentive Award Report	Revised	http://www.doe.virginia.gov/teaching/career_resources/national_board_cert/index.shtml	Both	Electronic	Annually
August 13, 2021 (vacancies) and April 2022 (teacher information)	STEM Teacher Recruitment and Retention Initiatives	Revised	http://www.doe.virginia.gov/administrators/superintendents_memos/2020/202-20.docx	State	Electronic	Annually
August 31, 2021 (vacancies) and November 2021 (teacher information)	Recruitment Incentive for Public Education (RIPE)	New	https://www.doe.virginia.gov/administrators/superintendents_memos/2021/227-21.pdf	State	Electronic	Currently, a one year only collection
January 2022	ESSER and GEER Annual Report	New		Federal	Form	Annually

FINDINGS

A listing of required data reporting asked of Virginia public school division by other governmental agencies was compiled from a survey of school divisions in October 2021. All 132 divisions were asked to:

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.
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.

The following responses were received from surveyed school divisions representing each of the eight Superintendent's Regions.

Listing of non-Virginia Department of Education Collections

Report Name	Report Frequency	Federal Agency or Organization Name	State Agency or Organization Name	Duplicate Reported?
Elementary – Secondary Staff Information Report (EEO5)	Biennial	Equal Employment Opportunity Commission		No
W2	Annual	Internal Revenue Service	Virginia Employment Commission	Yes
1096 Federal Forms	Annual	Internal Revenue Service		No
1099-Misc Income	Annual	Internal Revenue Service		No
941 report (Federal Payroll Tax)	Quarterly	Internal Revenue Service		No
ACA reconciliation -1095	Annual (suspended for 2021 and 2022)	Internal Revenue Service		No
IRS Form 720 (Part II, Section 133) PCORI fees	Annual	Internal Revenue Service		No
IRS-SSA-CMS Data Match	Voluntary	Internal Revenue Service - Centers for Medicare & Medicaid Services		No
# OSHA 300, 300A	Annual	Occupational Health and Safety Administration		No
Impact Aid Report	Annual	Office of Impact Aid		No
Bureau of Labor Statistics - Employee Wage Report	Annual	US Bureau of Labor Statistics		No
Bureau of Labor Statistics Employee Counts	Monthly	US Bureau of Labor Statistics		No
Census of Governments, Survey of Public Employment and Payroll	Periodically	US Census Bureau		No
# USDA Farm to School Census Data Collection	Annual	US Department of Agriculture		No
Census of Governments, Survey of School Finances	Annual	US Department of Commerce – Economics		No
National Assessment of Educational Progress (NAEP)	Annual	US Department of Education - National Center for Education Statistics		No
School Pulse Panel Recurring Survey	Annual for selected schools	US Department of Education - National Center for Education Statistics		No
Civil Rights Data Collection	Annual for 2021-2022 and 2022-	US Department of Education - Office of Civil Rights		No

	2023 then every 2 years			
* Nursing Situational Report	Annual	US Department of Health		No
Epi Pen Report	Annual	US Department of Health		No
Vision and Hearing Screening Report	Annual	US Department of Health		No
Head Start Program Information Report	Annual	US Department of Health and Human Services - Office of Head Start		No
Freedom of Information Act (FOIA)	As requested	US Department of Justice	Virginia Freedom of Information Act	Yes
Broadband Connectivity Capability Survey	Annual		Appropriations Act (Item 137.G)	No
Legally Blind Students	Annual		Department for the Blind and Vision Impaired	No
School Safety Inspection Checklist	Annual		Department of Criminal Justice Services	No
VDCJS School Safety Survey	Annual		Department of Criminal Justice Services	No
Virginia School Crisis Management Plan Review and Certification	Annual		Department of Criminal Justice Services	No
School Climate Survey Report	Annual		Department of Criminal Justice System	No
Drinking Water Testing	Annual		Department of Health	No
Student Immunization Status Report	Annual		Department of Health	No
VDH Attendance	Annual		Department of Health	No
VDH School Health Profiles Survey	Annual		Department of Health	No
Vision and Hearing Screening Report	Annual		Department of Health	No
Business Cost Report (BCR)	Annual		Department of Medical Assistance Services	No
Quarterly Medicaid Report	Annual		Department of Medical Assistance Services	No
Virginia Medicaid Reporting	Annual		Department of Medical Assistance Services	No
Administrative Claim Report	Annual		Department of Medical Assistance Services	No
Cost report	Annual		Department of Medical Assistance Services	No
P-EBT	Annual		Department of Social Services	No
VA-16 (Virginia Payroll Tax)	Quarterly		Department of Taxation	No
VA-6 (Virginia Payroll Tax)	Annual		Department of Taxation	No
VEC-FC-21 (Virginia Unemployment Commission)	Quarterly		Employment Commission	No

New Hire Report	Annual		New Hire Reporting Center	No
Census to the Virginia Project for Children and Youth with Deaf-Blindness	Annual		VCU - The National Center on Deaf-Blindness (NCDB)	No
Teacher Salary Study	Annual		Virginia Education Association	No
Virginia High School League CEF (Coaches Education)	Annual		Virginia High School League	No
Virginia High School League Participation/ATM	Annual		Virginia High School League	No
VRS Snapshot	Annual		Virginia Retirement System	No
Survey of Individual Self-Insurers-Public	Annual		Virginia Worker Compensation Commission	No

CONCLUSION

In response to House Bill 521, 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.

In response to House Bill 196, 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.

In response to House Bill 196 and House Bill 2141, 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 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 I: 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.

An eighth 30-day application window opened on January 2, 2018. During that time, two organizations submitted new applications or correlation documents. Some providers approved in 2011-2017 submitted new courses for review and approval. After a thorough review, the two new applicants were approved as multidivision online providers and additional courses from existing providers were approved.

Thirteen of the 21 currently approved organizations offered courses to students in Virginia during the 2017-2018 school year. These organizations submitted monitoring reports in July 2018. 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.

A tenth 30-day application window opened on January 1, 2019. During that time, one organization submitted a new application. Some providers approved in 2011-2018 submitted new courses for review and approval. After a thorough review, the new applicant was approved as a multidivision online provider, and additional courses from existing providers were approved.

An eleventh 30-day application window opened on January 1, 2020. During that time, there were no new applications submitted. Some providers approved during 2011-2019 submitted new

courses for review and approval. After a thorough review, 159 courses submitted from existing providers were approved.

A twelfth 30-day application window opened on March 29, 2021. During that time, there were two new applications submitted. After a thorough review, both new applicants were approved as multidivision online providers. Some providers approved during 2011-2021 submitted new or revised courses for review and approval.

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, 2020 and October 1, 2021:

- The application window was opened for 30 days beginning March 29, 2021. There were two new applicants during the application window.

- Of the 533 new or revised courses reviewed, 529 (99 percent) were approved and six (1 percent) were denied due to not correlating to SOL or CTE competencies.

- Providers that were initially approved in 2018 or that completed a three-year review in 2018 completed another three-review process of submitting updated application and course information.

- The Department of Education required approved providers that provided services to complete monitoring reports that detailed their activities in the Commonwealth during the 2020-2021 academic year.

- The Department of Education collected and reviewed monitoring reports from the following providers during the 2020-2021 school year: Accelerate Education; Apex Learning; BYU Independent Study; CCPSOnline – Chesterfield County Public Schools; Edgenuity (formerly known as Education2020, Inc.); Edison Learning; EdOptions Academy (Edmentum); Florida Virtual School; Founders Education; Odysseyware; Proximity Learning; RISE Academy; Stride, Inc. (formerly known as K12); Stride Learning Solutions (formerly known as Fuel Education); The Virtual High School (formerly known as VHS Collaborative); and York County School Division.

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. 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 student enrollments in courses offered by approved multidivision online providers. The table below shows student enrollment in multidivision online provider courses by division for the past six school years. Data from the 2012-2013, 2013-2014, and 2014-2015 school years may be located in Appendix K of the associated 2013, 2014, and 2015 Board's Annual Report to the governor and General Assembly.

Division	Number of student enrollments in courses offered by approved providers in 2015-2016	Number of student enrollments in courses offered by approved providers in 2016-2017	Number of student enrollments in courses offered by approved providers in 2017-2018	Number of student enrollments in courses offered by approved providers in 2018-2019	Number of student enrollments in courses offered by approved providers in 2019-2020	Number of student enrollments in courses offered by approved providers in 2020-2021
Albemarle County	9	0	0	0	0	0
Alexandria City	160	128	0	0	0	360
Amelia-Nottoway Vocational-Technical Center	0	3	0	0	0	124
Amherst County	385	321	261	281	150	9
Appomattox County	8	13	19	90	0	73
Arlington County	0	7	0	1	21	16
Bath County	0	11	1	0	0	0
Bedford County	36	88	72	47	0	70
Bristol	27	20	68	0	0	0
Brunswick County	0	63	0	14	0	75
Buckingham County	0	104	0	0	0	120
Buena Vista	0	0	199	0	0	160
Charles City County	0	0	0	21	76	66
Chesapeake City	0	0	0	0	69	0
Charlotte County	0	0	0	0	0	7
Charlottesville	111	16	129	81	0	34
Clarke County	0	0	0	0	0	30

Division	Number of student enrollments in courses offered by approved providers in 2015-2016	Number of student enrollments in courses offered by approved providers in 2016-2017	Number of student enrollments in courses offered by approved providers in 2017-2018	Number of student enrollments in courses offered by approved providers in 2018-2019	Number of student enrollments in courses offered by approved providers in 2019-2020	Number of student enrollments in courses offered by approved providers in 2020-2021
Colonial Beach	0	23	114	38	50	188
Colonial Heights	0	0	1	0	0	0
Craig County	20	13	112	33	0	0
Culpeper County	119	0	0	0	0	0
Cumberland County	7	0	0	0	0	0
Danville	0	0	9	2	0	211
Dickenson County	0	0	0	0	0	1
Dinwiddie County	0	0	74	0	0	0
Essex County	35	44	190	5	0	0
Fairfax County	1361	1495	1197	1424	0	0
Floyd County	0	46	38	35	0	48
Fluvanna County	0	0	0	26	0	0
Franklin City	130	27	0	12	0	15
Franklin County	0	0	5	7	41	181
Fredericksburg	0	0	54	22	0	62
Galax	25	11	0	2	1	0
Giles County	0	0	0	4	0	0
Gloucester County	0	0	0	4	0	11
Goochland County	268	266	232	144	0	0
Grayson County	0	0	0	16	0	0
Greene County	0	0	58	24	0	0
Greensville	0	0	0	0	0	7
Hampton City	66	61	0	0	0	0
Hanover County	30	38	119	281	145	225
Harrisonburg City	0	0	0	1	0	0
Henrico County	2200	2010	866	1036	0	594
Henry County	3	0	0	0	0	0
Highland County	0	5	15	25	1	10
Hopewell City	0	0	0	0	730	248
Isle of Wight County	0	92	0	0	0	0
King George County	0	0	0	1	5	0
King and Queen County	0	0	0	0	190	0
King William County	0	11	17	97	0	0

