Virginia Board of Education Agenda Item

Agenda Item: B **Date:** November 29, 2012

Title	Final Review of the Board of Education's *2012 Annual Report on the Condition and Needs of Public Schools in Virginia*		
Presenter	Melissa L. Luchau, Director for Board Relations		
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Purpose of Presentation:
Action required by state or federal law or regulation.

Previous Review or Action:
Previous review and action. Specify date and action taken below:
Date: October 25, 2012
Action: First Review

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

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

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

Background Information and Statutory Authority:
Goals 1-7: The *2012 Annual Report on the Condition and Needs of Public Schools in Virginia* contains information on Virginia's public schools, including an analysis of student academic performance and a report on the school divisions' compliance with the requirements of the Standards of Quality and the Standards of Accreditation. The Report also provides an overview of the Board's goals for public education, actions taken to address those goals over the past year, and an assessment of the extent to which the goals are being met.

The *Code of Virginia* states the following:

§ 22.1-18. Report on education and standards of quality for school divisions; when submitted and effective.
By November 15 of each year, the Board of Education shall submit to the Governor and the General

Assembly a report on the condition and needs of public education in the Commonwealth and shall identify any school divisions and the specific schools therein which have failed to establish and maintain schools meeting the existing prescribed standards of quality. Such standards of quality shall be subject to revision only by the General Assembly, pursuant to Article VIII, Section 2 of the Constitution of Virginia. Such report shall include a complete listing of the current standards of quality for the Commonwealth's public schools, together with a justification for each particular standard, how long each such standard has been in its current form, and whether the Board recommends any change or addition to the standards of quality.

§ 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…

§ 22.1-212.15. 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.

Summary of Important Issues:

The Report contains the following major components:

- Executive Summary with highlights of academic achievements of students and the critical needs of public education.
- Discussion of the Board of Education's goals for public education and the actions taken by the Board in 2011-2012 to address the goals.
- An assessment of the extent to which the Board's goals are being met.
- Discussion of the critical needs of public education in the Commonwealth.
- Statutory requirements:
    - Proposed revisions to the Standards of Quality
    - Compliance with the requirements of the Standards of Quality
    - Compliance with the Standards of Accreditation
    - Annual charter school report
    - Report on multidivision online providers

As a result of Board discussion at the October 25, 2012, meeting, the following changes have been made to the report:

- Added an Executive Summary, including highlights of student achievement and critical needs of public education.

- Added chronically underperforming schools as a critical challenge.
- Reordered critical needs.
- Noted Board recommended revisions to the Standards of Quality in discussion of continued investment in resources, as a critical need
- Added a statement about the need for cost-effective ways to compare Virginia students to international benchmarks.
- Updated data for the report card and appendices.
- Added information related to Virtual Virginia.

Upon adoption of the Board, the proposed revisions to the Standards of Quality will be added to the Annual Report.

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

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

Superintendent's Recommendation:
The Superintendent of Public Instruction recommends that the Board of Education approve the *2012 Annual Report on the Condition and Needs of Public Schools in Virginia*, with the understanding that department staff will make any technical and editorial adjustments as may be necessary.

2012 Annual Report

Board of Education

2012 ANNUAL REPORT ON THE CONDITION AND NEEDS OF PUBLIC SCHOOLS IN VIRGINIA

PRESENTED TO
THE GOVERNOR AND
THE GENERAL ASSEMBLY

NOVEMBER 2012

Members of the Board of Education
As of November 1, 2012

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

Date

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

Dear Governor McDonnell and Members of the Virginia General Assembly:

On behalf of the Board of Education, I am pleased to transmit the *2012 Annual Report on the Condition and Needs of Public Schools in Virginia*, submitted pursuant to § 22.1-18 of the *Code of Virginia*. The report contains information on Virginia's K-12 public schools, including analysis of student academic performance, school divisions' compliance with the Standards of Quality, and the extent to which the objectives of the Board's comprehensive plan have been met.

The mission of the Board of Education and Superintendent of Public Instruction, in cooperation with their partners, is to develop policies and provide leadership that improve student achievement and prepare students to succeed in postsecondary education and the workplace. This report contains compelling evidence that our schools and our students are achieving at impressive levels. At the same time, significant areas of need must be addressed if Virginia is to excel nationally and internationally. These include meeting the challenges presented by more rigorous Standards of Learning and closing persistent achievement gaps among student subgroups.

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

Sincerely,

David M. Foster, President
Board of Education

Statutory Requirement for the Annual Report

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By November 15 of each year, the Board of Education shall submit to the Governor and the General Assembly a report on the condition and needs of public education in the Commonwealth and shall identify any school divisions and the specific schools therein which have failed to establish and maintain schools meeting the existing prescribed standards of quality. Such standards of quality shall be subject to revision only by the General Assembly, pursuant to Article VIII, Section 2 of the Constitution of Virginia. Such report shall include a complete listing of the current standards of quality for the Commonwealth's public schools, together with a justification for each particular standard, how long each such standard has been in its current form, and whether the Board recommends any change or addition to the standards of quality.

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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.

For Additional Copies

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

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

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Executive Summary

In keeping with our statutory mandate, the *2012 Annual Report on the Condition and Needs of the Public Schools in Virginia* details the Board of Education's goals, actions taken in alignment with the goals, and progress towards meeting the goals. The 2012 report is based on goals set by the Board for the 2011-2012 school year, as described in the Board of Education's *Comprehensive Plan: 2011-2016*, and results obtained in the 2011-2012 school year. Subsequently, the Board revised its priorities and goals for public education, as articulated in the Board's *Comprehensive Plan: 2012-2017,* which will be addressed as part of the 2013 annual report. This report also contains information on compliance with the Standards of Quality and the Standards of Accreditation, a report on charter schools in Virginia, and the multidivision online provider report.

Highlights of Student Achievement Gains

The 2011-2012 academic year saw Virginia's public school students make progress in many critical areas. These include:

- Improved Graduation Rates - Eighty-eight percent of the students who entered the ninth grade in the fall of 2008 earned a diploma within four years and of those, more than 55 percent earned an Advanced Studies Diploma. On-time graduation has increased 7.2 percentage points since 2008. The statewide dropout rate fell to 6.5 percent for the class of 2012. State and local efforts to increase graduation rates and reduce dropout rates among minority students continued to show results, as the graduation rate for black students increased 2.4 points (to 82.7 percent), and the graduation rate for Hispanic students increased 1.8 points (to 80.9 percent).
- Superior SAT and ACT Scores - On the SAT college-admissions test, the average reading score for Virginia public school students is 17 points higher than the national average, the average mathematics score is five points higher, and the average writing score is 11 points higher. Virginia public school students in all ethnic groups outperformed their peers nationwide on all three SAT subsections. On the ACT, the state's public school students achieved a composite score of 22.2, compared with 21.1 for public school graduates nationwide, and participation in ACT testing increased by more than 5 percent. The percentage of Virginia public school students meeting ACT college-readiness benchmarks was six or more points higher than the percentage nationwide.
- Strong SOL Performance - Despite increasingly rigorous Standards of Learning (SOL) and SOL tests, 93 percent of Virginia's public schools are fully accredited, meeting all state standards for achievement in English, mathematics, history and science, as well as graduation in the case of high schools. One hundred high-performing schools in 20 divisions qualified to receive three-year waivers from annual accreditation by achieving pass rates of 95 percent or higher during 2009-2010 and 2010-2011.
- Gains on National Science Test - The percentage of Virginia eighth graders meeting or exceeding the rigorous national standard for proficiency in science increased significantly in 2011. Forty percent of the Virginia students tested on the National Assessment of Educational Progress (NAEP) science test last year achieved at either the proficient or advanced level, compared with 36 percent in 2009.

Critical Needs for Virginia's Public Schools

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

- More Rigorous Standards - Raising the rigor of Virginia's academic standards to reflect the Board's focus on college and career readiness, while maintaining public understanding and support as schools strive to meet those higher standards, will be challenging. There may be further declines in accreditation, as schools implement more rigorous SOLs and SOL tests, as evidenced by mathematics this year, which will be followed by English and science during 2012-2013.
- Persistent Achievement Gaps - Virginia, as other states, has a long way to go to eliminate achievement gaps among subgroups of students. Family income, race, and other demographic factors remain too strong an indicator of passing rates on SOL tests, high school graduation rates, and other measures of academic success.
- Chronic Underperformance - A small but significant number of schools remain chronically low-performing by state and federal standards. Improving these schools and better serving the children who attend them will require focus, perseverance, resources, and teamwork.

Continued investment in resources that are integral to improving student performance, closing achievement gaps, and graduating all students college and career ready is critical. This is not simply a matter of putting more money into our schools; rather it is a matter of carefully and thoughtfully focusing all available resources where they can be most successful. During this time of tight budgets at the local, state, and federal levels, policy decisions regarding the allocation of resources - whether time, money, or people - must be focused on proven, effective strategies. Continued improvement will also require the support and participation of the Board's many partners in education.

Assessment of the Extent to Which the Board's Goals are being Met

The Board of Education's *Comprehensive Plan: 2011-2016* defined seven goals and the strategies it will implement to meet its goals. The goals directly address the realities and challenges our public schools face in ensuring all graduates are college and career ready.

The Board of Education is committed to assessing its progress in meeting its goals. The following "report card on the Board's performance measures" shows 2011-2012 results, the one year trend, and the three year trend in several key indicators of student performance.

A Report Card on the Board's Performance Measures

Performance Measures to Gauge Progress in Meeting Goals	Results 2011-2012	1 Year Trend	3 Year Trend Change from 2009-2010
Percent of third-grade students reading on grade level	86%	↑ (3)	↑ (3)
Percent of 8th grade students taking Algebra I or higher in middle school	52.5%	↑ (3.7)	↑ (7.6)
Virginia on-time graduation rate	88%	↑ (1.4)	↑ (2.5)
High school dropout rate	6.5 %	↑ (-0.7)	↑ (-1.7)
Federal graduation indicator (students earning Advanced Studies or Standard Diplomas in at least four years)	82.9%	↑ (1.3)	↑ (3.1)
Percent of graduates earning advanced studies diplomas 9th grade cohort graduates earning advanced studies diploma	55% 48.6%	↔ ↑ (1.3)	↑ (2.5) ↑ (2.9)
Percent of students scoring advanced proficient on statewide assessments English (Reading and Writing)	35.1%	↓ (1.2)	↓ (1.4)
Mathematics	11.1%	NA[1]	NA
History and Social Science	29.1%	↑ (0.5)	NA[2]
Science	29.2%	↑ (0.7)	↑ (0.4)
Number of at-risk four-year-olds served by Virginia Preschool Initiative	16,618	↑ (737)	↑ (717)
Percentage of teachers Nationally Board Certified	1.96%	↑ (0.14)	↑ (0.27)
Number of CTE students who earned one or more Board-approved credential(s)	42,218	↑ (11,605)	↑ (17,963)
Percent of schools rated fully accredited	93%	↓ (3)[3]	↓ (5)[4]
Number of innovative options reviewed by the Board Charter School Applications	3	↑ (3)	X[5]
College Lab School Applications	0	↔	X[6]
Governor's STEM or Health Science Academies	5	↑ (4)	↑ (5)
Percent of schools that maintain a passing rate on Virginia assessment tests of 95% or above in each of the four core academic areas	0.6%	↓ (3.02)	↓ (4.22)
Number of schools earning recognition under Virginia Index of Performance	447[7]	↓ (281)	↓ (275)
Number of schools that are chronically low performing by state and federal standards[8]	8 schools	↓ (1 school)	↑ (1 school)
Percent of schools and divisions meeting or exceeding federal accountability measures	68%	NA[9]	NA

Performance Improving ↑
Performance Declining ↓
Performance Maintained ↔
Data Not Available X

[1] New, more rigorous Mathematics tests were implemented in 2011-2012.
[2] New, more rigorous History and Social Science tests were implemented in 2010-2011.
[3] Results of the new college-and career-ready mathematics tests, first introduced during 2011-2012, are included in the accreditation ratings
[4] The Board introduced a "graduation and completion index" in 2010-2011 as a new accountability factor for high schools, in addition to student achievement on state tests
[5] Process for Board review of charter school applications was not in place until January 2011
[6] Process for Board review of college lab school applications was not in place until January 2011
[7] The Board revised the criteria for awards in 2012 to promote an increasing focus on college and career readiness and STEM
[8] Schools accredited with warning, denied accreditation, or conditional accreditation (not new) for 3 or more years
[9] The Annual Measurable Objectives (AMOs) and related accountability requirements were established by the Board as part of the Commonwealth's No Child Left Behind (NCLB) flexibility waiver in 2012.

I. Board of Education's Goals

as described in the Board of Education's *Comprehensive Plan: 2011-2016*

Goal 1: Expanded Opportunities to Learn
The Board of Education will continue to improve the standards for public schools in Virginia in order to expand learning opportunities needed for Virginia's public schools. Our schools will lead the nation in rigor and quality and our students will compete and excel in postsecondary education and/or in the global workplace.