Division	Number of student enrollments in courses offered by approved providers in 2015-2016	Number of student enrollments in courses offered by approved providers in 2016-2017	Number of student enrollments in courses offered by approved providers in 2017-2018	Number of student enrollments in courses offered by approved providers in 2018-2019	Number of student enrollments in courses offered by approved providers in 2019-2020	Number of student enrollments in courses offered by approved providers in 2020-2021
Lancaster County	14	0	0	0	0	0
Lee County	8	3	1	0	0	18
Loudoun County	1	13	7	1	163	16
Louisa County	1	0	0	13	0	905
Lunenburg County	25	25	28	0	0	55
Madison County	63	48	27	20	0	26
Manassas City	35	0	0	8	0	0
Martinsville	15	46	112	28	0	205
Mathews County	35	49	46	53	0	37
Mecklenburg County	0	51	171	0	0	64
Middlesex County	15	11	38	0	29	58
Nelson County	0	81	57	0	0	52
Newport News City	0	0	0	0	9	0
Northampton County	242	189	120	0	0	656
Norfolk	0	1675	1753	2505	0	0
Northumberland County	1	62	137	25	0	0
Norton City	0	0	0	19	0	0
Nottoway County	0	152	120	3	0	0
Orange County	305	276	312	308	0	185
Patrick County	11	1	2	1	281	6
Petersburg City	0	164	794	211	8	123
Pittsylvania County	0	0	0	0	0	518
Portsmouth City	0	0	0	0	0	41
Poquoson City	0	0	0	0	1	0
Powhatan County	0	0	0	0	159	0
Prince George County	0	0	0	0	24	6
Prince William County	0	0	0	0	0	1413
Radford City	53	71	44	3	0	63
Rappahannock County	6	0	0	0	0	1
Richmond City	0	0	245	1675	2068	321
Richmond County	28	52	25	17	12	17
Roanoke City	0	0	0	0	0	101

Division	Number of student enrollments in courses offered by approved providers in 2015-2016	Number of student enrollments in courses offered by approved providers in 2016-2017	Number of student enrollments in courses offered by approved providers in 2017-2018	Number of student enrollments in courses offered by approved providers in 2018-2019	Number of student enrollments in courses offered by approved providers in 2019-2020	Number of student enrollments in courses offered by approved providers in 2020-2021
Roanoke County	0	0	0	0	0	138
Rockbridge County	0	0	0	93	0	0
Russell County	0	0	0	0	0	5
Salem	0	11	6	0	0	0
Shenandoah County	241	0	298	296	0	220
Smyth County	6	0	68	27	18	19
Spotsylvania County	0	294	210	0	0	371
Stafford County	150	126	592	669	539	965
Staunton	4	76	60	208	0	96
Suffolk	298	0	0	0	0	774
Sussex County	11	3	2	15	3	4
Virginia Beach	0	0	15	69	2598	15
Warren County	3	0	0	0	0	2
Washington County	2	7	0	0	0	114
Waynesboro	0	0	2	0	0	0
West Point	12	0	19	42	0	3
Westmoreland County	83	67	51	71	0	0
Williamsburg-James City County	0	1	0	11	1	0
Wise County	413	0	284	0	0	190
Wythe County	42	43	8	0	0	3
Total Students Enrolled	**7,123**	**8,513**	**9,505**	**10,161**	**7,463**	**10,751**

Student Demographic Data

Student demographic data were requested on the provider monitoring reports. Of the **18** approved providers, nine offered instruction during the 2020-2021 school year with a total of 3,269 students. Of these nine, six collected and reported student data on gender and three reported on race and ethnicity. Of the data reported:

- Gender data were provided for 7,013 students. Of these students, 47 percent were male and 53 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 6,704 students. Of these students, ten percent were reported as Hispanic or Latino, .67 percent were American Indian or Alaskan Native, seven percent were Asian, 22 percent were Black or African American, 59 percent were White, and .24 percent were two or more ethnicities.

The table below shows demographic data as reported by each of the active providers offering services during the 2020-2021 school year.

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
Accelerate Education	0	0	0	0	0	0	0	0	0	0	0
Apex Learning	0	81	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
BYU Independent Study	0	0	0	0	0	0	0	0	0	0	0
CCPSOnline - Chesterfield County Public Schools	0	1	1	0	0	0	0	0	0	1	0
Edgenuity	42	396	195	243	46	3	71	75	0	164	16 (63 Not Reported)
Edison Learning	0	0	0	0	0	0	0	0	0	0	0
EdOptions Academy (Edmentum)	0	24	8	16	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Florida Virtual School	0	15	7	8	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Founders Education	0	51	18	33	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Middleton Academy	0	0	0	0	0	0	0	0	0	0	0
My Virtual Academy	0	0	0	0	0	0	0	0	0	0	0
Nextide Academy	0	0	0	0	0	0	0	0	0	0	0
OdysseyWare	0	0	0	0	0	0	0	0	0	0	0
Proximity Learning, Inc.	134	0	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	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
RISE Academy	0	0	0	0	0	0	0	0	0	0	0
Stride, Inc. (K12)	6484	0	3072	3412	668	42	378	1425	33	3782	N/A
Stride Learning Solutions	13	0	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
The Virtual High School	0	0	0	0	0	0	0	0	0	0	0
York County Public Schools	0	0	0	0	0	0	0	0	0	0	0
Total Full-Time & Part-Time Students	6673	568									
Total Combined Students Served	**7241**										

Notes: DNA indicates Data Not Available.

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: 56.71%
- Mathematics: 55.83%
- Science: 60.24%
- History: 78.95%

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

- English: 57.07%
- Mathematics: 45.35%
- Science: 49.07%
- History: 35.15%

Course Enrollment, Completion, and Pass Rate Data

Data from the provider monitoring reports indicated that there were 45,067 student enrollments in virtual courses from approved providers; 83 percent of enrolled students completed the courses and 89 percent both completed and passed the courses. Completion and pass rates from individual providers are below.

Course Completion and Pass Rate Data	Number of Enrollments	Number of Withdrawals	Number of Completers	Overall Completer Percentage	Number Completing and Passing	Overall Completer and Pass Rate *(divide column E by column C)*
Accelerate Learning	0	0	0		0	
Apex Learning	81	0	71	85%	34	48%
BYU Independent Study	0	0	0		0	
CCPSOnline - Chesterfield County Public Schools	1	0	1	100%	1	100%
Edgenuity	687	24	504	73%	497	98%
Edison Learning	0	0	0		0	
EdOptions Online Academy (Edmentum)	42	14	28	67%	24	86%
Florida Virtual School	24	6	16	67%	16	100%
Founders Education	60	12	48	80%	48	100%
My Virtual Academy	0	0	0		0	
Nextide Academy	0	0	0		0	
OdysseyWare	0	0	0		0	
Proximity Learning, Inc.	134	0	134	100%	100	75%
RISE Academy	0	0	0		0	
Stride, LLC. (K12)	43,983	5,550	38,433	96%	37,555	97%
Stride Learning Solutions (Fuel Education)	55	11	44	82%	41	93%
The Virtual High School (formerly known as The VHS Collaborative)	0	0	0		0	0

Course Completion and Pass Rate Data	Number of Enrollments	Number of Withdrawals	Number of Completers	Overall Completer Percentage	Number Completing and Passing	Overall Completer and Pass Rate (divide column E by column C)
York County Public Schools	0	0	0		0	0
Totals	**45,067**	**5,617**	**39,279**	**83%**	**38,316**	**89%**

Provider Monitoring Issues

The Department of Education collected data regarding issues via the annual Monitoring Report from the nine providers that offered courses during the 2020-2021 school year. No issues were identified with any of the providers.

Department of Education Parental Satisfaction Survey Data

The Department of Education requested all multidivision online providers send program participants links to a parent survey. A total of 1,510 survey responses were received from five of the 18 approved providers who offered instruction during the 2020-2021 school year. The table below shows the demographics of the survey responses received.

	Total Responses	Number of Courses Taken Online		
		1-2	3-5	6+
Accelerate Learning	1	1	0	0
Apex Learning	4	1	1	2
CCPSOnline Chesterfield County Public Schools	1	0	1	0
Edgenuity	23	12	7	4
EdOptions Academy	2	1	1	0
Florida Virtual School	3	2	0	1
My Virtual Academy	16	0	8	8
Proximity Learning	29	19	2	8
RISE Academy	1	1	0	0
Stride, Inc. (K12, Inc.)	1,415	54	273	1,088
Stride Learning Solutions (Fuel Ed.)	1	1	0	0
The Virtual High School	13	1	3	9
Total	**1,509**	**93 or 6%**	**296 or 20%**	**1,120 or 74%**

The surveys showed that six percent of the students participated in one or two courses online, 20 percent of the students participated in three to five courses online, and 74 percent of the students participated in six or more courses online. In addition, 95 percent of the respondents stated that they would enroll their children with the provider again. Further results from these surveys included:

Technical Issues

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

- Eighty (80%) 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-six percent (96%) agreed or strongly agreed that the quality of the online course was good.

- Ninety-six percent (96%) agreed or strongly agreed that the quality of the course content was good.

- Ninety-four percent (94%) agreed or strongly agreed that their children had been appropriately challenged by the online course.

- Eighty-one percent (81%) agreed that the online course was appropriately personalized to meet the unique needs of their children.

Communication

- Ninety-three percent (93%) agreed or strongly agreed that the frequency of communication with teachers met their children's needs.

- Eighty-one percent (81%) agreed or strongly agreed that the actual communications were productive.

- Ninety-four percent (94%) agreed or strongly agreed that the frequency of communication with other students met their children's needs.

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 2011-2012 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.

Of the two applications received during the 2018 application window, both providers met the criteria for approval: Nextide Academy and R.I.S.E Hybrid Academy.

One application was received during the 2019 application window and met the criteria for approval: My Virtual Academy.

No new applications were received during the 2020 application window.

Two applications were received during the 2021 application window and met the criteria for approval: Greenways Academy and Connections Education by Pearson.

Since 2011, the Department of Education has approved a total of 34 multidivision online providers, and there are 21 current providers. Twenty providers remain as active multidivision online providers. The providers may offer their approved courses listed below.

Course Lists

Accelerate Education
https://accelerate.education

Virginia Approved SOL Courses
Algebra I
Algebra II
American Government
American History
Biology
Chemistry
Civics & Economics
Earth Science
Economics
English Grade 9
English Grade 10
English Grade 11
English Grade 12
Geometry
Health Grade 7
Health
Language Arts Grade 11
Physical Education
Physical Science
Physics
Virginia & US Government
Virginia and United States History
World Geography
World History & Geography 1500-Present

Approved Non-SOL / Electives
Accounting
Advanced Drawing
Art Appreciation
Art Careers
Art History
Basic Drawing
Basic Web Design
Beginning Painting
Career Planning
Child Development
Computer Basics
Contemporary Novels
Creative Writing
Digital Media
Digital Photography

Apex Learning
http://www.apexlearning.com/Company/Contact.htm

Virginia Approved SOL Courses
Algebra 1
Algebra 2

Algebra, Functions, and Data Analysis
Biology
Biology II
Chemistry
Civics & Economics
Earth Science
Economics and Personal Finance
English 10
English 11
English 12
English 9
English Grade 4
English Grade 5
English Grade 6
English Grade 7
English Grade 8
English Grade 9
French I
French II
Geometry
Health Grades 9 and 10
Mathematical Analysis
Mathematics Grade 6
Mathematics Grade 7
Mathematics Grade 8
Physical Education Grades 9 and 10
Physical Science
Physics
Probability & Statistics
Spanish I
Spanish II
Spanish III
United States History: 1865 to the Present
Virginia & U.S. History
Virginia and US Government
World Geography
World History & Geography to 1500
World History and Geography 1500 - Present

CTE Courses
Business Law

Approved Non-SOL / Electives
AP Biology
AP Calculus AB
AP Chemistry
AP English Language and Composition
AP English Literature and Composition
AP Environmental Science
AP Macroeconomics
AP Microeconomics
AP Psychology
AP Spanish Language

AP Statistics
AP U.S. Government and Politics
AP U.S. History
Art Appreciation
Creative Writing
Financial Literacy
Liberal Arts Math
Media Literacy
Multicultural Studies
Music Appreciation
Psychology
Reading Skills and Strategies
Sociology
Writing Skills and Strategies

BYU Independent Study
http://elearn.byu.edu

Virginia Approved SOL Courses
Algebra I
Algebra II
Biology
English Grade 9
Geometry
Health Grade 10
Health Grade 9
Physics
Spanish I
Spanish II
US History 1865 to Present

Approved Non-SOL / Electives
AP Biology
AP Calculus
Exploring Values, Part 1
Exploring Values, Part 2
Exploring Values, Part 3
Home Gardening
Human Anatomy

CCPSOnline - Chesterfield County Public Schools
http://ccpsonline.ccpsnet.net/contact.html

Virginia Approved SOL Courses
English Grade 9
Health Grade 10
Health Grade 9
Physical Education Grade 10
Physical Education Grade 9
Virginia and U.S. Government

Approved Non-SOL / Electives
Earth Science 2
Psychology
Sociology

Connections Academy by Pearson
www.Pearson.com/us/prek-12/products-services-districts/online-and-blended-learning.html

Approved Non-SOL / Electives
Mathematics - HS Independent Study
Biology II - Anatomy/Physiology
Computer Literacy - not Business or Math
Computer Literacy - not Business or Math
Chinese (Elementary School)
Chinese (Elementary School)
Spanish (Elementary School)
Spanish (Elementary School)
Environmental Science
Mathematics - HS Independent Study
Game Design and Development
Sociology
Digital Applications
Criminal Justice I
Independent Study
Psychology I
AP Art History
Earth Science II - Astronomy
AP Biology
Computer Science Programming
Java Programming (Oracle)
AP Calculus AB
Journalism I
AP Calculus BC
Marine Science
Chinese Exploratory (Middle School)
AP Computer Science A
Chinese Exploratory (Middle School)
Visual Arts - Independent Study
Spanish Exploratory
Spanish Exploratory
Career Investigations
Journalism (MS)
Physical Science
AP English Language & Composition
Psychology I
AP English Literature & Composition
Scientific Research & Design
AP Environmental Science
American Sign Language for Young Learners - Middle School
AP Macro-Economics, Semester
American Sign Language I
AP Micro-Economics, Semester
AP Psychology
AP Spanish Language
AP Statistics
AP Government & Politics: United States
AP U.S. History
Art History
Communication Systems

American Sign Language for Young Learners -
Elementary School
Debate
Sports and Entertainment Management
Design, Multimedia, & Web Technologies
Office Administration
Business Mathematics
Calculus
Standardized Test Preparation
Standardized Test Preparation
Personal Living & Finance
Law Related Education
Photography I
Computer Literacy - not Business or Math
Computer Literacy - not Business or Math
Computer Literacy - not Business or Math
Computer Literacy - not Business or Math
Computer Literacy - not Business or Math
Computer Literacy - not Business or Math
Computer Literacy - not Business or Math

Edgenuity
http://www.edgenuity.com

Virginia Approved SOL Courses
Algebra Functions & Data Analysis
Algebra I
Algebra I Honors
Algebra II
Algebra II Honors
Biology
Biology Honors
Chemistry
Chemistry Honors
Chinese 1 (MS)
Chinese 2 (MS)
Chinese I
Chinese II
Earth Science
Earth Science Honors
Economics
Economics & Personal Finance
Economics & Personal Finance Honors
English 10
English 10 Honors
English 11
English 11 Honors
English 12
English 12 Honors
English 6
English 7
English 8
English 9
English 9 Honors
French 1 (MS)
French 2 (MS)

French I
French I (Odysseyware Version)
French II
French II (Odysseyware Version)
French III
Geometry
Geometry Honors
German 1 (MS)
German 2 (MS)
German I
German II
Health & Personal Wellness
Health 9 (Life Skills)
Health Grade 10
Health Grade 9
Introduction to Computer Science
Language Arts 1 A/B (VA)
Language Arts 2 A/B (VA)
Language Arts 3 A/B (VA)
Language Arts 4 A/B (VA)
Language Arts 5 A/B (VA)
Language Arts K A/B (VA)
Latin 1 (MS)
Latin I
Latin II
Life Science
Math 1 A/B (VA)
Math 2 A/B (VA)
Math 3 A/B (VA)
Math 4 A/B (VA)
Math 5 A/B (VA)
Math K A/B (VA)
Mathematical Analysis
Mathematics 6
Mathematics 7
Mathematics 8
Middle School Civics & Economics
Middle School U.S. History I (to 1865)
Middle School US History II (from 1865)
Physical Education Grade 9
Physical Science
Physics
Physics Honors
Probability & Statistics
Science 1 A/B (VA)
Science 2 A/B (VA)
Science 3 A/B (VA)
Science 4 A/B (VA)
Science 5 A/B (VA)
Science 6
Science 7
Science 8
Science K A/B (VA)
Social Studies 1 A/B (VA)
Social Studies 2 A/B (VA)
Social Studies 3 A/B (VA)

Social Studies 4 A/B (VA)
Social Studies 5 A/B (VA)
Social Studies K A/B (VA)
Spanish 1 (MS)
Spanish 2 (MS)
Spanish I
Spanish I (Odysseyware Version)
Spanish II
Spanish II (Odysseyware Version)
Spanish III
Spanish III (Odysseyware Version)
Trigonometry
Virginia & U.S. Government
Virginia & U.S. Govt. Honors
Virginia & U.S. History
Virginia & U.S. History Honors
World Geography
World History & Geography I (to 1500)
World History & Geography I (to 1500) Honors
World History & Geography II (1500 to present)
World History & Geography II (1500 to present) Honors

Approved Non-SOL / Electives
Advertising and Sales Promotion
African American History
Agribusiness Systems
Algebra II and Trigonometry (Elective)
Anatomy
Animation
Anthropology I: Uncovering Human Mysteries
Anthropology II: More Human Mysteries Uncovered
AP Biology
AP Calculus AB
AP English Language and Composition
AP English Literature and Composition
AP Environmental Science
AP French Language & Culture
AP Human Geography
AP Psychology
AP Spanish Language and Culture
AP Statistics
AP U.S. Government & Politics
AP U.S. History
AP World History
Archaeology: Detectives of the Past
Art History I
Art Level 1
Art Level 2
Art Level 3
Art Level 4
Arts & Crafts, 1
Arts & Crafts, 2
Arts & Crafts, K
Astronomy: Exploring the Universe 1A
Astronomy: Exploring the Universe 1B

ASVAB (Math, Verbal, Science)
Biotechnology 1A
Biotechnology 1B
Business Computer Information Systems
Business Law
Career Explorations
Career Planning and Development
Careers in Allied Health
Careers in Criminal Justice
Careers in Logistics Planning and Management Services
Careers in Marketing Research
Character and Leadership Dev.
Classic Novels & Author Studies (includes 15 novels)
College & Career Readiness
Computer Applications: Office 2016
Concepts in Probability and Statistics
Concepts of Engineering & Technology
Construction Careers
Corrections: Policies and Procedures
Cosmetology 2: The Business of Skin and Nail Care
Cosmetology1: Cutting Edge Styles
Creative Writing
Criminology: Inside the Criminal Mind
Culinary Arts 1A
Culinary Arts 1B
Cybersecurity 1A
Cybersecurity 1B
Digital Photography 1A
Digital Photography 1B
Digital Photography II
Drugs & Alcohol
Early Childhood Education 1A
Early Childhood Education 1B
Engineering and Design
Engineering and Product Development
Environmental Science
Exercise Science
Expository Reading & Writing
Fashion & Interior Design
Fire and Emergency Services
First Aid & Safety
Food Products and Processing Systems
Food Safety and Sanitation
Forensic Science I: Secrets of the Dead
Forensic Science II: More Secrets of the Dead
Forestry and Natural Resources
Fundamentals of Programming and Software Development
Game Design 1A
Game Design 1B
Gothic Literature: Monster Stories
Great Minds in Science: Ideas for a New Generation
Health 1

Health 2
Health 3
Health 4
Health 5
Health K
Health Science Concepts (Anatomy & Physiology)
History of the Holocaust
Hospitality & Tourism 1: Traveling the Globe
Hospitality & Tourism 1: Traveling the Globe
Hospitality & Tourism 2A: Hotel & Restaurant Management
Hospitality & Tourism 2B: Hotel & Restaurant Management
Information Technology Fundamentals
International Business: Global Commerce in the 21st Century
Intro to Communication and Speech
Introduction to Agriculture, Food, and Natural Resources
Introduction to Art
Introduction to Careers in Architecture and Construction
Introduction to Careers in Education and Training
Introduction to Careers in Finance
Introduction to Careers in Government and Public Administration
Introduction to Careers in Manufacturing
Introduction to Careers in the Health Sciences
Introduction to Careers in Transportation, Distribution, and Logistics
Introduction to Coaching
Introduction to Coding
Introduction to Consumer Services
Introduction to Health Science
Introduction to Human Growth and Development
Introduction to Human Services
Introduction to Information Technology Support and Services
Introduction to Law, Public Safety, Corrections, and Security
Introduction to Manufacturing: Product Design & Innovation
Introduction to Military Careers
Introduction to Network Systems
Introduction to Social Media: Our Connected World
Introduction to STEM
Journalism 1A
Journalism 1B
Keyboarding
Law & Order: Introduction to Legal Studies
Law Enforcement Field Services
Literacy and Comprehension I
Literacy and Comprehension II
Marine Science 1A
Marine Science 1B
Marketing and Sales for Tourism and Hospitality

Medical Terminology
Mental Health & Wellness /Elective
Microsoft Office Specialist
Middle School 2D Studio Art 1A
Middle School 2D Studio Art 1B
Middle School Coding 1A
Middle School Coding 1B
Middle School Digital Art & Design 1A
Middle School Digital Art & Design 1B
Middle School Exploring Music 1A
Middle School Exploring Music 1B
Middle School Game Design 1A
Middle School Game Design 1B
Middle School Journalism 1A
Middle School Journalism 1B
Middle School Life Skills
Middle School Photography 1A
Middle School Photography 1B
Music Appreciation: The Enjoyment of Listening
Mythology & Folklore: Legendary Tales
National Security
Network System Design
New Applications: Web Development in the 21st Century
Nutrition & Wellness
Online Learning and Digital Citizenship
Peer Counseling
Personal Care Services
Personal Development
Personal Finance
Personal Training Concepts
Philosophy: The Big Picture
Physical Education 1
Physical Education 2
Physical Education 3
Physical Education 4
Physical Education 5
Physical Education K
Physicians, Pharmacists, Dentists, Veterinarians and Other Doctors
Physiology
Planning Meetings and Special Events
Power, Structural, and Technical Systems
Pre-Algebra
Pre-Calculus
Principles of Agriculture, Food, and Natural Resources
Principles of Public Service: to Serve and Protect
Psychology
Public Health: Discovering the Big Picture in Health Care
Public Speaking 1A
Public Speaking 1B
Real World Parenting
Recorders Level 1
Renewable Technologies 1A