Board Actions Addressing Goal 1:

- Charter School Actions:
  - Approved the application for Buffalo Creek School in Rockbridge County as meeting all applicable Board of Education charter school application criteria.
  - Approved the application for Fairfax Leadership Academy in Fairfax County as meeting all applicable Board charter school application criteria.
  - Approved the application for Loudoun Math and IT Academy in Loudoun County as meeting all applicable Board charter school application criteria.
  - Revised the Virginia charter school application process and application, effective July 1, 2012, to conform to legislative changes.
- Virtual School Actions:
  - Approved an alternative accreditation plan for Carroll County Public School's Virginia Virtual Academy (VAVA) beginning in school year 2012-2013 and continuing until new regulations governing the accreditation of public virtual schools become effective.
  - Approved a Notice of Intended Regulatory Action to begin promulgating regulations to establish license and eligibility criteria for teachers who teach only online courses.
  - Approved a Notice of Intended Regulatory Action to begin promulgating regulations governing public virtual schools that enroll students full time.
- Science, Technology, Engineering, and Mathematics (STEM) Actions:
  - Approved a Governor's STEM Academy for Engineering, Marketing, and Information Technology Studies at Landstown High School and Technology Academy, Virginia Beach City Public Schools.
  - Approved the New Commonwealth Governor's STEM Academy at Chantilly High School and Chantilly Academy, Fairfax County Public Schools.
  - Approved the Governor's STEM Academy at the Burton Center for Arts and Technology, Roanoke County Public Schools.
  - Approved Grassfield High School Governor's STEM Academy, Chesapeake City Public Schools.
  - Approved the Bridging Communities Governor's STEM Academy, New Kent County Public Schools.
  - Approved the Region 2000 Technology Council to establish the Lynchburg Regional Governor's STEM Academy.
- Career and Technical Education Actions:
  - Approved a revised list of industry certification examinations, occupational competency assessments, and licenses to meet the requirements for the Career and

Technical Education and Advanced Mathematics and Technology Seals and the student-selected verified credit.
    - Approved the Bridging Communities Regional Career and Technical Center, New Kent County Public Schools.
- Revised the Virginia College Partnership Laboratory School Application Process to conform to legislative changes.
- Revised the *Individual Student Alternative Education Plan (ISAEP) Program Guidelines.*

Goal 2: Accountability of Student Learning
The Board of Education will support accountability for all public schools by providing leadership and by establishing policies that help schools and school divisions increase the academic success of all students, especially those who are at-risk or in underperforming school systems. Using improved longitudinal data systems, the Board will monitor schools' progress in closing achievement gaps among groups of students.

Board Actions Addressing Goal 2:

- Approved a process by which local school boards may discontinue or amend additional graduation requirements, so long as the graduation requirements that remain in place meet or exceed the requirements prescribed by the Board of Education.
- Approved a request for additional graduation requirements from Suffolk City Public Schools.
- Approved timelines for review of the *Fine Arts Standards of Learning* and the *Computer Technology Standards of Learning*.
- Presented Resolutions of Recognition to school divisions receiving the AdvancED/SACS District Accreditation (Scott County Public Schools, Bath County Public Schools, Richmond County Public Schools, Chesapeake City Public Schools, Poquoson City Public Schools, Powhatan County Public Schools, and Radford City Public Schools).
- Approved new textbooks for K-12 Science.
- Revised the academic review process and the division-level academic review process.
- Revised criteria for the Virginia Index of Performance.
- Obtained approval of Virginia's proposed ESEA flexibility application ("No Child Left Behind" waiver), including rigorous new mathematics Annual Measurable Objectives (AMOs) for accountability years 2013-2014 through 2017-2018.

Goal 3: Nurturing Young Learners
The Board of Education will work cooperatively with partners and will promote new and innovative partnerships to help ensure that all young children are ready to enter kindergarten with the skills they need for success.

Board Actions Addressing Goal 3:

- Continued collaborations with education partners to support and improve pre-K educational opportunities.

Goal 4: Strong Literacy and Mathematics Skills
The Board of Education will establish policies that support the attainment of literacy and mathematics skills for all students, pre-K through grade 12.

Board Actions Addressing Goal 4:

- Adopted Cut Scores for State Assessments, including:
    - Cut scores representing the achievement levels of pass/proficient and pass/advanced for the end-of-course Algebra I and Geometry SOL Tests and pass/proficient and advanced/college path for the Algebra II SOL test.
    - Cut scores representing the achievement levels of fail/basic, pass/proficient, and pass/advanced for the grades 3-8 mathematics SOL tests.
    - Cut scores for the achievement levels of fail/basic, pass/proficient, and pass/advanced for the grades 3-8 and Algebra I Virginia Modified Achievement Standards Test (VMAST) mathematics assessments.
    - A cut score for the grade 8 SOL mathematics test representing the numeracy requirement of the modified standard diploma.
    - Cut scores for the achievement levels of pass/proficient and pass/advanced for the Virginia Alternate Assessment Program (VAAP) in mathematics.
- Approved the addition of the Mathematics Capstone course to the list of *Board of Education Approved Courses to Satisfy Graduation Requirements for High School Diplomas in Virginia Public Schools.*
- Approved 111 new textbooks for K-12 English Language Arts.

Goal 5: Highly Qualified and Effective Teachers and Administrators
The Board of Education will establish policies and standards that improve the preparation, recruitment, and retention of Virginia's educational personnel, including meaningful and ongoing professional development, especially in teacher shortage areas and in hard-to-staff schools.

Board Actions Addressing Goal 5:

- Performance Standards and Evaluation:
    - Approved the *Guidelines for Uniform Performance Standards and Evaluation Criteria for Principals*, incorporating student growth measures among the criteria.
    - Approved the *Guidelines for Uniform Performance Standards and Evaluation Criteria for Superintendents*, again incorporating student growth measures among the criteria.
- Education Program Actions:
    - Approved recommendations of the Advisory Board on Teacher Education and Licensure (ABTEL) to approve the education (endorsement) programs offered at specific institutions of higher education.
- Recognition of Educators Excelling in their Profession:
    - Presented Resolutions of Recognition to Virginia's 2012 Regional Teachers of the Year and State Teacher of the Year.
    - Presented Resolution of Recognition to Mr. Neil Beech, recipient of the 2011 Milken Family Foundation National Educator Award.

- Approved revisions to the *Guidelines for Distributing National Board Certification Incentive Awards*.
- Approved revisions to the *Advancing Virginia's Leadership Agenda Guidance Document: Standards and Indicators for School Leaders and Documentation for the Principal of Distinction (Level II) Administration and Supervision Endorsement.*
- Approved Notices of Intended Regulatory Action (NOIRA) to revise the *Licensure Regulations for School Personnel*, the *Regulations Governing the Review and Approval of Education Programs in Virginia*, and the *Regulations Governing the Employment of Professional Personnel*.

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

Board Actions Addressing Goal 6:

- Approved quarterly and annual financial reports on the status of the Literary Fund.
- Obtained approval of Virginia's proposed ESEA flexibility application ("No Child Left Behind" waiver), including rigorous new mathematics Annual Measurable Objectives (AMOs) for accountability years 2013-2014 through 2017-2018.
- Regulatory Actions:
    - Approved amendments to the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* to conform to HB 96.
    - Approved emergency regulations to revise the *Regulations Governing Adult High School Programs* and to repeal the *Regulations Governing the General Achievement Diploma*, and the Notice of Intended Regulatory Action for the permanent amendments to these regulations.
    - Approved amendments to the *Regulations Governing Educational Services for Gifted Students* to comport with HB 1295 and SB 679.
    - Approved emergency amendments to the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* to conform to HB 1061 and SB 489 and a Notice of Intended Regulatory Action for the permanent regulations.
- Approved appointments to the Board of Education's advisory committees for the 2012-2015 term.

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

Board Actions Addressing Goal 7:

- Approved amendments to the Board's criteria for character education programs.
- Approved revisions to the *Regulations Governing the Collection and Reporting of Truancy Related Data and Student Attendance Polices*.

II. The Board's Performance Measures: Are Our Goals Being Met?

The Board of Education's *Comprehensive Plan: 2011-2016* defined seven goals and the strategies it will implement to meet its goals. The goals directly address the realities and challenges our public schools face in ensuring all graduates are college and career ready.

The Board of Education is committed to assessing its progress in meeting its goals. The following "report card on the Board's performance measures" shows 2011-2012 results, the one year trend, and the three year trend in several key indicators of student performance.

A Report Card on the Board's Performance Measures

Performance Measures to Gauge Progress in Meeting Goals	Results 2011-2012	1 Year Trend	3 Year Trend Change from 2009-2010
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High school dropout rate	6.5 %	↑ (-0.7)	↑ (-1.7)
Federal graduation indicator (students earning Advanced Studies or Standard Diplomas in at least four years)	82.9%	↑ (1.3)	↑ (3.1)
Percent of graduates earning advanced studies diplomas 9th grade cohort graduates earning advanced studies diploma	55% 48.6%	↔ ↑ (1.3)	↑ (2.5) ↑ (2.9)
Percent of students scoring advanced proficient on statewide assessments English (Reading and Writing)	35.1%	↓ (1.2)	↓ (1.4)
Mathematics	11.1%	NA[10]	NA
History and Social Science	29.1%	↑ (0.5)	NA[11]
Science	29.2%	↑ (0.7)	↑ (0.4)
Number of at-risk four-year-olds served by Virginia Preschool Initiative	16,618	↑ (737)	↑ (717)
Percentage of teachers Nationally Board Certified	1.96%	↑ (0.14)	↑ (0.27)
Number of CTE students who earned one or more Board-approved credential(s)	42,218	↑ (11,605)	↑ (17,963)
Percent of schools rated fully accredited	93%	↓ (3)[12]	↓ (5)[13]
Number of innovative options reviewed by the Board Charter School Applications	3	↑ (3)	X[14]
College Lab School Applications	0	↔	X[15]
Governor's STEM or Health Science Academies	5	↑ (4)	↑ (5)
Percent of schools that maintain a passing rate on Virginia assessment tests of 95% or above in each of the four core academic areas	0.6%	↓ (3.02)	↓ (4.22)
Number of schools earning recognition under Virginia Index of Performance	447[16]	↓ (281)	↓ (275)
Number of schools that are chronically low performing by state and federal standards[17]	8 schools	↓ (1 school)	↑ (1 school)
Percent of schools and divisions meeting or exceeding federal accountability measures	68%	NA[18]	NA

Performance Improving ↑
Performance Declining ↓
Performance Maintained ↔
Data Not Available X

[10] New, more rigorous Mathematics tests were implemented in 2011-2012.
[11] New, more rigorous History and Social Science tests were implemented in 2010-2011.
[12] Results of the new college-and career-ready mathematics tests, first introduced during 2011-2012, are included in the accreditation ratings
[13] The Board introduced a "graduation and completion index" in 2010-2011 as a new accountability factor for high schools, in addition to student achievement on state tests
[14] Process for Board review of charter school applications was not in place until January 2011
[15] Process for Board review of college lab school applications was not in place until January 2011
[16] The Board revised the criteria for awards in 2012 to promote an increasing focus on college and career readiness and STEM
[17] Schools accredited with warning, denied accreditation, or conditional accreditation (not new) for 3 or more years
[18] The Annual Measurable Objectives (AMOs) and related accountability requirements were established by the Board as part of the Commonwealth's No Child Left Behind (NCLB) flexibility waiver in 2012.

III. Critical Needs of the Public Schools in Virginia

The data and performance measures in this report show that, while the Board of Education and its partners have made progress in meeting its goals, much work remains to be done. With fiscal challenges remaining a reality for school divisions and the Department of Education, we must redouble our efforts to help schools raise student achievement by maintaining high expectations and focusing policies and resources on the most effective ways to improve student learning.

Emerging issues that must be addressed include the following:

- Raising the rigor of Virginia's academic standards to reflect the Board's focus on college and career readiness — including workplace skills and knowledge — while maintaining public understanding and support as schools strive to meet those higher standards. As schools implement more rigorous standards and tests, as evidenced by mathematics this year, which will be followed by English during 2012-2013, there may be further declines in accreditation.

- Decreasing persistent achievement gaps among subgroups of students. Family income, race, and other demographic factors remain too strong an indicator of passing rates on tests, high school graduation rates, and other measures of academic success.

- A small but significant number of schools that remain chronically low-performing by state and federal standards. Improving these schools and better serving the children who attend them will require focus, perseverance, resources, and teamwork.

- Continued investment in resources that are integral to improving student performance, closing achievement gaps, and graduating all students college and career ready, including Board recommended revisions to the Standards of Quality.

- Attracting the best and the brightest individuals into the teaching profession, supporting their continued professional development, and retaining those who excel.

- Continuing the interventions and technical assistance by the VDOE to assist divisions identified as chronically low-performing, especially in this time of agency budget and staffing restrictions.

- Supporting reform of the *Elementary and Secondary Education Act of 1965* (ESEA) that respects state authority for public education while ensuring policies are implemented at the state and local levels that address closing achievement gaps.

- Resources to implement new learning opportunities for students, including an emphasis on Science, Technology, Engineering, and Mathematics (STEM) programs; charter school programs; college partnership laboratory programs; and online learning programs.

- Decreasing achievement gaps between the academic performances of students in the United States compared to other countries. While the state accountability system helps

compare schools within the Commonwealth, it lacks sufficient data to benchmark the performance of its students on international tests such as the Programme for International Student Assessment (PISA) and the Trends in International Mathematics and Science Study (TIMMS). Recognizing the reality that our graduates must compete successfully in a global economy, the Board will identify cost-effective ways to measure the achievements of Virginia students on recognized international benchmarks.

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

- Promoting high-quality preschool programs and increasing the number of children served by such programs.

- Dealing effectively with the reality that many children face difficult personal circumstances such as high poverty, high crime in their neighborhoods, high rates of unhealthy behaviors, poor nutrition, lack of parental support, limited English proficiency, and other circumstances that obstruct their learning at school.

- Maintaining the capacity of the VDOE staff to provide background data, advice, and expertise, all of which are essential for the Board of Education to make solid and informed policy decisions, in these hard economic times. More services must be provided by fewer persons, putting increased pressure on already thin resources.

- Keeping up with increasingly burdensome and time-consuming federal reporting and accountability requirements, especially those related to ESEA, the Individuals with Disabilities Education Act, and the State Fiscal Stabilization Fund.

IV. Proposed Revisions to the Standards of Quality

To be inserted upon adoption by the Board of Education, November 29, 2012

Proposed Standards of Quality Policy Directions

Proposed Policy and Staffing Recommendations
- Priority 1
- Priority 2
- Priority 3

Proposed Technical Issues for Further Study

Fiscal Impact of Proposed Revisions

Legislative Proposals

V. Compliance with the Standards of Quality

Section § 22.1-18 of the *Code of Virginia* requires the Board of Education to "identify any school divisions and the specific schools therein which have failed to establish and maintain schools meeting the existing prescribed Standards of Quality." Each year, the Department of Education collects self-assessment data from school divisions on their compliance with the provisions of § 22.1-253.13:1 through § 22.1-253.13:8 of the Code of Virginia (Standards of Quality). The chairman of the school board and division superintendent certify the level of compliance with the standards and the individual indicators within each standard to the Department of Education via an electronic data collection system.