Renewable Technologies 1B
Science and Mathematics in the Real World
Scientific Discovery and Development
Scientific Research
Scratch Coding
Security and Protective Services
Small Business Entrepreneurship
Social and Emotional Success
Social Problems I: A World in Crisis
Social Problems II: Crisis, Conflicts, & Challenges
Sociology
Software Development Tools
Sports and Entertainment Marketing
Sports Officiating
STEM and Problem Solving
Strategies for Academic Success
Sustainable Service Management for Hospitality and Tourism
Technology and Business
Test-Prep 6th Grade Mathematics
Test-Prep 6th Grade Reading
Test-Prep 7th Grade Civics & Economics
Test-Prep 7th Grade Mathematics
Test-Prep 7th Grade Reading
Test-Prep 8th Grade Science
Test-Prep ACCUPLACER (includes Sentence Skills, Reading Comprehension, and Arithmetic, Elementary Algebra, and Written Summary strands)
Test-Prep ACT (includes Math, Reading, Writing, English, and Science strands)
Test-Prep ACT WorkKeys
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 9th Grade Reading
Test-Prep EOC SOL 9th Grade Writing
Test-Prep EOC SOL Algebra I
Test-Prep EOC SOL Algebra II
Test-Prep EOC SOL Biology
Test-Prep EOC SOL Chemistry
Test-Prep EOC SOL Earth Science
Test-Prep EOC SOL Geometry
Test-Prep EOC SOL World Geography
Test-Prep EOC SOL World History & Geography 1500-Present
Test-Prep EOC SOL World History & Geography to 1500
Test-Prep GED (includes Math, Reading, Science, Social Studies, Writing strands)
Test-Prep SAT (includes Math, Critical Reading, and Writing strands)
Test-Prep SOL 8th Grade Mathematics
Test-Prep SOL 8th Grade Reading
Test-Prep SOL 8th Grade Writing
Test-Prep Virginia & U.S. History

Therapeutics: The Art of Restoring and Maintaining Wellness
Transportation and Tours for the Traveler
Unlock your Purpose
Veterinary Science: The Care of Animals
Virtual Tutor Test-Prep PSAT
World Religions: Exploring Diversity

Edgenuity - OdysseyWare
https://www.edgenuity.com/states/virginia-virtual-learning/mopprovider

Virginia Approved SOL Courses
Algebra I
Algebra II
Chemistry
Chemistry I
Earth Science
English Grade 10
English Grade 11
English Grade 12
English Grade 6
English Grade 7
English Grade 8
English Grade 9
French I
French II
Geometry
Math Grade 6
Math Grade 7
Math Grade 8
Spanish I
Spanish II
Spanish III
Trigonometry
World Geography

Approved Non-SOL / Elective Courses
Advanced Algebra
Agribusiness Systems
Algebra I Fundamentals
Algebra II Fundamentals
Analytic Geometry
Art History
Banking Services Careers
Business Computer Information Systems
Business Law
Careers in Allied Health
Careers in Logistics Planning and Management Services
Careers in Marketing Research
Civil War
Construction Careers
Consumer Math
Coordinate Algebra
Corrections: Policies and Procedures

Counseling and Mental Health Services
Engineering and Design
Engineering and Product Development
English I Fundamentals
English II Fundamentals
English III Fundamentals
English IV Fundamentals
Essentials of Communication
Fire and Emergency Services
Food Products and Processing Systems
Food Safety and Sanitation
Fundamentals of Programming and Software Development
Geometry Fundamentals
Integrated Math I
Integrated Math II
Integrated Math III
Integrated Physics and Chemistry
Introduction to Agriculture, Food, and Natural Resources
Introduction to Careers in Architecture and Construction
Introduction to Careers in Arts, A/V Technology, and Communications
Introduction to Careers in Education and Training
Introduction to Careers in Finance
Introduction to Careers in Government and Public Administration
Introduction to Careers in Manufacturing
Introduction to Careers in the Health Sciences
Introduction to Careers in Transportation, Distribution, and Logistics
Introduction to Consumer Services
Introduction to Human Growth and Development
Introduction to Human Services
Introduction to Information Technology Support Services
Introduction to Law, Public Safety, Corrections, and Security
Introduction to Network Systems
Introduction to STEM
Law Enforcement Field Services
Marketing and Sales for Tourism and Hospitality
Music Appreciation
National Security Careers
Network System Design
New Applications: Web Development in the 21st Century
Personal Care Services
Physicians, Pharmacists, Dentists, Veterinarians and Other Doctors
Planning Meetings and Special Events
Power, Structural, and Technical Systems
Pre-Calculus
Psychology

Public Health: Discovering the Big Picture in Health Care
Science and Mathematics in the Real World
Scientific Discovery and Development
Scientific Research
Security and Protective Services
Small Business Entrepreneurship
Software Development Tools
STEM and Problem Solving
Sustainable Service Management for Hospitality and Tourism
Technology and Business
Therapeutics: The Art of Restoring and Maintaining Wellness
Transportation and Tours for the Traveler
Twentieth Century American History
Vietnam Era

EdOptions Online Academy
http://www.edoptionsacademy.com/

Virginia Approved SOL Courses
Algebra 1
Algebra 2
Biology
Chemistry
Civics & Economics
Earth Science
English Grade 10
English Grade 11
English Grade 12
English Grade 6
English Grade 7
English Grade 8
English Grade 9
French I
French II
Geometry
German I
German II
Health Grade 9
Life Science
Mathematics Grade 6
Mathematics Grade 7
Mathematics Grade 8
Physical Education Grade 10
Physical Education Grade 9
Physical Science
Physics
Probability & Statistics
Spanish I
Spanish II
Spanish III
US History to 1865
Virginia & US Government
Virginia & US History

World Geography
World History & Geography 1500-Present
World History & Geography to 1500

CTE Courses
Accounting
Construction Technology
VA Computer Applications A/B (36 Weeks)
VA Computer Information Systems A/B (36 Weeks)

Approved Non-SOL / Electives
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 - Graphic Literacy - Leveled
ACT WorkKeys - Workplace Documents - Leveled
ACT WorkKeys-Applied Mathematics-Leveled
ACT WorkKeys-Comprehensive
ACT WorkKeys-Locating Information, Teamwork, Listening, and Applied Tech-Leveled
ACT WorkKeys-Reading for Information-Leveled
ACT WorkKeys-Writing-Leveled
Advanced Reading Skills
Advanced Writing Skills
African American Studies
American Sign Language 1 A
American Sign Language 1 B
Anatomy
Anthropology 1
Anthropology 2
AP Biology
AP Calculus
AP Chemistry
AP Computer Science A
AP French
AP Literature and Composition
AP Spanish
AP US History
Archaeology
Art History & Appreciation
Art in World Cultures
Artificial Intelligence
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

Biotechnology: Unlocking Nature's Secrets
Business English, Semester A
Business English, Semester B
Career Explorations
Careers in Criminal Justice
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
Certified Nurse Aide, Semester A
Certified Nurse Aide, Semester B
CompTIA A+ 220-1001
CompTIA A+ 220-1002
CompTIA A+ 220-901
CompTIA A+ 220-902
CompTIA Network+ Certification N10-007, Semester A
CompTIA Network+ Certification N10-007, Semester B
Computer Applications & Technology
Computer Programming IA
Computer Programming IB
Computing for College and Careers A
Computing for College and Careers B
Consumer Mathematics
Contemporary World A
Contemporary World B
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
Digital Photography 1
Digital Photography 2
Drugs & Alcohol (9-12)
Environmental Science A/B
Essential Career Skills
Exercise Science (10-12)
Family & Consumer Science
Family Living and Healthy Relationships
Financial Algebra, Semester A
Financial Algebra, Semester B
First Aid & Safety (10-12)
Fitness Basics 1 (MS)
Fitness Basics 2 (MS)
Fitness Fundamentals 1
Fitness Fundamentals 2
Flexibility Training (9-12)
Food Handler and Food Manager Certifications
Forensic Science 2: More Secrets of the Dead
Forensic Science I: Secrets of the Dead

Foundations of Green Energy, Semester A
Foundations of Green Energy, Semester B
Game Development
GED Prep Mathematics
GED Prep Reading Language Arts
GED Science
GED Social Studies
Gothic Literature
Gothic Literature: Monster Stories
Great Minds in Science: Ideas for a New Generation
Group Sports
Health Science 1 A
Health Science 1 B
Health Science 2 A
Health Science 2 B
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 Mathematics, Part 1
HiSET Prep Mathematics, Part 2
HiSET Prep Science, Part 1
HiSET Prep Science, Part 2
HiSET Prep Social Studies, Part 1
HiSET Prep Social Studies, Part 2
History of the Holocaust
Holocaust Studies
HOPE
Hospitality & Tourism: Traveling the Globe
Human Geography
Integrated Math 1
Integrated Math 2
Integrated Math 3
Integrated Physics & Chemistry
International Business
Intro to Coaching (10-12)
Intro to Group Sports 1 (MS)
Intro to Group Sports 2 (MS)
Intro to Individual Sports 1 (MS)
Intro to Individual Sports 2 (MS)
Intro to Nursing 1
Intro to Nursing 2
Introduction to Android Mobile App Development
Introduction to Anthropology
Introduction to Archaeology
Introduction to Astronomy
Introduction to Criminology
Introduction to Cybersecurity
Introduction to Finance
Introduction to Forensic Science
Introduction to iOS Mobile App Development
Introduction to Marine Biology
Introduction to Military Careers
Introduction to Philosophy
Introduction to Social Media

Introduction to Social Media: Our Connected World
Introduction to Veterinary Science
Introduction to Visual Arts
Introduction to World Religions
Law & Order: Introduction to Legal Studies
Life Skills (7-10)
Lifetime & Leisure Sports (9-12)
Medical Terminology
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 & Wellness
Nutrition (9-12)
Outdoor Sports
Peer Counseling
Personal Finance
Personal Health & Fitness
Personal Psychology I: The Road to Self-Discovery
Personal Psychology II: Living in a Complex World
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
Pre-calculus
Principles of Agriculture, Food, & Natural Resources
Principles of Education and Training A/B
Principles of Government and Public Administration A/B
Principles of Health Science A
Principles of Health Science B
Principles of Human Services A/B
Principles of Law, Public Safety, Corrections and Security A/B
Principles of Marketing, Advertising, & Sales A/B
Principles of Public Service: To Serve & Protect
Principles of Transportation, Distribution, and Logistics A/B
Professional Communications
Psychology
Public Speaking

Real World Parenting
Revolutionary Ideas in Science
Robotics IA
Robotics IB
Running (9-12)
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 (9-12)
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
Theatre, Cinema, & Film Production
Walking Fitness (9-12)
Web Technologies
Women's Studies
World Religions: Exploring Diversity

Edison Learning, Inc.
http://www.edisonlearning.com/contact-us

Virginia Approved SOL Courses
Algebra I
Algebra II
Algebra, Functions, and Data Analysis
Biology
Chemistry
Earth Science (MS)
Earth Science
Economics and Personal Finance
English Grade 10
English Grade 11
English Grade 12
English Grade 9
Geometry
Life Science (MS)
Mathematics - 6th Grade
Mathematics - 7th Grade
Mathematics - 8th Grade
Physical Education (MS)
Physical Education 1 (HS)
Physical Education 2 (HS)
Physical Science (MS)
Physics [Competency Based]
Spanish 1
Spanish 2
Virginia and US Government
Virginia and US History
World Geography
World History 1500-Present

Approved Non-SOL / Electives
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
https://www.flvs.net/

Virginia Approved SOL Courses
Algebra I
Algebra II
Biology
Chemistry
Chinese I
Chinese II
Earth Science
English Grade 10
English Grade 11
English Grade 12
English Grade 6
English Grade 9
French I
French II
Geometry
Health Grade 9
Math 6
Math 7
Physics
Science Grade 2
Science Grade 6
Spanish I
US & World Government
US & World History
Virginia and US History
World History and Geography 1500 to Present

Approved Non-SOL / Electives
(MJ=Middle School; LRC=Learning Recovery Course)
Advance Algebra w/Financial Application
Algebra I (LRC)

Algebra II (LRC)
Algebra Readiness
American Government (LRC)
American History (LRC)
American Sign Language I
American Sign Language II
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
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 (LRC)
Economics with Financial Literacy
Elementary Art Grade 1
Elementary Art Grade 2
Elementary Art Grade 3
Elementary Art Grade 4
Elementary Art Grade 5
Elementary Art Grade K
Elementary PE Grade 1
Elementary PE Grade 2
Elementary PE Grade 3
Elementary PE Grade 4
Elementary PE Grade 5
Elementary Spanish Grade 1
Elementary Spanish Grade 2
Elementary Spanish Grade 3
Elementary Spanish Grade 4
Elementary Spanish Grade 5
Elementary Spanish Grade K
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 Business Keyboarding
Middle School Career Research and Decision Making
Middle School Civics
Middle School Comprehensive Science I
Middle School Computer Science Elective
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 Language Arts 2
MJ Language Arts 3
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
Personal Fitness- Adaptive IEP or 504 Plan
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
http://www.founderseducation.net/

Virginia Approved SOL Courses
Algebra I
Algebra II

Algebra II and Trigonometry
Biology
Chemistry
Earth Science
French I
Geometry
Health Education 9
Health Education 10
Language Arts 9
Language Arts 10
Language Arts 11
Language Arts 12
PE 9
PE 10
Physics
Spanish I
Spanish III
Spanish III
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

Greenways Academy
https://www.greenwaysacademy.com/

Virginia Approved SOL Courses
Algebra 1
Algebra II
Biology I
Chemistry I
Civics and Economics
Earth Science
English Grade 10
English Grade 11
English Grade 12
English Grade 6
English Grade 7
English Grade 8
English Grade 9
French I - Regular Course
French II
Geometry
German I - Regular Course
German II
Health Education - Grade 9 (not Driver Education)
Health Education - Grade 10 (not Driver Education)
Health Education - Grade 11
Health Education - Grade 12
Life Science
Mathematics Grade 6
Mathematics Grade 7

Mathematics Grade 8
Physical Education Grade 10
Physical Education Grade 9
Physical Science
Physics I
Probability & Statistics
Spanish I - Regular Course
Spanish II
Spanish III
Virginia & US Government
Virginia & US History
World Geography
World History & Geography 1500-Present
World History & Geography to 1500

Approved Non-SOL / Electives
Academic Success
ACT Prep English
ACT Prep Reading
ACT Prep Science Reasoning
ACT Workkeys Graphic Literacy Leveled
ACT Workkeys Workplace Documents Leveled
ACT WorkKeys-Applied Mathematics-Leveled
African American History
African American Studies
Anatomy
Anthropology
Anthropology
AP Biology
AP Biology
AP Calculus AB
AP Chemistry
AP Chemistry
AP Computer Science Principles
AP English Literature and Composition
AP US History
Art History
Art in World Cultures
Artificial Intelligence
Earth Science II - Astronomy
Earth Science II - Astronomy
Biotechnology 1a: Introduction
Biotechnology 1b: Unlocking Nature's Secrets
Business English, Semester A
Business English, Semester B
Career Investigations
Careers in Criminal Justice 1a: Introduction
Careers in Criminal Justice 1b: Finding Your Specialty
Certified Nurse Aide, Semester A
Certified Nurse Aide, Semester B
Coding 1a: Introduction to Programming
Coding 1b: Programming
Computer Programming IA
Computer Programming IB
Computing for College and Careers A

Computing for College and Careers B
Consumer Mathematics
Contemporary World Issues
Contemporary World Issues
Creative Writing
Creative Writing
Criminology: Inside the Criminal Mind
Digital Photography 1a: Introduction
Digital Photography 1b: Creating Images with Impact
Digital Photography 2: Discovering Your Creative Potential
Drugs & Alcohol (9-12)
Environmental Science
Environmental Science
Essential Career Skills
Sport, Exercise & Health Science
Family & Consumer Sciences Exploratory III (18 Weeks)
Family Living and Healthy Relationships
Financial Mathematics, Semester A
Financial Mathematics, Semester B
Safety & First Aid
Fitness Basics 1 (MS)
Physical Education - Grade 11/Personal Fitness I
Physical Education - Grade 12/Personal Fitness II
Flexibility Training (9-12)
Forensic Science 1: Secrets of the Dead
Forensic Science 2: More Secrets of the Dead
Forensics: The Science of Crime
Game Design and Development
ISAEP/GED Program
ISAEP/GED Program
ISAEP/GED Program
ISAEP/GED Program
Gothic Literature
Gothic Literature: Monster Stories
Great Minds in Science: Ideas for a New Generation
Team Sports
Sport, Exercise & Health Science
Sport, Exercise & Health Science
Sport, Exercise & Health Science
Sport, Exercise & Health Science
History of the Holocaust
Holocaust Studies
HOPE 1
HOPE 2
Hospitality & Tourism 1: Traveling the Globe
Hospitality & Tourism 2a: Hotel and Restaurant Management
Hospitality & Tourism 2b: Hotel and Restaurant Management
Human Geography: Our Global Identity
Geometry/Algebra II/Mathematical Analysis - 3 Year Sequence Part I
Geometry/Algebra II/Mathematical Analysis - 3 Year Sequence Part I

Geometry/Algebra II/Mathematical Analysis - 3 Year Sequence Part II

Geometry/Algebra II/Mathematical Analysis - 3 Year Sequence Part II

Geometry/Algebra II/Mathematical Analysis - 3 Year Sequence Part III

Geometry/Algebra II/Mathematical Analysis - 3 Year Sequence Part III

Integrated Physics & Chemistry A

Integrated Physics & Chemistry B

International Business

International Business - Global Commerce in the 21st Century

Intro to Coaching (10-12)

Intro to Group Sports 1 (MS)

Intro to Group Sports 2 (MS)

Intro to Individual Sports 1 (MS)

Intro to Individual Sports 2 (MS)

Intro to Nursing 1

Intro to Nursing 2

Introduction to Android Mobile App Development

Anthropology

Introduction to Archaeology

Earth Science II - Astronomy

Introduction to Criminology

Cybersecurity Fundamentals

Introduction to Finance

Introduction to Forensic Science

Introduction to iOS Mobile App Development

Introduction to Marine Biology

Introduction to Military Careers

Introduction to Philosophy

Introduction to Social Media

Social Media: Our Connected World

Introduction to Veterinary Science

Introduction to Visual Arts

Introduction to World Religions

Law & Order: Introduction to Legal Studies

Life Skills (7-10)

Lifetime & Leisure Sports (9-12)

Medical Terminology

Middle School Career Explorations

Health Education Grade 6

Health Education Grade 7

Health Education Grade 8

Middle School Journalism

Middle School Photography 1a: Introduction

Middle School Photography 1b: Drawing with Light

Middle School World History A/B

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 & Wellness (18 weeks)

Nutrition (9-12)

Outdoor Sports

Peer Counseling

Personal Finance

Personal Health & Fitness

Personal Psychology I: The Road to Self-Discovery

Personal Psychology II: Living in a Complex World

Personal Training Career Prep (10-12)

Personal Training Concepts (9-12)

Philosophy

Physiology

Mathematical Analysis/Pre-Calculus

Mathematical Analysis/Pre-Calculus

Foundations of Agriculture, Food, & Natural Resources

Foundations of Agriculture, Food, & Natural Resources

Principles of Education and Training A/B

Principles of Education and Training A/B

Principles of Government and Public Administration A/B

Principles of Government and Public Administration A/B

Principles of Health Science A

Principles of Health Science B

Principles of Human Services A

Principles of Human Services B

Principles of Law, Public Safety, Corrections and Security A

Principles of Law, Public Safety, Corrections and Security B

Marketing, Advertising, & Sales

Principles of Public Service: To Serve & Protect

Principles of Transportation, Distribution, and Logistics A

Principles of Transportation, Distribution, and Logistics B

Psychology

Communications

Public Speaking

Public Speaking

Real World Parenting

Revolutionary Ideas in Science

Robotics

Robotics

Running (9-12)

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

Sociology

Sports Officiating (9-12)
Strength Training (10-12)
Structure of Writing
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
Theatre, Cinema, & Film Production
Walking Fitness (9-12)
Web Technologies
Web Technologies
Women's Studies
World Religions: Exploring Diversity

Middleton Academy
https://catapultlearning.com/middleton-academy/

Middleton Academy is approved to offer the Apex Learning curriculum of virtual courses approved by the Virginia Department of Education (VDOE). 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.

My Virtual Academy
https://www.myvirtualacademy.com/

My Virtual Academy is approved to offer the following Edmentum (owned by EdOptions Online Academy) courses that have been approved by the Department of Education (DOE). The Edmentum courses may not be modified or edited without the submission of these courses to the DOE during a multidivision online provider application period.

Virginia Approved SOL Courses
Algebra 1
Algebra 2
Chemistry
English Grade 10
English Grade 11
English Grade 12
English Grade 9
French I
French II
Geometry
Health Grade 9
Life Science
Health and Physical Education Level I

Physical Science
Physics
Probability & Statistics
Spanish I
Spanish II
US History to 1865
Virginia & US Government
World History and Geography

Approved Non-SOL / Electives
Advanced Computer Science
Applied Medical Terminology A
Applied Medical Terminology B
Art History and Appreciation
Artificial Intelligence
Audio Video Production A
Audio Video Production B
Business Information Management A
Business Information Management B
Child Development and Parenting A
Child Development and Parenting B
Computer Programming A
Computer Programming B
Consumer Mathematics
Creative Writing
Digital and Interactive Media A
Digital and Interactive Media B
Drafting and Design A
Drafting and Design B
Earth Space Science A
Earth Space Science B
Economics
Education and Training A
Education and Training B
Entrepreneurship A
Entrepreneurship B
Environmental Science A
Environmental Science B
Game Development
Gothic Literature
Government, Law, and Public Safety A
Government, Law, and Public Safety B
Graphic Design and Illustration A
Graphic Design and Illustration B
Health Science 1 A
Health Science 1 B
Health Science 2 A
Health Science 2 B
Integrated Physics and Chemistry A
Integrated Physics and Chemistry B
Introduction to Android Mobile App Development
Introduction to Anthropology
Introduction to Archaeology
Introduction to Astronomy
Introduction to Criminology
Introduction to Culinary Art

Introduction to Cyber Security
Introduction to Fashion Design
Introduction to Finance
Introduction to Forensic Science
Introduction to iOS Mobile App Development
Introduction to Marine Biology
Introduction to Military Careers
Introduction to Philosophy
Introduction to Photography A
Introduction to Photography B
Introduction to Social Media
Introduction to Visual Arts
Introduction to World Religions
Music Appreciation
Mythology and Folklore
Nutrition and Wellness
Personal Finance
Pre-Algebra A
Pre-Algebra B
Pre-Calculus A
Pre-Calculus B
Principles of Agriculture, Food, and Natural Resources A
Principles of Agriculture, Food, and Natural Resources B
Principles of Arts, A/V Technology, and Communications A
Principles of Arts, A/V Technology, and Communications B
Principles of Engineering and Technology A
Principles of Engineering and Technology B
Principles of Hospitality and Tourism A
Principles of Hospitality and Tourism B
Principles of Human Services A
Principles of Human Services B
Principles of Manufacturing A
Principles of Manufacturing B
Principles of Transportation, Distribution, and Logistics A
Principles of Transportation, Distribution, and Logistics B
Professional Communications
Psychology
Revolutionary Ideas in Science
Robotics A
Robotics B
Sociology
Sports and Entertainment Marketing
Theatre, Cinema, and Film Production
Web Technologies
Women's Studies

Nextide Academy
http://www.nextideacademy.org

Nextide Academy is approved to offer the following Edmentum (owned by Ed Options Online Academy) courses that have been approved by the Department of Education (DOE). The Edmentum courses may not be modified or edited without the submission of these courses to the DOE during a multidivision online provider application period.