Eighty-two divisions (62%) reported full compliance with the provisions of the Standards of Quality (SOQ) in the 2011-2012 school year (Appendix A). Appendix B contains a list of school divisions that have reported non-compliance with any of the provisions of the SOQ. The appendix also provides additional information on the status of compliance over the last three years for these divisions. The data are for the 2011-2012 school year and for the Standards of Quality that were in effect as of July 1, 2011.

School Divisions Reporting Non Compliant	
Standard	**# Divisions Noncompliant**
Standard 1- Instructional programs supporting the Standards of Learning	1
Standard 2- Instructional, administrative, and support personnel	20
Standard 3- Accreditation, other standards and evaluation	32
Standard 4- Student achievement and graduation requirements	1
Standard 5 - Quality of classroom instruction and educational leadership	0
Standard 6- Planning and public involvement	1
Standard 7 – School board policies	2

Where divisions indicate less than full compliance with the standards, corrective action plans for the noncompliance items are required. Of the divisions that were not in full compliance, all have filed a corrective action plan.

VI. Compliance with the Standards of Accreditation

Ninety-three percent of Virginia's 1,836 public schools are fully accredited, meeting all state standards for achievement in English, mathematics, history and science, as well as graduation in the case of high schools.

Ninety-six percent of Virginia's elementary schools and 88 percent of middle schools are fully accredited for the 2012-2013 school year, based on the performance of students on Standards of Learning (SOL) and other state assessments during 2011-2012.

The percentage of fully accredited high schools rose to 90 percent from 86 percent last year, when the Board of Education began including a "graduation and completion index" in the accountability formula for high schools, in addition to student achievement on state tests. The graduation and completion index awards full credit for students who earn a board-recognized diploma and partial credit for students who earn GEDs and local credentials, as well as for students who are still enrolled and expected to return for a fifth year of high school. High schools must have a graduation and completion index of at least 85 for full accreditation.

The percentage of schools earning full accreditation for 2012-2013 is three points lower than the percentage that earned the highest rating for 2011-2012. The decrease is attributed, in part, to results of the new college- and career-ready mathematics tests that were first introduced during 2011-2012. We should expect a similar impact next year as schools implement more rigorous standards and tests in English and science, in the 2012-2013 school year.

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

VII. Charter Schools

Four charter school applications were submitted to the Board of Education during 2011-2012 pursuant to § 22.1-212.9 of the *Code of Virginia*. One applicant subsequently withdrew its application and has not resubmitted to date. The Board of Education reviewed the remaining three applications, and determined that they met the Board's approval criteria. During 2012-2013, the charter applicants will be submitting applications to their local school board for review and final decision.

The Department of Education collected information on the number of public charter school applications approved and denied by local school boards during 2011-2012.

- No new charter school applications were approved;
- No charter school applications were denied;
- No operating charter school closed; and
- Four charter schools operated for students in 2011-2012.

Of the four charter schools operating in Virginia in 2011-2012, all earned the rating for "Fully Accredited," and all made the Annual Measurable Objectives (AMOs) targets based on data from 2010-2011.

VIII. Multidivision Online Providers

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

In 2011, the Department of Education developed and implemented the multidivision online provider application process. The *Criteria for Approval of Multidivision Online Providers* and the application, appeal, and monitoring process were 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.

Eleven of the thirteen organizations approved in 2011 offered courses to students in Virginia during the 2011-2012 school year. These organizations completed monitoring reports in June 2012. After reviewing data from these reports and conducting monitoring interviews with the providers, the Department of Education identified several issues: some approved providers were not offering approved courses, some approved providers were hiring teachers without Virginia licensure, and there were discrepancies between data submitted by providers and the data collected via the Student Records Collection (SRC). These issues are detailed in this report.

The second application window opened in 2012. Provider applications were accepted for 30 days, beginning January 3, 2012. 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 provider monitoring process will continue during the 2012-2013 school year. The application window will reopen in January 2013 for the 2013-2014 school year.

IX. Virtual Virginia

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

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

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

Virtual Virginia courses meet and exceed Virginia's Standards of Learning. All Advanced Placement courses are audited and approved by the College Board as well as the National Collegiate Athletic Association (NCAA). The course completion rate for 2011-2012 was 88.9 percent.

Virtual Virginia teachers are highly qualified and hold Virginia licenses in their content area. Although teachers' loads vary by course, the average student to full-time teacher ratio is 1:114.

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

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

Virtual Virginia has served over 20,000 students since its inception in 2002. Currently there are 13,946 half-credit enrollments, including more than 3,000 students enrolled in the Economics and Personal Finance course. Current enrollment numbers reflect more than a 100 percent increase in half-credit enrollments over the 6,032 half-credit enrollments last year. Forty-six students remain on waiting lists for spring block courses. It is anticipated that all of these students will be served.

X. Closing Statement by the Virginia Board of Education

Working with its many partners, the Board of Education intends to move Virginia's education system dramatically forward by fostering the development of 21st century skills that prepare our students to succeed in an increasingly complex, competitive, diverse, and global society.

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

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

Appendix A
School Divisions Reporting Full Compliance with the Standards of Quality for 2011-2012

82 Divisions Reporting Fully Compliant with All Provisions of the Standards of Quality for 2011-2012

Albemarle County	Alleghany County	Amelia County
Amherst County	Appomattox County	Augusta County
Bedford County	Bland County	Botetourt County
Bristol City	Buchanan County	Buckingham County
Buena Vista City	Caroline County	Carroll County
Charles City County	Charlotte County	Charlottesville City
Colonial Heights City	Culpeper County	Cumberland County
Danville City	Essex County	Falls Church City
Fauquier County	Floyd County	Fluvanna County
Franklin City	Franklin County	Frederick County
Fredericksburg City	Galax City	Gloucester County
Grayson County	Greene County	Halifax County
Harrisonburg City	Henry County	Isle of Wight County
King George County	Lancaster County	Lexington City
Loudoun County	Louisa County	Madison County
Manassas Park City	Mathews County	Mecklenburg County
Middlesex County	Montgomery County	Nelson County
Norton City	Nottoway County	Patrick County
Pittsylvania County	Poquoson City	Powhatan County
Prince George County	Pulaski County	Radford City
Rappahannock County	Richmond County	Roanoke County
Rockbridge County	Rockingham County	Salem City
Scott County	Shenandoah County	Smyth County
Southampton County	Spotsylvania County	Stafford County
Staunton City	Surry County	Washington County
West Point	Williamsburg-James City County	Winchester City
Wise County	Wythe County	York County
Russell County		

Appendix B

Divisions Reporting Non-Compliance with Any Provisions of the Standards of Quality for 2011-2012

§ 22.1-253.13:1 – Standard I. Instructional Programs Supporting the Standards of Learning and Other Educational Objectives				
Requirement	**School Division**	**2010-2011 Was Division Compliant?**	**2009-2010 Was Division Compliant?**	**2008-2009 Was Division Compliant?**
The school division has implemented the following: Adult education programs for individuals functioning below the high school completion level.	Northampton County	Yes	Yes	Yes

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

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

Requirement	**School Division**	**2010-2011 Was Division Compliant?**	**2009-2010 Was Division Compliant?**	**2008-2009 Was Division Compliant?**
The school division has a division-wide ratio of pupils in average daily membership to full-time equivalent teaching positions (excluding special education teachers, principals, assistant principals, counselors, and librarians) no greater than the following ratios: Twenty-four to one in kindergarten, with no class larger than twenty-nine; twenty-four to one in grades one, two and three with no class larger than thirty at any of these levels.	Campbell County	Yes	Yes	Yes
The school board employs licensed instructional personnel qualified in the relevant subject areas.	Greensville County	Yes	No	No
The school board employs licensed instructional personnel qualified in the relevant subject areas.	King William County	Yes	Yes	No

§ 22.1-253.13:2 – Standard 2. Instructional, administrative, and support personnel				
Requirement	**School Division**	**2010-2011 Was Division Compliant?**	**2009-2010 Was Division Compliant?**	**2008-2009 Was Division Compliant?**
The school board employs licensed instructional personnel qualified in the relevant subject areas.	Goochland County	No	Yes	Yes
The school board employs licensed instructional personnel qualified in the relevant subject areas.	Martinsville City	No	No	No
The school board employs licensed instructional personnel qualified in the relevant subject areas.	Petersburg City	No	No	No
The local school board employs, at a minimum, the following full-time equivalent positions for any school that reports average daily membership as delineated in the standards: 1) full-time principals; 2) assistant principals; 3) librarians; 4) guidance counselors; and 5) clerical personnel. Assistant principals in elementary schools, one half-time at 600 students, one full-time at 900 students; assistant principals in middle schools, one full-time for each 600 students; assistant principals in high schools, one full-time for each 600 students. 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.	Colonial Beach	Yes	Yes	No

§ 22.1-253.13:2 – Standard 2. Instructional, administrative, and support personnel				
Requirement	**School Division**	**2010-2011 Was Division Compliant?**	**2009-2010 Was Division Compliant?**	**2008-2009 Was Division Compliant?**
The school board employs two full-time equivalent positions per 1,000 students in grades K-12, one who provides technology support and one who serves as an instructional technology resource teacher. To provide flexibility, school divisions may use the state and local funds for instructional technology resource teachers to employ a data coordinator position, an instructional technology resource teacher position, or a data coordinator/instructional resource teacher blended position.	Hampton City	Yes	Yes	Yes
The school board employs two full-time equivalent positions per 1,000 students in grades K-12, one who provides technology support and one who serves as an instructional technology resource teacher. To provide flexibility, school divisions may use the state and local funds for instructional technology resource teachers to employ a data coordinator position, an instructional technology resource teacher position, or a data coordinator/instructional resource teacher blended position.	Hanover County	No	Yes	Yes
In addition to the positions supported by basic aid and in support of regular school year programs of prevention, intervention, and remediation, state funding, pursuant to the appropriation act, shall be provided to fund certain full-time equivalent instructional positions for each 1,000 students in grades K through 12 who are identified as needing prevention, intervention, and remediation services. State funding for prevention, intervention, and remediation programs provided pursuant to this subsection and the appropriation act may be used to support programs for educationally at-risk students as identified by the local school boards.	Lee County	Yes	Yes	Yes

§ 22.1-253.13:2 – Standard 2. Instructional, administrative, and support personnel				
Requirement	**School Division**	**2010-2011 Was Division Compliant?**	**2009-2010 Was Division Compliant?**	**2008-2009 Was Division Compliant?**
The school division employs in addition to the positions supported by basic aid and those in support of regular school year programs of prevention, intervention, and remediation, 17 full-time equivalent instructional positions for each 1,000 students identified as having limited English proficiency.	Bath County	No	Yes	Yes
The school division employs in addition to the positions supported by basic aid and those in support of regular school year programs of prevention, intervention, and remediation, 17 full-time equivalent instructional positions for each 1,000 students identified as having limited English proficiency.	Craig County	Yes	Yes	Yes
Each local school board shall employ with state and local basic, special education, gifted, and career and technical education funds a minimum number of licensed, full-time equivalent instructional personnel for each 1,000 students in average daily membership (ADM) as set forth in the appropriation act. Calculations of kindergarten positions shall be based on full-day kindergarten programs. Beginning with the March 31 report of average daily membership, those school divisions offering half-day kindergarten with pupil/teacher ratios that exceed 30 to one shall adjust their average daily membership for kindergarten to reflect 85 percent of the total kindergarten average daily memberships, as provided in the Appropriation Act.	Chesapeake City	No	Yes	Yes

§ 22.1-253.13:2 – Standard 2. Instructional, administrative, and support personnel				
Requirement	**School Division**	**2010-2011 Was Division Compliant?**	**2009-2010 Was Division Compliant?**	**2008-2009 Was Division Compliant?**
Each local school board shall employ with state and local basic, special education, gifted, and career and technical education funds a minimum number of licensed, full-time equivalent instructional personnel for each 1,000 students in average daily membership (ADM) as set forth in the appropriation act. Calculations of kindergarten positions shall be based on full-day kindergarten programs. Beginning with the March 31 report of average daily membership, those school divisions offering half-day kindergarten with pupil/teacher ratios that exceed 30 to one shall adjust their average daily membership for kindergarten to reflect 85 percent of the total kindergarten average daily memberships, as provided in the Appropriation Act.	Hanover County	No	Yes	Yes
The local school board employs, at a minimum, the following full-time equivalent positions for any school that reports average daily membership as delineated in the standards: 1) full-time principals; 2) assistant principals; 3) librarians; 4) guidance counselors; and 5) clerical personnel. 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	Yes	No	Yes

§ 22.1-253.13:2 – Standard 2. Instructional, administrative, and support personnel				
Requirement	**School Division**	**2010-2011 Was Division Compliant?**	**2009-2010 Was Division Compliant?**	**2008-2009 Was Division Compliant?**
The local school board employs, at a minimum, the following full-time equivalent positions for any school that reports average daily membership as delineated in the standards: 1) full-time principals; 2) assistant principals; 3) librarians; 4) guidance counselors; and 5) clerical personnel. 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.	Waynesboro City	Yes	Yes	Yes
The school division has a division-wide ratio of pupils in average daily membership to full-time equivalent teaching positions (excluding special education teachers, principals, assistant principals, counselors, and librarians) no greater than the following ratios: Twenty-five to one in grades four through six with no class larger than thirty-five pupils.	Prince William County	No	No	Yes
The local school board employs, at a minimum, the following full-time equivalent positions for any school that reports average daily membership as delineated in the standards: 1) full-time principals; 2) assistant principals; 3) librarians; 4) guidance counselors; and 5) clerical personnel. Guidance counselors in elem. schools, one hour per day per 100 students, one full-time at 500 students, one hour per day additional time per 100 students or major fraction thereof; guidance counselors in middle schools, one period per 80 students, one full-time at 400 students, one additional period per 80 students or major fraction thereof; guidance counselors in high schools, one period per 70 students, one full-time at 350 students, one additional period per 70 students or major fraction thereof.	Clarke County	Yes	Yes	Yes