Virginia Approved AOL Courses
Math 6
Math 7
Math 8
Algebra 1
Algebra 2
Geometry
English 6
English 7
English 8
English 9
English 10
English 11
English 12
Health
Physical Education
Earth & Space Science
Life Science
Physical
Biology
Chemistry
Physics
French
French 2
German 1
German 2
Spanish 1
Spanish 2
Spanish 3
Civics
World
Virginia & US Government
US History
World History

Approved Non-SOL / Electives
Academic Success
World History Survey

Proximity Learning, Inc.
http://www.proxlearn.com
Virginia Approved SOL Courses
American Sign Language I
American Sign Language II
Chinese I
Chinese II

CTE Courses

Foundations of Game Design

Approved Non-SOL / Electives
Agriscience 1: Introduction
Agriscience 2: Sustaining Human Life
Careers in Criminal Justice
Cosmetology 1: Cutting Edge Styles
Cosmetology 3a / 3b
Culinary Arts 1a / 1b
Early Childhood Education 1a / 1b
Entrepreneurship: Starting Your Business
Health Science Foundations 1a / 1b
Marketing Foundations 1a / 1b
Medical Terminology 1a / 1b
Principles of Business, Marketing, Finance 1a / 1b
Principles of Information Technology 1a / 1b
Anatomy and Physiology 1a / 1b
Digital Media Fundamentals 1a / 1b
Introduction to Programming 1a / 1b
Middle School Coding 1a / 1b
American Sign Language 1a / 1b
American Sign Language 2a / 2b
Astronomy 1a / 1b
Biotechnology 1a / 1b
Personal and Family Finance

R.I.S.E. Hybrid Academy
https://www.risehybridacademy.com/

Virginia Approved SOL Courses
Algebra I
Algebra II
English Grade 10
English Grade 11
English Grade 12
English Grade 3
English Grade 4
English Grade 5
English Grade 6
English Grade 7
English Grade 8
English Grade 9
Geometry
Language Arts First Grade
Language Arts Kindergarten
Language Arts Second Grade
Math First Grade
Math Grade 3
Math Grade 4
Math Grade 5
Math Grade 6
Math Grade 7
Math Grade 8
Math Kindergarten
Math Second Grade
Social Studies 2

Social Studies 3
US I: US History to 1865
US II: US History 1865 to the Present
Virginia Studies

Stride Learning Solutions
www.stridelearning.com/learning-solutions.html

Virginia Approved SOL Courses
English Grade K
English Grade 1
English Grade 2
English Grade 3
English Grade 4
English Grade 5
English Grade 6
English Grade 7
English Grade 8
English Grade 9
English Grade 10
English Grade 11
English Grade 12
6-8 General Music
9-12 General Music
Arts I: Arts Foundation
Music Grade 1
Music Grade 2
Music Grade 3
Music Grade 4
Music Grade 5
Music Grade K
Visual Arts Grade 1
Visual Arts Grade 2
Visual Arts Grade 3
Visual Arts Grade 4
Visual Arts Grade 5
Visual Arts Grade 6
Visual Arts Grade 7
Visual Arts Grade 8
Visual Arts Kindergarten
Health Grade K
Health Grade 1
Health Grade 2
Health Grade 3
Health Grade 4
Health Grade 5
Health Grade 6
Health Grade 7
Health Grade 8
Health Grade 9
Health Grade 10
Civics and Economics
United States History 1865 to Present
United States History to 1865
World Geography
World History and Geography 1500 to Present

World History and Geography to 1500
Virginia and US History
Virginia & US Government History Kindergarten
History Grade 1
History Grade 2
History Grade 3
Virginia Studies
Math Grade 6
Math Grade 7
Math Grade 8
Mathematics Grade K
Mathematics Grade 1
Mathematics Grade 2
Mathematics Grade 3
Mathematics Grade 4
Mathematics Grade 5
Algebra I
Algebra II
Algebra, Functions & Data Analysis
Geometry
Math Analysis
Physical Education Grade K
Physical Education Grade 1
Physical Education Grade 2
Physical Education Grade 3
Physical Education Grade 4
Physical Education Grade 5
Physical Education 6
Physical Education Grade 7
Physical Education Grade 8
Physical Education Grade 9
Physical Education Grade 10
Chemistry
Earth Science
Science Grade 6
Life Science
Physical Science
Physics
Science Grade 1
Science Grade 2
Science Grade 3
Science Grade 4
Science Grade 5
Science Kindergarten
Biology
Chinese I MS
Chinese I Fluency
Chinese I
Chinese II Fluency
Chinese II
French I MS
French I Fluency
French I
French II Fluency
French II
French III

German I
German I MS
German II
Latin I MS
Latin I
Latin II
Spanish I MS
Spanish I Fluency
Spanish I
Spanish II Fluency
Spanish II
Spanish III

CTE Courses
Economics and Personal Finance
AP Microeconomics
Principles of Business and Marketing
Design, Multimedia, and Web Technologies
Engineering Explorations I
Computer Information Systems
Computer Network Software Operations

Approved Non-SOL / Electives
Criminology
Public Speaking
AP English Language
AP English Literature
Creative Writing
ENG010 Journalism
AP Art History
AP World History
AP Psychology
Anthropology
Archaeology
AP US Government
AP US History
Contemporary World Issues
HST040-AVT Civics
HST313 Modern U.S. History
Psychology
Social Problems
Social Problems 2
Sociology 1
Sociology 2
AP Statistics
AP Calculus AB
AP Calculus BC
Pre-calculus
AP Biology
Environmental Science
Forensic Science
AP Environmental Science
Biology II: Anatomy and Physiology
AP Computer Science Principles
AP Computer Science A
TCH036 Computer Science

TCH040 Web Design
Game Design
AP French
AP Spanish
American Sign Language [WLG150 Sign Language)
Service Learning

Stride, Inc.
https://vava.k12.com/

Virginia Approved SOL Courses
English Grade K
English Grade 1
English Grade 2
English Grade 3
English Grade 4
English Grade 5
English Grade 6
English Grade 7
English Grade 8
English Grade 9
English Grade 10
English Grade 11
English Grade 12
6-8 General Music
9-12 General Music
Arts I: Arts Foundation
Music Grade 1
Music Grade 2
Music Grade 3
Music Grade 4
Music Grade 5
Music Grade K
Visual Arts Grade 1
Visual Arts Grade 2
Visual Arts Grade 3
Visual Arts Grade 4
Visual Arts Grade 5
Visual Arts Grade 6
Visual Arts Grade 7
Visual Arts Grade 8
Visual Arts Kindergarten
Health Grade K
Health Grade 1
Health Grade 2
Health Grade 3
Health Grade 4
Health Grade 5
Health Grade 6
Health Grade 7
Health Grade 8
Health Grade 9
Health Grade 10
Civics and Economics
United States History 1865 to Present
United States History to 1865

World Geography
World History and Geography 1500 to Present
World History and Geography to 1500
Virginia and US History
Virginia & US Government History Kindergarten
History Grade 1
History Grade 2
History Grade 3
Virginia Studies
Math Grade 6
Math Grade 7
Math Grade 8
Mathematics Grade K
Mathematics Grade 1
Mathematics Grade 2
Mathematics Grade 3
Mathematics Grade 4
Mathematics Grade 5
Algebra I
Algebra II
Algebra, Functions & Data Analysis
Geometry
Math Analysis
Physical Education Grade K
Physical Education Grade 1
Physical Education Grade 2
Physical Education Grade 3
Physical Education Grade 4
Physical Education Grade 5
Physical Education 6
Physical Education Grade 7
Physical Education Grade 8
Physical Education Grade 9
Physical Education Grade 10
Chemistry
Earth Science
Science Grade 6
Life Science
Physical Science
Physics
Science Grade 1
Science Grade 2
Science Grade 3
Science Grade 4
Science Grade 5
Science Kindergarten
Biology
Chinese I MS
Chinese I Fluency
Chinese I
Chinese II Fluency
Chinese II
French I MS
French I Fluency
French I
French II Fluency

French II
French III
German I
German I MS
German II
Latin I MS
Latin I
Latin II
Spanish I MS
Spanish I Fluency
Spanish I
Spanish II Fluency
Spanish II
Spanish III

CTE Courses
Economics and Personal Finance
AP Microeconomics
Principles of Business and Marketing
Design, Multimedia, and Web Technologies
Engineering Explorations I
Computer Information Systems
Computer Network Software Operations

Approved Non-SOL / Electives
Criminology
Public Speaking
AP English Language
AP English Literature
Creative Writing
ENG010 Journalism
AP Art History
AP World History
AP Psychology
Anthropology
Archaeology
AP US Government
AP US History
Contemporary World Issues
HST040-AVT Civics
HST313 Modern U.S. History
Psychology
Social Problems
Social Problems 2
Sociology 1
Sociology 2
AP Statistics
AP Calculus AB
AP Calculus BC
Pre-calculus
AP Biology
Environmental Science
Forensic Science
AP Environmental Science
Biology II: Anatomy and Physiology
AP Computer Science Principles

AP Computer Science A
TCH036 Computer Science
TCH040 Web Design
Game Design
AP French
AP Spanish
American Sign Language [WLG150 Sign Language)
Service Learning

The Virtual High School
https://vhslearning.org/

Approved Non-SOL / Electives
101 Ways to Write a Short Story
Academic Writing
Am. Popular Music
American Sign Language 1
American Sign Language 2
American Sign Language 3
Anatomy & Physiology
Animal Behavior & Zoology
AP Art History
AP Biology
AP Calculus AB
AP Calculus BC
AP Chemistry
AP Computer Science A
AP Computer Science Principles
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 Latin / Elective
AP Music Theory
AP Physics 1
AP Physics C
AP Psychology
AP Spanish Language and Culture
AP Statistics
AP US History
AP World History
Art History
Art History: Art of the Caribbean Islands
Astronomy Principles
Biochemistry
Bioethics
Biotechnology
Business & Personal Law
CAD
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
Cybersecurity / Elective
Democracy in the U.S.
Differential Calculus
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
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 Creative Writing / Elective
MS Engineering
MS Number Theory / Elective
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
Pre-veterinary 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
U.S. Government
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 Lit.

APPENDIX I – VIRTUAL VIRGINIA BRIEF

Background

The Virtual Virginia (VVA) program offers online courses, digital content, access to an integrated online learning environment, and professional learning opportunities to schools, students, and educators across the Commonwealth. VVA promotes equity and access to rigorous courses, high-quality instruction, instructional materials, and blended learning resources for students, teachers, and schools throughout the state and nation. Working in partnership with Virginia public school divisions, VVA provides educational options to all learners—including underserved populations—as a complement to local public school offerings.