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

Requirement	School Division	2010-2011 Was Division Compliant?	2009-2010 Was Division Compliant?	2008-2009 Was Division Compliant?
The local school board employs, at a minimum, the following full-time equivalent positions for any school that reports average daily membership as delineated in the standards: 1) full-time principals; 2) assistant principals; 3) librarians; 4) guidance counselors; and 5) clerical personnel. Guidance counselors in elementary schools, one hour per day per 100 students, one full-time at 500 students, one hour per day additional time per 100 students or major fraction thereof; guidance counselors in middle schools, one period per 80 students, one full-time at 400 students, one additional period per 80 students or major fraction thereof; guidance counselors in high schools, one period per 70 students, one full-time at 350 students, one additional period per 70 students or major fraction thereof.	Prince William County	Yes	No	Yes
The school board provides support services necessary for the efficient and cost-effective operation and maintenance of the schools including services provided by the school board members; the superintendent; assistant superintendents; student services (including guidance counselors, social workers, and homebound, improvement, principal's office, and library-media positions);attendance and health positions; administrative, technical, and clerical positions; operation and maintenance positions; educational technology positions; school nurses; and pupil transportation positions. School-based clerical personnel in elementary schools; part-time to 299 students, one full-time at 300 students; clerical personnel in middle schools; one full-time and one additional full-time for each 600 students beyond 200 students and one full-time for the library at 750 students; clerical personnel in high schools; one full-time and one additional full-time for each 600 students beyond 200 students and one full-time for the library at 750 students.	New Kent County	Yes	Yes	Yes

§ 22.1-253.13:2 – Standard 2. Instructional, administrative, and support personnel				
Requirement	**School Division**	**2010-2011 Was Division Compliant?**	**2009-2010 Was Division Compliant?**	**2008-2009 Was Division Compliant?**
The school board provides support services necessary for the efficient and cost-effective operation and maintenance of the schools including services provided by the school board members; the superintendent; assistant superintendents; student services (including guidance counselors, social workers, and homebound, improvement, principal's office, and library-media positions);attendance and health positions; administrative, technical, and clerical positions; operation and maintenance positions; educational technology positions; school nurses; and pupil transportation positions.	Highland County	No	Yes	Yes

§ 22.1-253.13:2 – Standard 2. Instructional, administrative, and support personnel				
Requirement	**School Division**	**2010-2011 Was Division Compliant?**	**2009-2010 Was Division Compliant?**	**2008-2009 Was Division Compliant?**
The school board provides support services necessary for the efficient and cost-effective operation and maintenance of the schools including services provided by the school board members; the superintendent; assistant superintendents; student services (including guidance counselors, social workers, and homebound, improvement, principal's office, and library-media positions);attendance and health positions; administrative, tech, and clerical positions; operation and maintenance positions; educational technology positions; school nurses; and pupil transportation positions.	Bath County	No	Yes	Yes

§ 22.1-253.13:2 – Standard 2. Instructional, administrative, and support personnel				
Requirement	**School Division**	**2010-2011 Was Division Compliant?**	**2009-2010 Was Division Compliant?**	**2008-2009 Was Division Compliant?**
The school board provides support services necessary for the efficient and cost-effective operation and maintenance of the schools including services provided by the school board members; the superintendent; assistant superintendents; student services (including guidance counselors, social workers, and homebound, improvement, principal's office, and library-media positions);attendance and health positions; administrative, technical, and clerical positions; operation and maintenance positions; educational technology positions; school nurses; and pupil transportation positions.	Prince William County	Yes	Yes	Yes
The school board, annually, on or before January 1, reports to the public the actual pupil teacher ratios (excluding resource personnel) in elementary school classrooms by school for the current year. The board also reports the pupil/teacher ratio including resource teachers in the same report. The report includes identification of the schools but ensures confidentiality of all teacher and pupil identities.	King & Queen County	Yes	Yes	Yes

§ 22.1-253.13:3 – Standard 3. Accreditation, other standards and evaluation.				
Requirement	**School Division**	**2010-2011 Was Division Compliant?**	**2009-2010 Was Division Compliant?**	**2008-200 Was Division Compliant?**
All schools are fully accredited by the Board of Education.	Accomack County	Yes	Yes	Yes
All schools are fully accredited by the Board of Education.	Alexandria City	No	No	No
All schools are fully accredited by the Board of Education.	Arlington County	Yes	Yes	Yes
All schools are fully accredited by the Board of Education.	Brunswick County	Yes	No	No
All schools are fully accredited by the Board of Education.	Chesterfield County	Yes	Yes	Yes
All schools are fully accredited by the Board of Education.	Covington City	Yes	Yes	No
All schools are fully accredited by the Board of Education.	Dickenson County	Yes	Yes	Yes
All schools are fully accredited by the Board of Education.	Dinwiddie County	Yes	Yes	Yes
All schools are fully accredited by the Board of Education.	Fairfax County	No	Yes	No
All schools are fully accredited by the Board of Education.	Giles County	Yes	Yes	Yes

§ 22.1-253.13:3 – Standard 3. Accreditation, other standards and evaluation.				
Requirement	**School Division**	**2010-2011 Was Division Compliant?**	**2009-2010 Was Division Compliant?**	**2008-2009 Was Division Compliant?**
All schools are fully accredited by the Board of Education.	Hampton City	No	No	No
All schools are fully accredited by the Board of Education.	Henrico County	No	No	No
All schools are fully accredited by the Board of Education.	Hopewell City	No	No	No
All schools are fully accredited by the Board of Education.	King & Queen County	Yes	Yes	Yes
All schools are fully accredited by the Board of Education.	Lunenburg County	Yes	Yes	Yes
All schools are fully accredited by the Board of Education.	Lynchburg City	Yes	Yes	No
All schools are fully accredited by the Board of Education.	Manassas City	Yes	Yes	No
All schools are fully accredited by the Board of Education.	Newport News City	Yes	Yes	No
All schools are fully accredited by the Board of Education.	Norfolk City	No	No	No
All schools are fully accredited by the Board of Education.	Northumberland County	Yes	Yes	Yes
All schools are fully accredited by the Board of Education.	Page County	No	Yes	Yes

§ 22.1-253.13:3 – Standard 3. Accreditation, other standards and evaluation.				
Requirement	**School Division**	**2010-2011 Was Division Compliant?**	**2009-2010 Was Division Compliant?**	**2008-2009 Was Division Compliant?**
All schools are fully accredited by the Board of Education.	Petersburg City	No	No	No
All schools are fully accredited by the Board of Education.	Portsmouth City	No	Yes	No
All schools are fully accredited by the Board of Education.	Prince Edward County	Yes	No	No
All schools are fully accredited by the Board of Education.	Prince William County	Yes	No	No
All schools are fully accredited by the Board of Education.	Richmond City	Yes	No	No
All schools are fully accredited by the Board of Education.	Roanoke City	No	No	No
All schools are fully accredited by the Board of Education.	Suffolk City	Yes	Yes	Yes
All schools are fully accredited by the Board of Education.	Sussex County	No	No	No
All schools are fully accredited by the Board of Education.	Tazewell County	Yes	Yes	Yes
All schools are fully accredited by the Board of Education.	Virginia Beach City	Yes	Yes	No
All schools are fully accredited by the Board of Education.	Westmoreland County	Yes	Yes	Yes

§ 22.1-253.13:4 – Standard 4. Student achievement and graduation requirements.				
Requirement	**School Division**	**2010-2011 Was Division Compliant?**	**2009-2010 Was Division Compliant?**	**2008-200 Was Division Compliant?**
The school board awards certificates of program completion to students who complete a prescribed course of study as defined by the school board when they do not meet the requirements for a standard, advanced studies, modified standard, or general achievement diploma.	Prince William County	No	No	No

§ 22.1-253.13:6 – Standard 6. Planning and Public Involvement.				
Requirement	**School Division**	**2010-2011 Was Division Compliant?**	**2009-2010 Was Division Compliant?**	**2008-2009 Was Division Compliant?**
The local school board has adopted 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 was developed with staff and community involvement and includes, or is consistent with, all other divisionwide plans required by state and federal laws and regulations. The local school board reviews the plan biennially and adopts any necessary revisions. Prior to the adoption of any divisionwide comprehensive plan or revisions thereto, the local school board posts the plan or revisions on the division's Internet Web site if practicable, and, in any case, makes a hard copy of the plan or revision available for public inspection and copying and conducts at least one public hearing to solicit public comment on the divisionwide plan or revisions.	Clarke County	No	No	Yes
The school board reports to the public by November 1 of each odd-numbered year the extent to which the objectives of the division-wide comprehensive plan have been met during the previous two school years.	Clarke County	No	No	Yes

§ 22.1-253.13:6 – Standard 6. Planning and Public Involvement				
Requirement	**School Division**	**2010-2011 Was Division Compliant?**	**2009-2010 Was Division Compliant?**	**2008-2009 Was Division Compliant?**
Each school in the division prepares a comprehensive, unified, long-range plan that was considered by the board in developing the division-wide comprehensive plan.	Clarke County	No	No	Yes

§ 22.1-253.13:7 – Standard 7. School Board Policies.				
Requirement	**School Division**	**2010-2011 Was Division Compliant?**	**2009-2010 Was Division Compliant?**	**2008-200 Was Division Compliant?**
The school board maintains and follows up to date policies that have been reviewed at least every five years and revised as necessary.	Clarke County	Yes	Yes	Yes
Information about procedures for addressing concerns with the school division and recourse available for parents for a judicial review of a school board action as provided for in § 22.1-87 of the Code.	Newport News	Yes	Yes	Yes

Appendix C
Divisions with All Schools Fully Accredited, Schools Granted Conditional Accreditation, Schools Rated Accredited with Warning, Schools Rated Accreditation Denied: 2012-13 based on Assessments in 2011-2012

2012-2013 Accreditation Ratings		
Accreditation Rating	**Number of Schools**	**Percent of All Schools**
Fully Accredited	1,717	93%
Accredited with Warning	98	5%
Accreditation Denied	4	<1%
Provisionally Accredited	6	<1%
Conditionally Accredited (New Schools)	9	<1%
Conditionally Accredited (Reconstituted Schools)	2	<1%
Total Schools	1,836	100%

Note: Updated November 13, 2012

Divisions in which all schools are fully accredited:

In 88 of the commonwealth's 132 school divisions, all schools are fully accredited or have new schools that automatically receive conditional accreditation. Divisions with all schools fully accredited are:

Accomack County
Albemarle County
Alleghany County
Amelia County
Appomattox County
Augusta County
Bath County
Bland County
Botetourt County
Buckingham County
Caroline County
Charlotte County
Charlottesville
Chesapeake
Chesterfield County
Clarke County
Colonial Beach
Colonial Heights
Craig County
Culpeper County
Cumberland County
Dickenson County
Fairfax County
Falls Church
Fauquier County
Floyd County
Fluvanna County
Franklin County
Fredericksburg
Galax
Giles County
Gloucester County
Goochland County
Greene County
Greensville County
Halifax County
Hanover County
Harrisonburg
Henry County
Highland County
Isle of Wight County
King George County
King William County
Lancaster County
Lexington
Loudoun County
Lunenburg County
Manassas Park

Martinsville
Mathews County
Middlesex County
Nelson County
New Kent County
Northumberland County
Norton
Nottoway County
Orange County
Patrick County
Pittsylvania County
Poquoson
Powhatan County
Prince Edward County
Prince George County
Pulaski County
Radford
Rappahannock County
Richmond County
Roanoke County
Rockbridge County
Rockingham County
Russell County
Salem
Scott County
Shenandoah County
Smyth County
Spotsylvania County
Stafford County
Surry County
Warren County
Washington County
Waynesboro
West Point
Westmoreland County
Williamsburg-James City County
Winchester
Wise County
Wythe County
York County

Schools Accredited with Warning:
The number of schools accredited with warning rose to 99, compared with 30 last year.

Schools "Provisionally Accredited-Warned in Graduation":
Six schools were "provisionally accredited-warned in graduation" this year compared to 30 last year.

Schools Denied Accreditation:
Four schools were denied accreditation this year:

- Peabody Middle in Petersburg for a seventh consecutive year;
- Lafayette-Wynona Middle in Norfolk for a third consecutive year;
- William H. Ruffner Middle in Norfolk for the first year; and
- Jefferson-Houston Elementary in Alexandria for the first year.

One school – Ellen W. Chambliss Elementary in Sussex County – earned full accreditation for 2012-2013 after being denied accreditation for three consecutive years.

Nine newly opened schools are automatically rated as conditionally accredited for 2012-2013.

Appendix D
Standards of Quality: Effective July 1, 2012

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

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

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

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

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

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

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

In addition, the Department of Education shall make available and maintain a website, either separately or through an existing website utilized by the Department of Education, enabling public elementary, middle, and high school educators to submit recommendations for improvements relating to the Standards of Learning, when under review by the Board according to its established schedule, and related assessments required by the Standards of Quality pursuant to this chapter. Such website shall facilitate the submission of recommendations by educators.

School boards shall implement the Standards of Learning or objectives specifically designed for their school divisions that are equivalent to or exceed the Board's requirements. Students shall be expected to achieve the

educational objectives established by the school division at appropriate age or grade levels. The curriculum adopted by the local school division shall be aligned to the Standards of Learning.

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

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

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

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

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

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

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

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

The Board of Education shall establish standards for full funding of summer remedial programs that shall include, but not be limited to, the minimum number of instructional hours or the equivalent thereof required for full funding

and an assessment system designed to evaluate program effectiveness. Based on the number of students attending and the Commonwealth's share of the per pupil instructional costs, state funds shall be provided for the full cost of summer and other remediation programs as set forth in the appropriation act, provided such programs comply with such standards as shall be established by the Board, pursuant to § 22.1-199.2.

D. Local school boards shall also implement the following:

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

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

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

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

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

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

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

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

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

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

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

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

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

11. A plan to notify students and their parents of the availability of dual enrollment and advanced placement classes, the International Baccalaureate Program, and Academic Year Governor's School Programs, the qualifications for enrolling in such classes and programs, and the availability of financial assistance to low-income and needy students to take the advanced placement and International Baccalaureate examinations. *This plan shall include notification to*

students and parents of the agreement with a community college in the Commonwealth to enable students to complete an associate's degree or a one-year Uniform Certificate of General Studies concurrent with a high school diploma.

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

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

Local school divisions shall provide reading intervention services to students in 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. The local school division, in its discretion, shall provide such reading intervention services prior to promoting a student from grade three to grade four. Reading intervention services may include the use of: special reading teachers; trained aides; volunteer tutors under the supervision of a certified teacher; computer-based reading tutorial programs; aides to instruct in-class groups while the teacher provides direct instruction to the students who need extra assistance; and extended instructional time in the school day or school year for these students. Funds appropriated for prevention, intervention, and remediation; summer school remediation; at-risk; or early intervention reading may be used to meet the requirements of this subdivision.

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

15. A program of physical fitness available to all students with a goal of at least 150 minutes per week on average during the regular school year. Such program may include any combination of (i) physical education classes, (ii) extracurricular athletics, or (iii) other programs and physical activities deemed appropriate by the local school board. Each local school board shall incorporate into its local wellness policy a goal for the implementation of such program during the regular school year.

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

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

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

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

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

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

C. Each school board shall assign licensed instructional personnel in a manner that produces divisionwide ratios of students in average daily membership to full-time equivalent teaching positions, excluding special education teachers, principals, assistant principals, counselors, and librarians, that are not greater than the following ratios: (i) 24 to one in kindergarten with no class being larger than 29 students; if the average daily membership in any kindergarten class exceeds 24 pupils, a full-time teacher's aide shall be assigned to the class; (ii) 24 to one in grades one, two, and three with no class being larger than 30 students; (iii) 25 to one in grades four through six with no class being larger than 35 students; and (iv) 24 to one in English classes in grades six through 12.

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

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

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

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

To provide flexibility in the provision of mathematics intervention services, school divisions may use the Standards of Learning Algebra Readiness Initiative funding and the required local matching funds to employ mathematics teacher specialists to provide the required mathematics intervention services. School divisions using the Standards of Learning Algebra Readiness Initiative funding in this manner shall only employ instructional personnel licensed by the Board of Education.

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

To provide flexibility in the instruction of English language learners who have limited English proficiency and who are at risk of not meeting state accountability standards, school divisions may use state and local funds from the Standards of Quality Prevention, Intervention, and Remediation account to employ additional English language learner teachers to provide instruction to identified limited English proficiency students. Using these funds in this manner is intended to supplement the instructional services provided in this section. School divisions using the SOQ Prevention, Intervention, and Remediation funds in this manner shall employ only instructional personnel licensed by the Board of Education.

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

To provide flexibility in the provision of reading intervention services, school divisions may use the state Early Reading Intervention Initiative funding and the required local matching funds to employ reading specialists to

provide the required reading intervention services. School divisions using the Early Reading Intervention Initiative funds in this manner shall employ only instructional personnel licensed by the Board of Education.

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

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

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

3. Librarians in elementary schools, one part-time to 299 students, one full-time at 300 students; librarians in middle schools, one-half time to 299 students, one full-time at 300 students, two full-time at 1,000 students; librarians in high schools, one half-time to 299 students, one full-time at 300 students, two full-time at 1,000 students; and

4. Guidance counselors in elementary schools, one hour per day per 100 students, one full-time at 500 students, one hour per day additional time per 100 students or major fraction thereof; guidance counselors in middle schools, one period per 80 students, one full-time at 400 students, one additional period per 80 students or major fraction thereof; guidance counselors in high schools, one period per 70 students, one full-time at 350 students, one additional period per 70 students or major fraction thereof.

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

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

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

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

L. A combined school, such as kindergarten through 12, shall meet at all grade levels the staffing requirements for the highest grade level in that school; this requirement shall apply to all staff, except for guidance counselors, and shall be based on the school's total enrollment; guidance counselor staff requirements shall, however, be based on the enrollment at the various school organization levels, i.e., elementary, middle, or high school. The Board of Education may grant waivers from these staffing levels upon request from local school boards seeking to implement experimental or innovative programs that are not consistent with these staffing levels.

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

identified; however, the data shall be compiled in a manner to ensure the confidentiality of all teacher and pupil identities.

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

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

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

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

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

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

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

5. Technology professional positions not included in subsection J;

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

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

8. School-based clerical personnel in elementary schools; part-time to 299 students, one full-time at 300 students; clerical personnel in middle schools; one full-time and one additional full-time for each 600 students beyond 200 students and one full-time for the library at 750 students; clerical personnel in high schools; one full-time and one additional full-time for each 600 students beyond 200 students and one full-time for the library at 750 students.

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

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

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

§ 22.1-253.13:3. Standard 3. Accreditation, other standards and evaluation.

A. The Board of Education shall promulgate regulations establishing standards for accreditation pursuant to the Administrative Process Act (§ 2.2-4000 et seq.), which shall include, but not be limited to, student outcome measures, requirements and guidelines for instructional programs and for the integration of educational technology

into such instructional programs, administrative and instructional staffing levels and positions, including staff positions for supporting educational technology, student services, auxiliary education programs such as library and media services, course and credit requirements for graduation from high school, community relations, and the philosophy, goals, and objectives of public education in Virginia.

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

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

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

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

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

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

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

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

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

The Board of Education shall make publicly available such assessments in a timely manner and as soon as practicable following the administration of such tests, so long as the release of such assessments does not compromise test security or deplete the bank of assessment questions necessary to construct subsequent tests, or limit the ability to test students on demand and provide immediate results in the web-based assessment system.

The Board shall include in the student outcome measures that are required by the Standards for Accreditation end-of-course or end-of-grade tests for various grade levels and classes, as determined by the Board, in accordance with the Standards of Learning. These Standards of Learning assessments shall include, but need not be limited to, end-of-course or end-of-grade tests for English, mathematics, science, and history and social science.

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

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

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

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

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

Records and other information furnished to or prepared by the Board during the conduct of a review or investigation may be withheld pursuant to subdivision 12 of § 2.2-3705.3. However, this section shall not prohibit the disclosure of records to (i) a local school board or division superintendent for the purpose of permitting such board or superintendent to consider or to take personnel action with regard to an employee or (ii) any requester, after the conclusion of a review or investigation, in a form that (a) does not reveal the identity of any person making a complaint or supplying information to the Board on a confidential basis and (b) does not compromise the security of

any test mandated by the Board. Any local school board or division superintendent receiving such records or other information shall, upon taking personnel action against a relevant employee, place copies of such records or information relating to the specific employee in such person's personnel file.

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

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

F. To assess the educational progress of students as individuals and as groups, each local school board shall require the use of Standards of Learning assessments and other relevant data, such as industry certification and state licensure examinations, to evaluate student progress and to determine educational performance. Each local school shall require the administration of appropriate assessments to all students for grade levels and courses identified by the Board of Education, which may include criterion-referenced tests, teacher-made tests and alternative assessment instruments and shall include the Standards of Learning Assessments and the National Assessment of Educational Progress state-by-state assessment. Each school board shall analyze and report annually, in compliance with any criteria that may be established by the Board of Education, the results from the Stanford Achievement Test Series, Ninth Edition (Stanford Nine) assessment, if administered, industry certification examinations, and the Standards of Learning Assessments to the public.

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

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

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

H. Any school board, on behalf of one or more of its schools, may request the Board of Education for releases from state regulations and for approval of an Individual School Accreditation Plan for the evaluation of the performance of one or more of its schools as authorized for certain other schools by the Standards of Accreditation pursuant to 8 VAC 20-131-280 C of the Virginia Administrative Code.

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

A. Each local school board shall award diplomas to all secondary school students, including students who transfer from nonpublic schools or from home instruction, who earn the units of credit prescribed by the Board of Education, pass the prescribed tests, and meet such other requirements as may be prescribed by the local school board and approved by the Board of Education. Provisions shall be made to facilitate the transfer and appropriate grade placement of students from other public secondary schools, from nonpublic schools, or from home instruction as outlined in the standards for accreditation. Course credits earned for online courses taken in the Department of

Education's Virtual Virginia program shall transfer to Virginia public schools in accordance with provisions of the standards for accreditation. Further, reasonable accommodation to meet the requirements for diplomas shall be provided for otherwise qualified students with disabilities as needed.

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

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

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

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

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

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

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

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

2. Establish the requirements for a standard *and an* advanced studies high school diploma, which shall *each* include *at least* one credit in fine or performing arts or career and technical education and one credit in United States and Virginia history. The requirements for a standard high school diploma shall, however, include at least two sequential electives chosen from a concentration of courses selected from a variety of options that may be planned to ensure the completion of a focused sequence of elective courses. *Such focused sequence of elective courses shall provide a foundation for further education or training or preparation for employment. The advanced studies diploma shall be the recommended diploma for students pursuing baccalaureate study. Both the standard and the advanced studies diploma shall prepare students for post-secondary education and the career readiness required by the Commonwealth's economy.*

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

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

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

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

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

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

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

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

In addition, the Board may:

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

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

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

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

In addition, the Board shall establish criteria for awarding a diploma seal for advanced mathematics and technology for the *Board of Education-approved* diplomas. The Board shall consider including criteria for (i) technology courses; (ii) technical writing, reading, and oral communication skills; (iii) technology-related training; and (iv) industry, professional, and trade association national certifications.

The Board shall also establish criteria for awarding a diploma seal for excellence in civics education and understanding of our state and federal constitutions and the democratic model of government for the *Board of Education-approved* diplomas. The Board shall consider including criteria for (i) successful completion of history,

government, and civics courses, including courses that incorporate character education; (ii) voluntary participation in community service or extracurricular activities that includes the types of activities that shall qualify as community service and the number of hours required; and (iii) related requirements as it deems appropriate.

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

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

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

§ 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, administrator, and superintendent evaluations shall be consistent with the performance objectives included in the Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, Administrators, and Superintendents. Teacher evaluations shall include regular observation and evidence that instruction is aligned with the school's curriculum. Evaluations shall include identification of areas of individual strengths and weaknesses and recommendations for appropriate professional activities.

C. The Board of Education shall provide guidance on high-quality professional development for (i) teachers, principals, supervisors, division superintendents and other school staff; (ii) administrative and supervisory personnel in the evaluation and documentation of teacher and administrator 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; 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.

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 and administrators 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 administrative personnel designed to increase proficiency in instructional leadership and

management, including training in the evaluation and documentation of teacher and administrator 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 (i) instructional content; (ii) the preparation of tests and other assessment measures; (iii) methods for assessing the progress of individual students, including Standards of Learning assessment materials or other criterion-referenced tests that match locally developed objectives; (iv) instruction and remediation techniques in English, mathematics, science, and history and social science; (v) interpreting test data for instructional purposes; (vi) technology applications to implement the Standards of Learning; and (vii) 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.

§ 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 of this title, and the maintenance of copies of such procedures.

D. A current copy of the school division policies, required by this section, 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 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. Virginia Index of Performance incentive program.

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

1. Public announcements recognizing individual schools and divisions;

2. Tangible rewards;

3. Waivers of certain board regulations;

4. Exemptions from certain reporting requirements; or

5. Other commendations deemed appropriate to recognize high achievement.

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

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

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

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

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

Appendix E
Annual Charter School Report

Status of Virginia's Public Charter Schools for 2011-2012 School Year

Pursuant to § 22.1-212.9 of the *Code of Virginia*, four charter school applications were submitted to the Board of Education during 2011-2012. They were:

1. Exodus Institute in Petersburg
2. Buffalo Creek School in Rockbridge County
3. Fairfax Leadership Academy in Fairfax County
4. Loudoun Math and IT Academy in Loudoun County

One applicant, Exodus Institute, subsequently withdrew its application and has not resubmitted to date. The Board of Education reviewed the remaining three applications, and determined that they met the Board's approval criteria. During 2012-2013, the charter applicants will be submitting applications to their local school board for review and final decision.

The Department of Education collected information on the number of public charter school applications approved and denied by local school boards during 2011-2012.

- No new charter school applications were approved;
- No charter school applications were denied;
- No operating charter school closed; and
- Four charter schools operated for students in 2011-2012.

Of the four charter schools operating in Virginia in 2011-2012, all earned the rating for "Fully Accredited," and all made the Annual Measurable Objectives (AMOs) targets based on data from 2010-2011.

Virginia Public Charter Schools in Operation – 2011-2012

Division	School	Year Opened	Grades Served	Enrollment
Albemarle County	Murray High School	2001	9-12	110
York County	York River Academy	2002	9-12	67
Albemarle County	The Albemarle Community Public Charter School	2008	6-8	36
Richmond City	Patrick Henry School of Science and Arts	2010	K-5	210

Accreditation and Annual Measurable Objectives (AMOs)
Status for 2012-2013
(based on data from 2011-2012)

Academic Status	Murray High School	York River Academy	The Albemarle Community Public	Patrick Henry School of Science and Arts
State Accreditation	Fully Accredited	Fully Accredited	Fully Accredited	Accredited with Warning
Annual Measurable Objectives (AMOs)	Met all Federal AMOs	Met all Federal AMOs	Met all Federal AMOs	Met all Federal AMOs

Appendix F
A Status Report Regarding Multidivision Online Learning

Executive Summary

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

In 2011, the Department of Education developed and implemented the multidivision online provider application process. The *Criteria for Approval of Multidivision Online Providers* and the application, appeal, and monitoring process approved by the Board of Education (see Appendix B). 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.

Eleven of the thirteen organizations approved in 2011 offered courses to students in Virginia during the 2011-2012 school year. These organizations completed monitoring reports in June 2012. After reviewing data from these reports and conducting monitoring interviews with the providers, the Department of Education identified several issues: some approved providers were not offering approved courses, some approved providers were hiring teachers without Virginia licensure, and there were discrepancies between data submitted by providers and the data collected via the Student Records Collection (SRC). These issues are detailed in this report.