During the extended school closure in Spring 2020, VVA was positioned to support public school divisions during a period of remote emergency instruction for the remainder of the 2019–2020 school year. Access to the VVA platform, course content, and professional learning offerings was made widely available to Virginia public school divisions through the end of the 2019–2020 school year at no cost. As school divisions pivot from emergency remote to highly quality online and blended learning in the 2020–2021 school year, VVA will provide continued support to school divisions with expanded access to program resources at no cost.

One of VVA's core commitments remains the ability to provide academic flexibility while preserving the autonomy of Virginia public school divisions in meeting the varied needs and expectations of learners. During this period of VVA program expansion, all learners enrolled in VVA courses or using the VVA platform remain affiliated with their local schools and remain part of their schools' membership. The VVA program is committed to supporting school divisions with options that may otherwise be unavailable to them due to a variety of circumstances at their local school, including but not limited to low enrollment, lack of access to instructional materials, scheduling conflicts, or a lack of highly qualified instructors in specific subject areas.

Virtual Virginia Program Participation

Learners can participate in the VVA program in a number of ways. The VVA Complementary Program offers online courses instructed by highly qualified Virginia public educators. These online courses are available to all schools in the Commonwealth during the regular school year. The VVA Outreach Program provides high quality blended learning resources, digital content, and instructional materials to public school teachers and their students at no cost to the school division. The VVA Professional Learning Program offers professional development options to Virginia public school educators at no cost to the division. Lastly, the VVA Summer Session Program provides access to online summer courses to learners throughout the state.

In the 2019–2020 academic year, VVA programs served 111,095 total semester-equivalent course enrollments among 81online Complementary courses, 52 Summer Session courses, as well as Outreach Program resources and Professional Learning opportunities. In 2019–2020, VVA was represented in all eight Superintendents' Regions and had enrollments in 96 percent of Virginia public school divisions. The VVA Complementary and Summer Session course completion rate for the 2019–2020 academic year was 96 percent (97 percent including Outreach Program enrollments).

Virtual Virginia Complementary Program

VVA partners with Virginia public school divisions to ensure Virginia learners have access to high quality instructional materials and opportunities that complement those available in the physical school. Virginia public school students may enroll in VVA's Complementary Program courses as supplemental or full-time students. Each student enrolled in VVA courses remains affiliated with their local public school's average daily membership and is subject to local school policies and procedures. A public school student may be enrolled in VVA courses by the local school counselor, and each public school may enroll up to fifteen students per course on a first-come, first-served and space-available basis. Virginia public school students compose 99 percent of the students served by the VVA program. Homeschooled, private school, and out-of-state students may also enroll in VVA courses. Schools agree to provide an adult mentor, school counselor of record, and the required resources necessary for each student to be a successful online learner. Students enrolled in VVA courses with a corresponding SOL, AP, or other standardized assessments are tested at the local school. These assessments are proctored by public school instructional staff per the local school policy. Public schools award letter grades per the local school grade scale and agree to award graduation credit for VVA courses. VVA Complementary Program course offerings are free to Virginia public school students, and an enrollment fee is charged for nonpublic, out-of-state enrollments.

VVA courses are accessible by students and teachers anywhere with internet access, and course content and resources are available at any time. VVA courses are delivered online both synchronously and asynchronously, and users enrolled in VVA courses may participate at school, at home, and on mobile devices. Courses promote regular interaction among students and teachers, and the course content is media-rich, interactive, engaging, and is designed to address different learning styles. Additionally, VVA courses include readings, discussion forums, written assignments, media, student presentations and projects, case studies, simulations, virtual lab assignments, models, interactive assignments, and opportunities for student–teacher and student–student collaboration.

VVA provides a full-time option for students who wish to complete most or all of their required courses online. The VVA full-time program offers all required core academic courses and electives necessary to earn a Standard or Advanced Studies diploma. Students in the full-time program enroll through their local public schools and receive instruction by VVA's highly qualified, Virginia-certified teachers. The full-time program may serve public, private, and homeschooled students who enroll in at least five VVA courses during the school year through the local public school. At any time during the school year, eligible full-time students are given the ability to withdraw below full-time status, remain in other VVA courses, and retain supplemental status while completing remaining VVA courses. Local schools will ensure that students in the program have access to student services, technology, textbooks, and required course materials at no cost.

Virtual Virginia Complementary Course Offerings

Computer Science
3185 AP Computer Science A
6640 Introduction to

Computer Science
6641 Introduction to Game Design and Development

Fine Arts
9151 AP Art History
9226 AP Music Theory

Health & Physical Education
7300 Health and PE 9 (not Driver Education)
7400 Health and PE 10 (not Driver Education)

History & Social Sciences
2210 World Geography
2212 AP Human Geography
2215 World History and Geography to 1500 A.D.
2216 World History and Geography: 1500 A.D. to the Present
2319 AP U.S. History
2360 Virginia and U.S. History
2380 AP World History
2399 AP European History
2440 Virginia and US Government
2445 AP Government and Politics: U.S.
2450 AP Government and Politics: Comparative
2801 Economics
2802 AP Microeconomics
2803 AP Macroeconomics
2804 AP Economics
2900 Psychology
2902 AP Psychology
6120 Economics and Personal Finance
6121 Personal Finance

English
1130 English 9
1140 English 10
1150 English 11
1160 English 12
1165 World Mythology
1171 Creative Writing
1195 AP English Literature and Composition
1196 AP English Language and Composition

Mathematics
3130 Algebra I

3134 Algebra, Functions, and Data Analysis
3135 Algebra II
3143 Geometry
3150 Trigonometry
3162 Pre-Calculus and Mathematical Analysis
3177 AP Calculus AB
3178 AP Calculus BC
3192 AP Statistics

Science
4210 Earth Science I
4250 Earth Science II: Oceanography
4260 Earth Science II: Astronomy
4270 AP Environmental Science
4310 Biology I
4340 Biology II: Ecology
4370 AP Biology
4410 Chemistry I
4420 Chemistry II
4510 Physics I
4570 AP Physics I
4574 AP Physics II

World Languages
5010 Arabic I
5020 Arabic II
5030 Arabic III
5110 French I
5120 French II
5130 French III
5140 French IV
5170 AP French Language and Culture
5310 Latin I
5320 Latin II
5330 Latin III
5340 Latin IV
5370 AP Latin
5510 Spanish I
5520 Spanish II
5530 Spanish III
5540 Spanish IV
5570 AP Spanish Language and Culture
5580 AP Spanish Literature and Culture
5700 Survey of World Language and Culture
5810 Chinese I
5820 Chinese II
5830 Chinese III

5840 Chinese IV
5860 AP Chinese Language and Culture
5990 American Sign Language I

Virtual Virginia Outreach Program
In the 2015–2016 school year, VVA launched a program, with legislative funding, to support Virginia public schools beyond the existing VVA program course offerings. In the fall of 2015, VVA deployed the 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 to use in their classrooms. Sixteen localities across the Commonwealth participated in the pilot program. As the needs and expectations of public school classrooms changed over the years, the program has evolved in concert.

In 2018–2019, the program was renamed the VVA Outreach Program and expanded to assist Virginia public school teachers and students of the math, science, computer science, and economics and personal finance subject areas by providing access to SOL-aligned blended learning resources via the VVA learning management system (LMS), at no cost to local school divisions. In addition to the fully developed online lessons and assessments, participating teachers had access to ongoing training in LMS utilization, best practices for blended learning, and support within a professional learning network of Virginia public educators. Virginia public school teachers have the autonomy and flexibility to implement the resources to best fit the needs of their students. The Outreach Program resources are made available to support instructional needs, including but not limited to fully online instruction or as supplemental instruction in a blended learning or hybrid learning environment.

During the 2019–2020 academic year, in response to the extended school closure in Spring 2020, the VVA Outreach Program expanded and offered online and blended learning resources along with access to the VVA platform to all public school divisions at no cost. Teachers in Virginia's public schools were able to utilize the VVA platform and digital content to host virtual classes on the VVA online learning system for the remainder of the 2019–2020 school year while students were instructed remotely at no cost to the division.

The Outreach Program will continue to expand in the 2020–2021 school year. The expansion of VVA also includes the creation of digital content for grades K–8. Prior to the coronavirus pandemic, the online learning program focused primarily on providing high school credit-bearing courses in core, elective, and world language subject areas. The expansion also allows school divisions to integrate local student information systems with the VVA learning management system to roster classes and transfer grades at no cost. In addition, VVA provides a dedicated space within the platform for school divisions to curate, create, edit, and share course content.

Virtual Virginia Professional Learning Program
The VVA Professional Learning Program provides opportunities to public school professional learners through VVA's online learning management system. Professional learning offerings have timelines and benchmarks; however, professional learners have the flexibility to participate and work at their own pace between the benchmarks. Virginia public school professionals may enroll in VVA professional learning offerings throughout the year and may be self-enrolled or enrolled by a local school counselor, a school administrator, or the division central office. Public schools award any professional development time based on the local scale for participation or

completion. There is no fee charged for public school professional learning.

In the 2019–2020 academic year, Virtual Virginia supported 16,971 Virginia educator enrollments through professional learning offerings. The Virtual Virginia Professional Learning Network (PLN) is a dedicated space for teachers utilizing the VVA Outreach Program to collaborate and communicate with one another regarding how to best incorporate online learning resources into their instructional practices. This online community is designed to assist Virginia public school educators by providing concise, targeted modules, training webinars, moderated discussion forums, live training sessions, and support. Additionally, VVA employs an Outreach school support team whose mission is to assist teachers across the Commonwealth as they embrace online and blended learning.

Virtual Virginia Summer Session Program
In addition to its academic-year Complementary Program offerings, VVA provides Summer Session courses to public schools and their students throughout the Commonwealth (and is available to private school, homeschooled, and out-of-state students). A local public school may enroll as many Summer Session students as needed, and the public school is provided autonomy to decide how often students must be present at the school during the Summer Session. To enroll in a VVA Summer Session course, the local public school counselor must enroll each student and the local public school must agree to award the assigned credit for the course. The tuition for all students who enroll in Summer Session courses is $375 per course. During Summer Session 2020, there were 10,042 semester-equivalent enrollments in 52 VVA Summer Session courses.

Virtual Virginia's State and National Role in Online and Blended Learning
VVA continues to serve as a board member of the Virtual Learning Leadership Alliance (VLLA), the national association of online education programs that provide collegial support and collaborative opportunities to the individual members and member organizations. Members of VVA staff serve as leaders of the VLLA and benefit through the sharing of resources, services, and expertise among some of the most innovative virtual programs in the United States.

The VLLA maintains a partnership with Quality Matters to revise and promote the National Standards for Quality (NSQ) Online Learning. As a contributing member, VVA was a key member of the project to help provide the K–12 online and blended learning community with an updated set of openly licensed standards and indicators to help evaluate and improve online courses, teaching, and programs. In 2019, experts from the field of online and blended learning, including VVA staff, utilized an extensive, collaborative revision process to update and publish the latest edition of the NSQ for Online Programs, Online Teaching, and Online Courses. The sets of NSQ standards, along with research and other supporting documents, can be downloaded at nsqol.org.

Virtual Virginia Faculty
VVA faculty are highly qualified teachers and hold Virginia licenses in their subject areas. All VVA faculty are available during daily office hours (Monday through Friday) to communicate with students and stakeholders, and provide regular synchronous instruction opportunities to interact with students throughout the day. In 2019–2020, VVA employed 93 highly qualified full-time and adjunct and licensed Virginia teachers. Full-time VVA faculty are assigned at least

175 full-time equivalent (FTE) enrollments (or a combination of projects/duties and FTE enrollments to equal full-time teacher status).