The second application window opened in 2012. Provider applications were accepted for 30 days, beginning January 3, 2012. 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 provider monitoring process will continue during the 2012-2013 school year. The application window will reopen in January 2013 for the 2013-2014 school year.

Authority for the Report

The 2010 legislation amended § *22.1-212.25.C* of the *Code of Virginia* to require the following: "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."

Activities during the Reporting Period

The following is a list of key activities that occurred between November 1, 2011, and November 1, 2012:

- The application window was opened for 30 days, beginning January 3, 2012. Applications were received from seven organizations.

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

- Six organizations were approved to offer online instruction, contingent upon the submission of additional information in the areas of teacher licensure, Section 508 compliance, and data reporting. A summary of approved providers is shown on page 11 of this report.

- Of the 162 courses reviewed for correlation to the SOL, 54 were approved during the application period. Providers were given the opportunity to submit additional correlation information for courses that did not receive initial approval.

- The Department of Education collected information throughout the year from the approved providers regarding online learning opportunities provided to students.

- The Department of Education required approved providers to complete monitoring reports that detailed their activities in the Commonwealth during the 2011-2012 academic year.

- The Department of Education conducted monitoring interviews with 11 providers that offered courses during the 2011-2012 school year: Apex Learning; BYU Independent Study; CCPS Online - Chesterfield County Public Schools; CompuHigh, LLC; Connections Academy, LLC; EdOptions Online Academy; Education2020, Inc.; FLVS Global School; K12 Virtual Schools, LLC; The VHS Collaborative; and York County School Division.

- The Superintendent of Public Instruction detailed findings from the monitoring reports and interviews in letters to each provider. Providers with deficiencies were allowed 10 business days to address these deficiencies.

Data Collection and Monitoring

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

Providers and school divisions are still somewhat uncertain about what constitutes a multidivision online provider as compared to a provider of online content taught by local teachers. As a result, a limited amount of data on multidivision online providers was submitted through the SRC. With continued guidance from the Department of Education, the amount and quality of data collected each year is expected to increase. Data from the Master Schedule Collection (MSC) will provide additional course enrollment information; however, this information will not be available until late November and is not included in this report.

Student Record Collection Data

Data from the SRC show that 483 students enrolled in courses from approved multidivision online providers during the 2011-2012 school year.

Provider Monitoring Report Data

At the end of the 2011-2012 school year, multidivision online providers submitted the following monitoring reports to the Department of Education:

- Student Demographics
  - Number of students provided courses: 2,669

    There is a discrepancy in the enrollment data submitted by providers and the enrollment data reported by divisions through the SRC.
    - Full-time students: 446
    - Part-time students: 2,223

- Student Course Completion Rates
  - Total course enrollments among 11 providers: 13,661[19]
  - Total number of course completers among 11 providers: 12,607
  - Course completion rates among 11 providers: ranged from 33% to 100% with an average course completion rate of 77%

- Student Course Pass Rates
  - Total course enrollments among 11 providers: 13,680
  - Total number of students completing and passing courses among 11 providers: 11,604
  - Course pass rates among 11 providers: ranged from 37.5% to 100% with an average pass rate of 74%

- Activities and Outcomes of Course and Provider Approval Reviews (See Appendix C)

Department of Education Parental Satisfaction Survey Data

The Department of Education provided links to a parent survey (see Appendix D) to all multidivision online providers that offered online courses to students during the 2011-2012 school year. The providers were asked to send the parent survey link to program participants. Survey responses were received from only five of the 11 providers. Only 55 responses were received, limiting the usefulness of these data; of these, 54 were parent responses, and only one was from a student. The surveys showed that 95 percent of the students participated in one to two courses online. In addition, most respondents (73%) stated that they would enroll their children with the provider again. Further results from these surveys follow:

- Technical Issues

  - Seventy-five percent (75%) of respondents reported that students often did not, rarely, or never had technical issues taking the online courses.

  - Eight-five percent (85%) of respondents reported that any technical issues were resolved in an average to very fast period of time.

  - Respondents provided a variety of details regarding technical issues.

- The Use of Mentors

[19] Due to inconsistencies in the monitoring reports submitted by providers, total course enrollment and completion numbers do not match.

- Eighty-five percent (85%) of respondents had minimal instructional responsibilities (compared to average or maximum) with students taking online courses.
- Fifty-one percent (51%) of respondents indicated that a local mentor oversaw off-line work.
- Fifty-six percent (56%) of respondents were not the local mentor for their child.
- Where applicable, respondents provided feedback on their roles as local mentors.

- Overall Course Quality
  - Seventy-six percent (76%) of respondents agreed or strongly agreed that the quality of the online course had been good.
  - Seventy-two percent (72%) of respondents agreed or strongly agreed that the quality of the course *content* had been good.
  - Sixty-four percent (64%) of respondents agreed or strongly agreed that their child had been appropriately challenged by the online course.
  - Fifty-five percent (55%) of respondents agreed that the online course was appropriately personalized to meet the unique needs of their child.

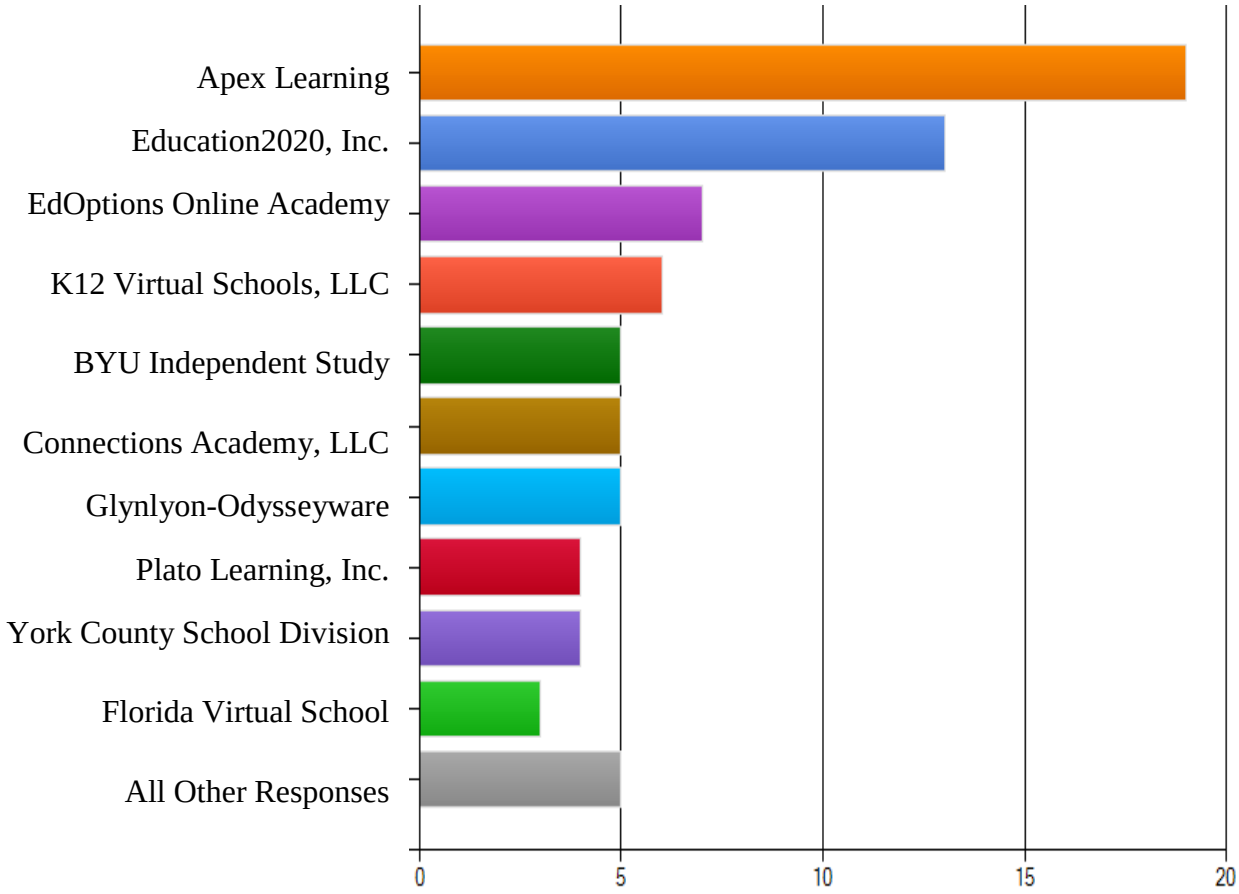
- Communication
  - Fifty-six percent (56%) of respondents agreed or strongly agreed that the frequency of communication with the teacher met their child's needs.
  - Forty-five percent (45%) of respondents were neutral about whether the frequency of communication with other students met their child's needs. Thirty-six percent (36%) of respondents agreed or strongly agreed that the frequency of communication with other students met their child's needs.
  - Fifty-six percent (56%) of respondents agreed that the frequency of communication between their child and the teacher met their child's needs. Forty-five percent (45%) of respondents were neutral about whether the frequency of communication between their child and the teacher met their child's needs.
  - Sixty-two percent (62%) of respondents were neutral about whether communication between their child and other students was productive. Twenty-five percent (25%) of respondents agreed or strongly agreed that communication between their child and other students was productive.
  - Sixty-four percent (64%) agreed or strongly agreed that communication between their child and the teacher was appropriate.

Department of Education Online Learning Opportunities Survey Data

Item 139 B. 27. of the 2012 Appropriation Act (Chapter 3) contains a reporting provision related to the online learning opportunities. The reporting provision requests that each school division superintendent submit to the Department of Education a brief description of the range of online learning opportunities currently underway and any new courses being planned or under consideration in the future, if applicable.

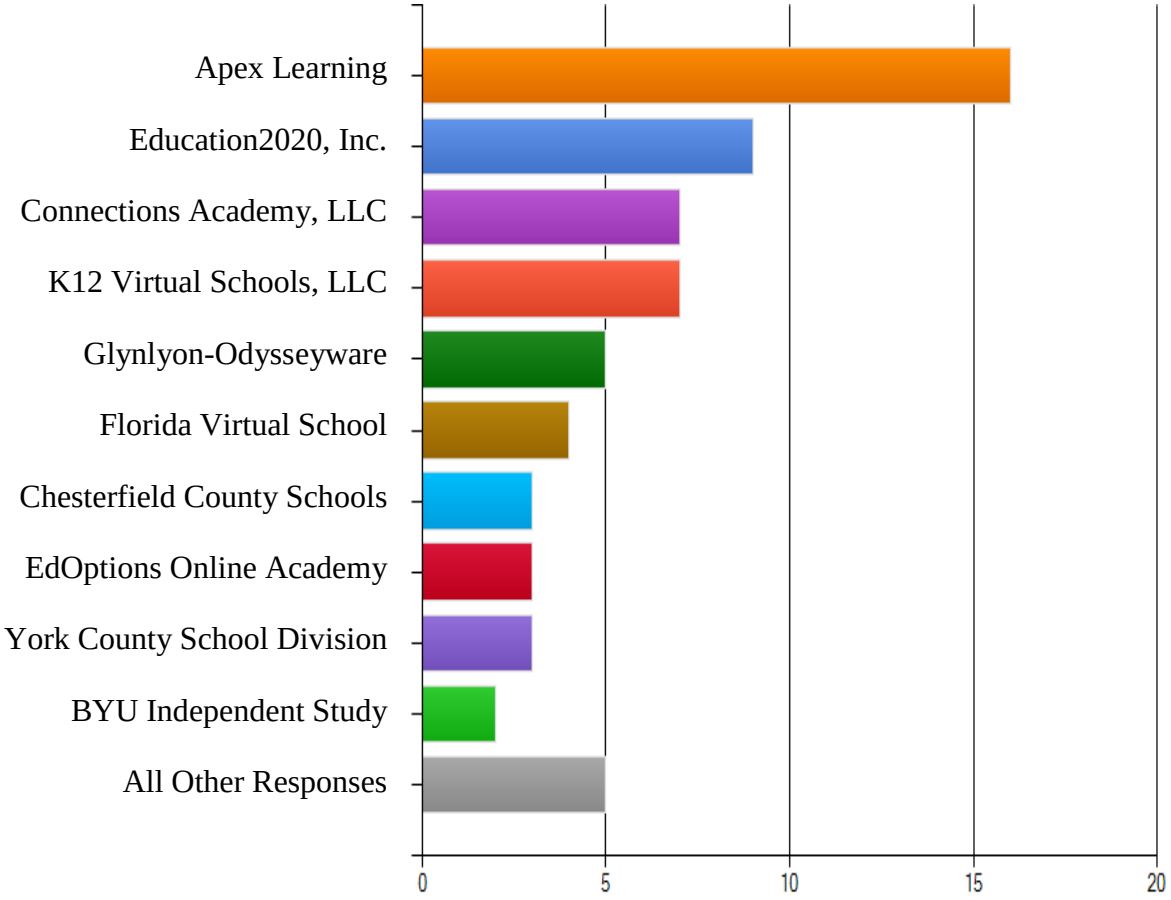
In August 2012, the Department of Education surveyed the school divisions to determine if they were using an approved multidivision online provider to provide online learning opportunities to students. Of the 133 divisions surveyed, 77 responses were received. The following charts indicate the results.

If your school division used a DOE-approved multidivision online provider to provide online learning opportunities to students, which multidivision online provider was used?



"All Other Responses" includes Cambium Education, Inc.; Chesterfield County Public Schools; Edison Learning, Inc.; and The VHS Collaborative.

If a DOE-approved multidivision online provider is one of the online learning opportunities being considered or planned for the future by your division, which multidivision online provider is being considered or planned?



"All Other Responses" includes Cambium Education, Inc.; Edison Learning, Inc.; and The VHS Collaborative.

Issues and Challenges

During the 2011-2012 school year, several issues emerged:

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

- During the 2011-2012 school year, several multidivision online providers (BYU Independent Study; CompuHigh, LLC; Connections Academy, LLC; EdOptions Online Academy; and K12 Virtual Schools, LLC) used teachers who were not licensed to teach in Virginia. This issue was addressed during the provider monitoring process.

- Providers' course names were not the same as those used in the SOL. For example, one provider's World Literature II course was comparable to the English Grade 10 SOL. This continues to cause confusion. The

provider summary reports generated from the Department of Education Web site provide the SOL course name for each course offered by a provider.

- The *Code of Virginia* requires that school divisions provide information on local division Web sites detailing virtual and online learning opportunities for students. A review found that many division Web sites do not provide the required information. In some cases, the information is on the Web site but is buried on internal pages, making it difficult for visitors to locate it. On September 11, 2012, the Department sent division superintendents a reminder to post this information.

- Some providers were not responsive to requests for information from school divisions. This issue was addressed during the provider monitoring process.

- Approved providers must list courses approved by the Department of Education on a Web page. Several provider Web pages included all the courses they offered, including ones not approved by the Department of Education. This issue was addressed during the provider monitoring process.

- Criteria established by the Board of Education for multidivision online providers states that all teachers hired by a multidivision online provider to provide instruction to students must (1) meet the requirements set forth in sections *§ 22.1-296.1* and *22.1-296.2* of the *Code of Virginia* and (2) be highly qualified, licensed by the Virginia Board of Education, and endorsed in their course content area. During the monitoring process, the Department noted that several providers (BYU Independent Study; CompuHigh, LLC; Connections Academy, LLC; EdOptions Online Academy; and K12 Virtual Schools, LLC) have not provided licensure information for all their teachers. This issue was addressed during the provider monitoring process.

- Some approved providers and school divisions remained uncertain about what constitutes a multidivision online provider as compared to a provider of online content taught by local teachers. To address this problem, the Department of Education will continue to provide clarification to assist providers and school divisions in reporting data correctly.

- Some approved providers offered courses during the 2011-2012 school year that were not approved by the Department of Education. This issue was addressed during the provider monitoring process.

The Superintendent of Public Instruction detailed findings from the monitoring reports and interviews in letters to each provider. Providers with deficiencies were allowed 10 business days to provide information needed to address these deficiencies.

Summary of Approved Providers and Courses

Of the 14 applications received during the 2011 application window, 13 providers met the criteria for approval: Apex Learning; BYU Independent Study; CCPS Online; CompuHigh, LLC; Connections Academy, LLC; Education2020, Inc.; EdOptions Online Academy; Edison Learning, Inc.; Florida Virtual School; Giant Campus of Virginia (merged with Education2020, Inc., during the 2011-2012 school year); K12 Virtual Schools, LLC; Virtual High School Global Consortium (now known as The VHS Collaborative); and York County School Division.

Of the seven applications received during the 2012 application window, six providers met the criteria for approval: Accelerate Education; American Virtual Academy; Cambium Education, Inc.; Glynlyon-Odysseyware; Proximity Learning, Inc. (mylanguage360); and Plato Learning, Inc.

The approved providers offer 765 approved standards-based courses and nonstandards-based elective courses. See below for a listing of each provider and its approved courses. If a provider's course name differs from the name used to identify the course in Virginia, the provider's course name follows in brackets.

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

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

American Virtual Academy
2471 North Arizona Avenue
Chandler, AZ 85225

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

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

Approved SOL Courses
Virginia SOL Course [Provider Course Title]
Algebra I [Algebra I (Core/Honors/LA)]
Algebra II [Algebra 2 (Core/Honors/LA)]
Biology [Biology (Core/Honors/LA)]
Chemistry [Chemistry (Core/Honors/LA)]
Earth Science [Earth Science (Core/Honors/LA)]
Economics and Personal Finance [U.S. and Global Economics (Honors)]
English Grade 10 [English II: Critical Reading and Effective Writing (Core/Honors/LA)]
English Grade 11 [English Grade 11 (Core/Honors)]
English Grade 12 [English Grade 12 (Honors)]
English Grade 12 [English IV: British and World Literature (Core)]
English Grade 4 [English Foundations I (Foundation) Grade 04]
English Grade 5 [English Foundations I (Foundation) Grade 05]
English Grade 6 [English Foundations I (Foundation) Grade 06]
English Grade 7 [English Foundations II (Foundation) Grade 07]
English Grade 8 [English Foundations II (Foundation) Grade 08]
English Grade 9 [English Foundations II (Foundation) Grade 09]
English Grade 9 [English I: Introduction to Literature and Composition (Honors/LA)]
English Grade 9 [Writing Skills and Strategies (Core) Grade 9]
French II [French II (Core)]
French II [French II (Core)]
French II [French II (Honors)]
General Music 9-12 [Music Grades 9-12 (Core)]
Geometry [Geometry (Core/Honors/LA)]
Physical Science [Physical Science (Core/Honors/LA)]
Spanish I [Spanish 1 (Core/Honors)]
Spanish II [Spanish 2 (Honors)]
Virginia & U.S. Government [U.S. Government and Politics (Core)]
Virginia & U.S. History [US History (Core)]
Visual Arts I: Foundations [Art Appreciation]
World Geography [Geography and World Cultures (Core)]
World History & Geography 1500 - Present [World History since the Renaissance (Core)]
World History & Geography 1500 - Present [World History (Core)]
World History & Geography to 1500 [World History to the Renaissance (Core)]

BYU Independent Study
120 MORC
Provo, Utah 84602

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

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

Approved SOL Courses
Virginia and U.S. History

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

Approved SOL Courses
Health Grade 10 [Health 10]
Health Grade 9 [Health 9]
PE Grade 10 [PE 10]
PE Grade 9 [PE 9]

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

CompuHigh, LLC
515 Wilson Avenue
Morgantown, West Virginia 26501

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

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

Approved SOL Courses
Virginia SOL Course [Provider Course Title]
Algebra I [Algebra I]
Algebra II [Algebra II]
Biology [Biology]
Chemistry [Chemistry]
Earth Science [Earth Science]
Economics and Personal Finance [Economics and Personal Finance]
English Grade 1 [Language Arts 1]
English Grade 9 [English 9]
English Grade 10 [English 10]
English Grade 11 [English 11]
English Grade 12 [English 12]
English Grade 2 [Language Arts 2]
English Grade 7 [Language Arts 7]
English Grade 8 [Language Arts 8]
English Kindergarten [Language Arts K]
French I (French I)
French II (French II)
Geometry
Health Grade 7 [Health and Phys Ed 7]
Health Grade 8 [Health and Phys Ed 8]
Health Grade 10 [Health and Phys Ed 10]
History Grade 1 [Social Studies 1]
Life Science [Science 7]
Mathematics Grade 1 [Math 1]
Mathematics Grade 2 [Math 2]
Mathematics Grade 3 [Math 3]
Mathematics Grade 4 [Math 4]
Mathematics Grade 5 [Math 5]
Mathematics Grade 6 [Math 6]
Mathematics Grade 7 [Math 7]
Mathematics Grade 8 [Algebra Readiness (Math 8)]
Mathematics Kindergarten [Math K]
Mathematics/Probability and Statistics [Math-Statistics]
Music Grade 4 [Music II]
Music Grade 5 [Music III]
Music Grades 6-8 [Music IV]
Music Grades 9-12 [Music Appreciation]
Music Kindergarten [Music I]
PE Grade 1 [Physical Education 1]
PE Grade 2 [Physical Education 2]
PE Grade 3 [Physical Education 3]
PE Grade 4 [Physical Education 4]
PE Grade 5 [Physical Education 5]
Physical Science [Science 8]
Science Grade 1 [Science 1]
Science Grade 5 [Science 5]
Science Grade 6 [Science 6]
Spanish I [Spanish I]
US History 1865 to Present [Social Studies 5 US History II]
US History to 1865 [Social Studies 4 US History I]
Virginia & US Government [American Government]
Virginia & US History [United States History]
Visual Arts Grade 1 [Art 1]
Visual Arts Grade 2 [Art 2]
Visual Arts Grade 3 [Art 3]
Visual Arts Grade 4 [Art 4]
Visual Arts Grade 5 [Art 5]
Visual Arts Grade 6 [Art 6]
Visual Arts Grade 7 [Art 7]
Visual Arts Grade 8 [Art 8]
Visual Arts Kindergarten [Art K]
World Geography [World Geography and Geography and Society]

Non-SOL Elective Courses
AP Art History
AP Biology

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

Education2020, Inc.
7303 East Earll Drive
Scottsdale, Arizona 85251

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

Non-SOL Elective Courses
3D Art I - Modeling
3D Art II - Animation
AP Calculus
AP Environmental Science
AP Human Geography
AP Language and Composition
AP Literature and Composition
AP Psychology
AP US History
Art History I
Audio Engineering
Basic Algebra
Basic Mathematics

C++ Programming
Career Planning and Development
Computer Applications: Office 2007
Computer Literacy
Computer Science I
Digital Arts I
Digital Arts II
Engineering Design I
Environmental Science
Flash Animation
Flash Game Development
Foundations of Personal Wellness
Game Design
Green Design and Technology
Healthy Living
IDEA Writing - (Instruction to Develop Expository Modeling and Applied Writing)
Image Design and Editing
Intermediate Algebra
Intro to Communication and Speech
Introduction to Art
Introduction to Entrepreneurship I
Introduction to Entrepreneurship II
Introduction to Marketing I
Introduction to Marketing II
Lifetime Fitness
Literacy and Comprehension I
Literacy and Comprehension II
Psychology
Reading Skills
Sociology
Strategies for Academic Success
The Classic Novels Package (includes 15 novels)
Writing Skills
Virtual Tutor Test-Prep ACT (includes Math, Reading, Writing, English, and Science strands)
Virtual Tutor Test-Prep GED (includes Math, Reading, Science, Social Studies, Writing strands)
Virtual Tutor Test-Prep SAT (includes Math, Critical Reading, and Writing strands)
Virtual Tutor Test-Prep SOL 8th Grade Math
Virtual Tutor Test-Prep SOL 8th Grade Reading
Virtual Tutor Test-Prep SOL 8th Grade Writing
Virtual Tutor Test-Prep EOC SOL 9th Grade Reading
Virtual Tutor Test-Prep EOC SOL 9th Grade Writing
Virtual Tutor Test-Prep EOC SOL 10th Grade Reading
Virtual Tutor Test-Prep EOC SOL 10th Grade Writing
Virtual Tutor Test-Prep EOC SOL 11th Grade Reading
Virtual Tutor Test-Prep EOC SOL 11th Grade Writing
Virtual Tutor Test-Prep EOC SOL Algebra I
Virtual Tutor Test-Prep EOC SOL Algebra II
Virtual Tutor Test-Prep EOC SOL Geometry
Virtual Tutor Test-Prep EOC SOL Earth Science
Virtual Tutor Test-Prep EOC SOL Biology
Virtual Tutor Test-Prep EOC SOL Chemistry
Virtual Tutor Test-Prep EOC SOL Civics & Economics
Virtual Tutor Test-Prep EOC US History
Virtual Tutor Test-Prep EOC SOL World Geography
Virtual Tutor Test-Prep EOC SOL World History & Geography to 1500
Virtual Tutor Test-Prep EOC SOL World History & Geography 1500-Present
Virtual Tutor Test-Prep COMPASS (includes Math, Reading, and Writing strands)
Virtual Tutor Test-Prep ACCUPLACER (includes Sentence Skills, Reading Comprehension, Arithmetic, Elementary Algebra, and Written Summary strands)

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

Approved SOL Courses
Virginia SOL Course [Provider Course Title]
Algebra I [Algebra I]
Algebra II [Algebra II]
Algebra II [Pre-Calculus]
Biology [Biology]
Chemistry [Chemistry]
Earth Science [Earth Science]
English Grade 10 [English II]
English Grade 11 [American Literature]
English Grade 12 [British Literature]
English Grade 6 [English 6]
English Grade 8 [English 8]
English Grade 9 [English I]
Geometry [Geometry]
Health Grade 9 [Health Grade 9]
Life Science [Life Science Grade 7]
Mathematics Grade 6 [Math 6]
Mathematics Grade 7 [Math 7]
Mathematics Grade 8 [Math 8]
Physical Science [Physical Science]
Physics [Physics]
Science Grade 6 [Science Grade 6]
Spanish I [Spanish I]
Spanish II [Spanish II]
Virginia & US Government [Government]
Virginia & US History [American History]
World Geography [Geography]
World History & Geography 1500-Present [World History Since 1500]
World History & Geography to 1500 [World History Before 1815]

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

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

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

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

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

Non-SOL Elective Courses
3D Art I Modeling
3D Art II Animation
Adult Ed GED
Algebra I (LRC)
Algebra II (LRC)
Algebra Readiness
American Government (LRC)
American History - Conspiracy Code
Game v1
American History (LRC)
AP Art History
AP Biology
AP Calculus AB
AP Calculus BC
AP Computer Science A
AP English Language and Composition
AP English Literature and Composition
AP Environmental Science
AP Macroeconomics
AP Microeconomics
AP Psychology
AP Spanish Language
AP Statistics
AP United States Government and Politics
AP United States History
Audio Engineering
Biology (LRC)
Calculus
Chemistry (LRC)

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

Glynlyon-Odysseyware
300 North McKemey Avenue
Chandler, AZ 85226

Approved SOL Courses
Chemistry
Earth Science
World Geography

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

Approved SOL Courses
Virginia SOL Course [Provider Course Title]
Algebra I (Algebra I)
Biology [202 Biology]
Chemistry [302 Chemistry]
Civics and Economics [Civics and Economics (VA)]
Earth Science [112 Earth Science]
Earth Science [Earth Science Grade 6]
English Grade 1 [Language Arts 1]
English Grade 10 [202 Literary Analysis and Composition II]
English Grade 11 [302 American Literature]
English Grade 2 [Language Arts 2]
English Grade 3 [Language Arts 3]
English Grade 4 [Language Arts 4]
English Grade 5 [Language Arts 5]
English Grade 6 [Intermediate Language Arts A]
English Grade 7 [Intermediate Language Arts B]
English Grade 8 [Language Arts and Phonics 8]
English Grade 9 [102 Literary Analysis and Composition I]
English Kindergarten [Language Arts K]
German I [VA German I]
German II [VA German II]
Health Grade 3 (Health Grade 3]
Health Grade 4 [Health Grade 4]
Health Grade 5 [Health Grade 5]