VVA faculty are required to participate in regular online and face-to-face professional development in addition to prescribed professional development aligned to their subject areas or teaching assignments. Faculty participated in online LMS and related training for instructional tools during virtual training at the beginning of August before courses begin. Additionally, VVA faculty participated in monthly professional development centering on the National Standards for Quality Online Teaching. Monthly training included facilitated discussions on accessibility training, case studies, and best practices for communication, engagement, and synchronous instruction. Regional site-based training sessions were held throughout the 2019-2020 school year for VVA faculty members to attend face-to-face training on program initiatives, peer review of live instruction, and instructional tools.

In 2019–2020, forty-seven faculty members completed the Quality Matters (QM) workshop "Applying the QM K–12 Rubric." Activities in the workshop focus on using research-supported standards to guide continuous online course improvement. Seven faculty members also completed the QM K–12 Reviewer workshop, thus becoming eligible for QM K–12 Reviewer certification, and five faculty members and administrators completed the three-week QM Accessibility workshop. Additionally, six teachers completed College Board AP training. Virtual Virginia staff attended the national VLLA conference in October 2019 and led several sessions, including program efforts to develop a faculty culture that embraces the National Standards for Quality Online Teaching, and facilitated discussions on course sharing and best practices for online instruction.

Each faculty member participated in at least one Professional Learning Community (PLC), meeting monthly as a group. Ongoing work accomplished by PLCs targeted the following national standards:

- Student Support and Engagement *(NSQ A.2, D.1–7)*
- AP Courses: Alignment and Learner Outcomes *(NSQ: A.2, G.4–7)*
- SOL Courses: Alignment and Learner Outcomes *(NSQ: A.2, F.3, G.4–7)*
- World Languages Proficiency (*NSQ: A.2, C.1–5, G.4)*
- Curriculum Development and Course Review *(NSQ: A.2, H.1–6)*
- Video Production and Interactives *(NSQ: A.2, B.1–3, F.4)*
- Virtual Reality, Simulations, and Gaming *(NSQ: A.2, B.1–3, F.6)*

Finally, in Spring 2020 VVA faculty participated in a program-wide content alignment review project to examine standards alignment in online all course content and assessments.

Department of Education 2019–2020 Survey Data
In partnership with the Virtual Virginia program, the Virginia Department of Education (VDOE) administers feedback surveys each year to students participating in Virtual Virginia courses, parents or guardians of enrolled students, and staff supporting the program at participating schools. Surveys are administered through a web link available in Virtual Virginia's learning management system at the completion of each semester.

Compared to previous years, VDOE received fewer responses to the surveys during 2019-2020 due to statewide school closures beginning March 2020. The summary results presented in this report reflect 926 responses from students, 824 responses from parents/guardians, and 398 response from staff at 112 school divisions.

Why do students take virtual courses?
Seventy-three percent of students indicated they were taking a virtual course to get ahead (see Table 1). In 2018-2019, only 44 percent of students indicated they were taking a virtual course for this reason. While the 2019-2020 survey results are not entirely comparable to previous years given the impact of COVID-19, the reasons why students are taking virtual courses are significantly different and may reflect the quickly evolving role of virtual education in a pandemic. Survey results from parents and guardians also reflect a change in the reasons students' take virtual courses.

Table 1. Reasons for Virtual Virginia Course Participation

	Student Responses		Parent/Guardian Responses	
	2019-2020	2018-2019	2019-2020	2018-2019
Reason for Participation				
To get ahead	73%	44%	61%	47%
Prefer/interest in virtual courses	25%	31%	18%	23%
Scheduling conflict	25%	24%	25%	27%
Course not offered at school	16%	48%	31%	42%
To catch up	13%	7%	8%	9%
To raise a previous grade	2%	3%	4%	5%

Are students prepared to take virtual courses?

More than 90 percent of students who responded to the survey agreed that they had the skills necessary to be successful in their virtual course, including time-management skills, responsibility, and self-direction (see Figure 1). Survey responses from staff at participating schools align with this finding. While staff identified students' use and development of soft skills as the most common barrier to virtual learning, only 14 percent of staff agreed that it was moderately or very difficult.

Figure 1. Student Preparedness for Virtual Course Participation
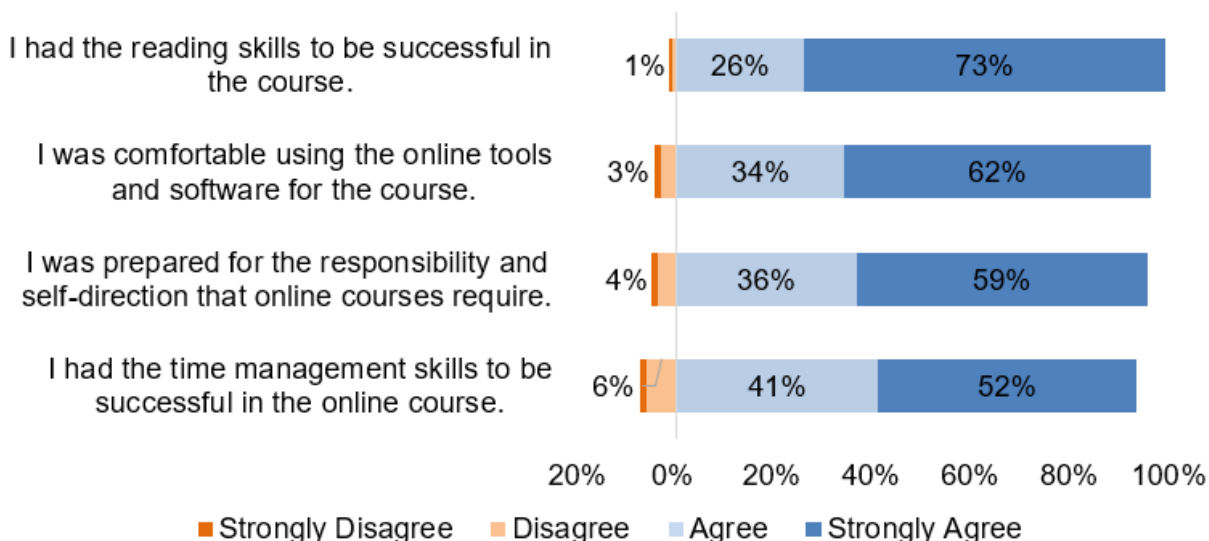
What is the quality of virtual instruction?

Students reported mixed perceptions of whether their online course was more challenging than similar face-to-face courses: 50 percent agreed with the statement and 50 percent disagreed. However, most parents and guardians positively rated the quality of the course and the extent to which the course challenged their child (see Figure 2). Similarly, 97 percent of staff reported being moderately or very satisfied with the rigor of course content.

Figure 2. Parent/Guardian Perceptions of Virtual Course Quality
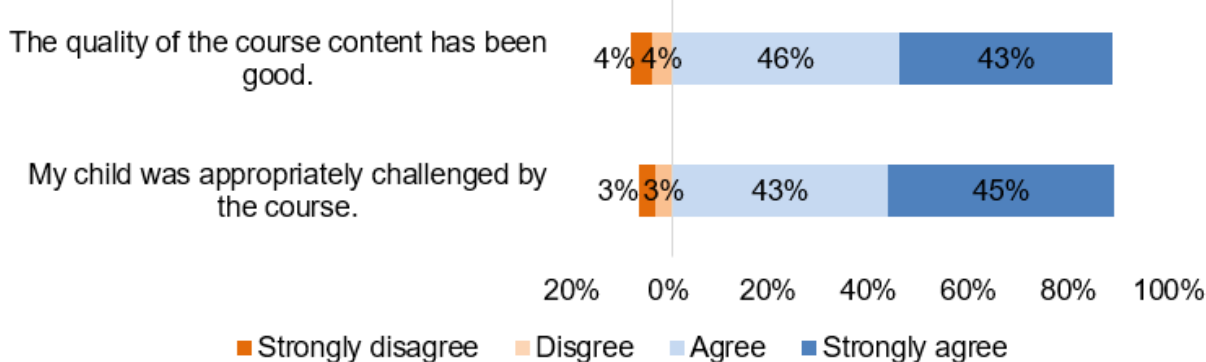
Do students feel supported in virtual courses?
The majority of students agreed that they were able to get help with the course when they needed it, that their instructors were responsive to questions, and that their mentor checked on their progress regularly (see Figure 3). Parents/guardians and school staff also highly rated communication with and support to students. Eighty-eight percent of parents/guardians agreed that the frequency of the teacher's communication met their child's needs, while ninety-one percent of staff were satisfied with the support Virtual Virginia provided to students.

Figure 3. Communication and Support in Virtual Virginia Courses
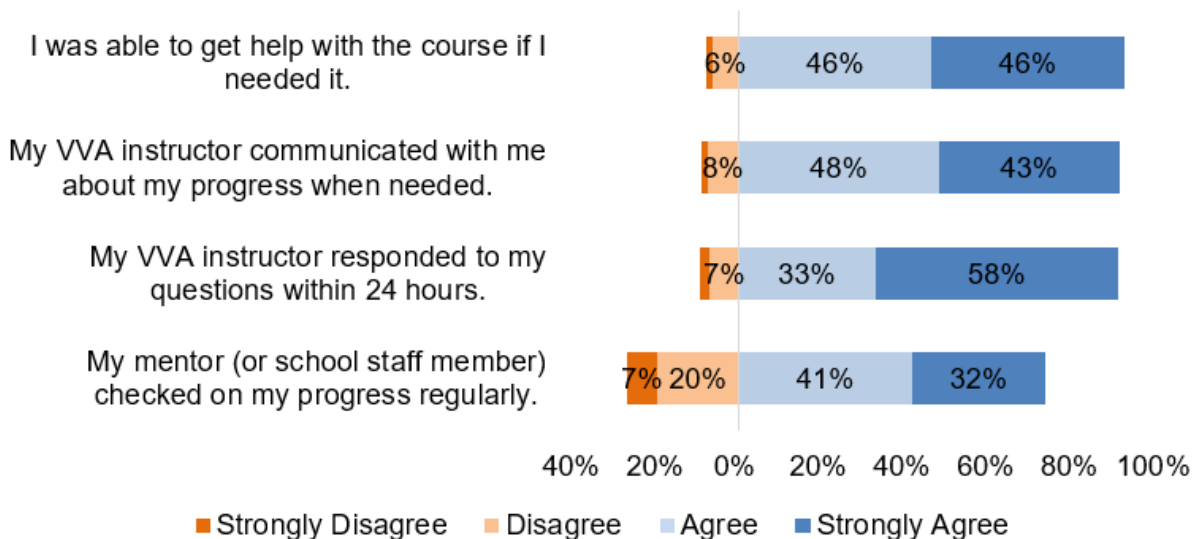
Would students take another Virtual Virginia course?
Eighty-eight percent of students reported that they would be comfortable taking another online course, and 85 percent of parents/guardians indicated that they would enroll their child in a Virtual Virginia course again. Among staff, 95 percent indicated that they were moderately or completely satisfied with Virtual Virginia program, and 95 percent believed students' Virtual Virginia experience created positive attitudes towards virtual learning.

Next Steps
While participation in the 2019-2020 Virtual Virginia surveys was limited due to school closures, most respondents rated the program positively. The role of virtual education, and the Virtual Virginia program specifically, greatly expanded for the 2020-2021 school year in response to the COVID-19 pandemic. VDOE will revise survey content for the 2020-2021 school year to seek relevant and actionable feedback from students, parents/guardians, and staff on the virtual education landscape in Virginia.