Health Grade 6 [Health Grade 6]
Health Grade 7 [Health Grade 7]
Health Grade 8 [Health Grade 8]
Health Grade 9 [Skills for Health]
History Grade 1 [History 1]
History Grade 2 [History 2]
History Grade 3 [History 3]
History Grade 4 [History Virginia Studies]
History Kindergarten [History K]
Latin I [VA Latin I]
Latin II [VA Latin II]
Life Science [Life Science Grade 7]
Mathematics Grade 6 [Pre-Algebra A]
Mathematics Grade 7 [Pre-Algebra B]
Mathematics Kindergarten [Math K]
Mathematics Grade 1 [Math 1]
Mathematics Grade 2 [Math 2]
Mathematics Grade 3 [Math 3]
Mathematics Grade 4 [Math 4]
Mathematics Grade 5 [Math 5]
Modern Languages I [VA Chinese I]
Modern Languages II [VA Chinese II]
Music Grade 1 [Beginning 1 Music]
Music Grade 2 [Beginning 2 Music]
Music Grade 3 [Intermediate 1 Music]
Music Grade 4 [Intermediate 2 Music]
Music Grade 5 [Intermediate 3 Music]
6-8 General Music [Music Appreciation 6-8]
9-12 General Music [Music Appreciation 9-12]
PE Grade 3 [PE Grade 3]
PE Grade 4 [PE Grade 4]
PE Grade 6 [PE Grade 6]
PE Grade 5 [PE Grade 5]
PE Grade 7 [PE Grade 7]
PE Grade 8 [PE Grade 8]
PE Grade 9 [PE Grade 9]
Physical Science [Physical Science Grade 8]
Physics [403 Physics]
Science Grade 1 [Science 1]
Science Grade 2 [Science 2]
Science Grade 3 [Science 3]
Science Grade 4 [Science 4]
Science Grade 5 [Science 5]
Science Kindergarten [Science K]
Spanish I [VA Spanish I]
Spanish II [VA Spanish II]
Spanish III [VA Spanish III]
U.S. History 1865 to Present [American History Since 1865]
U.S. History to 1865 [American History Before 1865]
Virginia & US Government [403 US Government]
Virginia & US History [303 US History]
Visual Arts Grade 1 [Art 1]
Visual Arts Grade 2 [Art 2]
Visual Arts Grade 3 [Art 3]
Visual Arts Grade 4 [Art 4]
Visual Arts Grade 5 [Intermediate Art: American A]
Visual Arts Grade 6 [Intermediate Art: American B]
Visual Arts Grade 7 [Intermediate Art: World A]
Visual Arts Grade 8 [Intermediate Art: World B]
Visual Arts Kindergarten [Art K]
World Geography [213 Geography and World Cultures]
World History to 1500 [102 World History (WH I)]
World History 1500-Present [103 World History (WHII)]

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

Non-SOL Elective Courses
101 Ways to Write a Short Story
Academic Writing
Advanced Topics-Chemistry
Advanced Web Design
American Foreign Policy
American Multiculturalism
American Popular Music
Anatomy & Physiology
Animal Behavior & Zoology
Animation & Effects
AP Art History
AP Biology
AP Calculus AB
AP Calculus BC
AP Computer Science A
AP Economics
AP English Language & Composition
AP English Literature & Composition
AP Environmental Science
AP European History
AP French Language
AP Government & Politics: U.S.
AP Music Theory
AP Physics B
AP Physics C
AP Psychology
AP Spanish Lang/Spanish V
AP Statistics-HP
AP US History
AP World History
Art History
Arts & Ideas
Astronomy Basics
Bad Boys in Literature
Basic Mandarin
Bioethics Symposium
Biotechnology

Blogs, Wikis, & Web Tools: Research/Digital Age
Business & Personal Law
CAD
Career Awareness/New Millennium
Caribbean Art History
Chemicals of Civilization
Community Service Learning: You Can Change the World!
Computational Science & English Using Java
Constitutional Law
Contemporary Irish Literature
Creating Art History
Creating Effective PowerPoint Presentations
Creative Writing
Criminology
Cultural Identity through Literature
Democracy in America
Desktop Publishing: Information Age
DNA Technology
Eastern & Western Thought
Employability Skills for the 21st Century
Engineering for Sustainable Energy
Engineering Principles
Entrepreneurship
Environmental Chemistry
Environmental Science - World Around Us
Epidemics
Essay Writing
Evolution & Nature of Science
Fantasy & Science Fiction Short Stories
Film & Literature
Folklore & Literature of Myth, Magic, and Ritual
Forensic Science
Genes & Disease
Geometry & Algebra Applications: How to Use Math in the Real World
Ghoulies, Ghosties, etc.: Why We Like to be Scared
Gods of CNN: Power of Modern Media
Great Inventions & Scientific Discoveries
Heroes
History & American Pop Music
History of Photography
Horror Writers
International Business
Intro to Calculus AB
Intro to Chemistry
Intro to Computer Science
Intro to Economics
Intro to Environmental Science
Intro to Government
Intro to Physics B
Intro to Psychology
Intro to Statistics
Intro to US History
Investing in the Stock Market
Journalism/Digital Age
Kindergarten Apprentice Teacher
Latin 1
Latin 2
Learning to Invest/Stock Market
Lewis & Clark's Expedition
Literacy Skills/21st Century
Maritime History: Riders on the Storm, Story of the United States Life-Saving Service 1870-1920
Marketing & the Internet
Math You Can Use In College
Mathematical Reasoning & Logic
Meteorology: Atmospheric Interactions
MS Business Found.
MS Civics Private Offering: When You Rule the World
MS Engineering: Up -Up & Away!
MS Pre-Algebra
MS Society & Humanity
MS Technology Tools
MS The Teenage Brain: What's Going On In There?
MS World War II through the Eyes of Dr. Seuss
Music Composition: Exploration of Style
Music Listening & Critique
Music: Fundamentals of Composition
Mythology: Around the World
Nuclear Physics: Science, Technology & Society
Number Theory: Patterns, Puzzles & Cryptography
Oceanography: Virtual Semester at Sea
Parenting /21st Century
Peacemaking
Pearl Harbor to Atomic Bomb: Pacific War, 1941-1945
Personal Finance
Perspectives in Health
Philosophy I
Poetry Reading & Writing
Poetry Writing
Portuguese I
Practical Law
Preparing for College Admissions & Financial Aid
Pre-veterinary Medicine
Programming in Visual Basic
Psychology I
Psychology of Crime
Russian Lang. & Culture
Screenwriting Fundamentals
Shakespeare in Films
Sociology
Spanish Culture & 20th Century
Hispanic Lit.
Sports & American Society
Stat. & Business Quality Management
Glory of Ancient Rome
Golden Age of Classical Greece
Holocaust
Human Body

Vietnam War
Video Game Design & Development using Game Maker
Web Design & Internet Research
Web Design: Artistry & Functionality
Who Do I Want To Be When I Grow Up?
World Conflict, United Nations Intro
World Religions
Young Adult Literature

York County School Division
302 Dare Road
Yorktown, Virginia 23692

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

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

Summary of Multidivision Online Providers Used By School Divisions

In August 2012, the Department of Education surveyed the school divisions to determine which approved multidivision online providers they used to provide online learning opportunities to students. Here are the results:

Accelerate Education
None

American Virtual Academy
None

Apex Learning
Buckingham County Public Schools
Clarke County Public Schools
Colonial Heights Public Schools
Fairfax County Public Schools
Fauquier County Public Schools
Frederick County Public Schools
King George County Public Schools
King William County Public Schools
Manassas Park Public Schools
Mathews County Public Schools
Middlesex County Public Schools
Orange County Public Schools
Radford Public Schools
Salem Public Schools
Shenandoah County Public Schools
Smyth County Public Schools
Warren County Public Schools
Washington County Public Schools
Williamsburg-James City County Public Schools

Brigham Young University
Cumberland County Public Schools
Manassas Public Schools
Nelson County Public Schools
Orange County Public Schools
Williamsburg-James City County Public Schools

Cambium Education, Inc.
None

CCPSOnline
None

CompuHigh, LLC
Staunton Public Schools

Connections Academy, LLC
Chesapeake Public Schools
Middlesex County Public Schools
Newport News Public Schools
Poquoson Public Schools
Virginia Beach Public Schools
Williamsburg-James City County Public Schools

Edison Learning, Inc.
None

EdOptions Online Academy
Amherst County Public Schools
Arlington County Public Schools
Augusta County Public Schools
Franklin Public Schools
Manassas Public Schools
Orange County Public Schools
Tazewell County Public Schools

Education2020, Inc.
Cumberland County Public Schools
Chesapeake Public Schools
Hampton Public Schools
Henrico County Public Schools
Hopewell Public Schools
Loudoun County Public Schools
Lynchburg Public Schools
Newport News Public Schools
Petersburg Public Schools
Virginia Beach Public Schools
Williamsburg-JCC Public Schools
Wise County Public Schools

Florida Virtual School
Arlington County Public Schools
King William County Public Schools
Salem Public Schools

Glynlyon-Odysseyware
Caroline County Public Schools
Dinwiddie County Public Schools
Fauquier County Public Schools
Orange County Public Schools
Staunton Public Schools

K12 Virtual Schools, LLC
Buena Vista Public Schools
Colonial Heights Public Schools
Middlesex County Public Schools
Pittsylvania County Public Schools
Powhatan County Public Schools
Prince George County Public Schools

Plato Learning, Inc.
Smyth County Public Schools
Portsmouth Public Schools

Richmond County Public Schools
Poquoson Public Schools

Proximity Learning, Inc. (mylanguage360)
None

The VHS Collaborative
Fauquier County Public Schools
Fluvanna County Public Schools
Harrisonburg Public Schools

York County School Division
Lancaster County Public Schools
Poquoson Public Schools
Radford Public Schools
Suffolk Public Schools

Establishment of Virtual School Programs.

§ 22.1-212.23. Definitions.

As used in this article:

"Multidivision online provider" means (i) a private or nonprofit organization that enters into a contract with a local school board to provide online courses or programs through that school board to students who reside in Virginia both within and outside the geographical boundaries of that school division; (ii) a private or nonprofit organization that enters into contracts with multiple local school boards to provide online courses or programs to students in grades K through 12 through those school boards; or (iii) a local school board that provides online courses or programs to students who reside in Virginia but outside the geographical boundaries of that school division. However, "multidivision online provider" shall not include (a) a local school board's online learning program in which fewer than 10 percent of the students enrolled reside outside the geographical boundaries of that school division; (b) multiple local school boards that establish joint online courses or programs in which fewer than 10 percent of the students enrolled reside outside the geographical boundaries of those school divisions; (c) local school boards that provide online learning courses or programs for their students through an arrangement with a public or private institution of higher education; or (d) local school boards providing online courses or programs through a private or nonprofit organization that has been approved as a multidivision online provider.

"Online course" means a course or grade-level subject instruction that (i) is delivered by a multidivision online provider primarily electronically using the Internet or other computer-based methods and (ii) is taught by a teacher primarily from a remote location, with student access to the teacher given synchronously, asynchronously, or both.

"Virtual school program" means a series of online courses with instructional content that (i) is delivered by a multidivision online provider primarily electronically using the Internet or other computer-based methods; (ii) is taught by a teacher primarily from a remote location, with student access to the teacher given synchronously, asynchronously, or both; (iii) is delivered as a part-time or full-time program; and (iv) has an online component with online lessons and tools for student and data management. An online course or virtual school program may be delivered to students at school as part of the regularly scheduled school day.

§ 22.1-212.24. Approval of multidivision online providers; contracts with local school boards.

A. The Superintendent of Public Instruction shall develop, and the Board of Education shall approve, (i) the criteria and application process for approving multidivision online providers; (ii) a process for monitoring approved multidivision online providers; (iii) a process for revocation of a previously approved multidivision online provider; and (iv) an appeals process for a multidivision online provider whose approval was revoked or whose application was denied. The process developed under this subsection shall require approvals and revocations to be determined by the Superintendent of Public Instruction, and either the denial of an application or revocation of approval may be appealed to the Board of Education for review. The approval of a multidivision online provider under this section shall be effective until the approval is revoked, for cause, pursuant to the terms of this section. Any notice of revocation of approval of a multidivision online provider or rejection of an application by a multidivision online provider shall state the grounds for such action with reasonable specificity and give reasonable notice to the multidivision online provider to appeal. These criteria and processes shall be adopted by January 31, 2011.

B. In developing the criteria for approval pursuant to subsection A, the Superintendent of Public Instruction shall (i) require multidivision online providers to be accredited by a national, regional, or state accreditation program approved by the Board; (ii) require such courses or programs, pupil performance standards, and curriculum to meet or exceed any applicable Standards of Learning and Standards of Accreditation; (iii) require any educational objectives and assessments used to measure pupil progress toward achievement of the school's pupil performance standards to be in accordance with the Board's Standards of Accreditation and all applicable state and federal laws; and (iv) require such courses or programs to maintain minimum staffing requirements appropriate for virtual school programs.

C. Local school boards may enter into contracts, consistent with the criteria approved by the Board pursuant to this section, with approved private or nonprofit organizations to provide multidivision online courses and virtual school programs. Such contracts shall be exempt from the Virginia Public Procurement Act (§ 2.2-4300 et seq.).

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

A. The Department of Education shall develop and maintain a website that provides objective information for students, parents, and educators regarding online courses and virtual programs offered through local school boards by multidivision online providers that have been approved in accordance with § 22.1-212.24. The website shall include information regarding the overall instructional programs, the specific content of individual online courses and online programs, a direct link to each multidivision online provider's website, how to register for online learning programs and courses, teacher qualifications, course completion rates, and other evaluative and comparative information. The website shall also provide information regarding the process and criteria for approving multidivision online providers. Multidivision online providers shall provide the Department of Education the required information for the website as a condition of maintaining Board approval.

B. The Superintendent of Public Instruction shall develop model policies and procedures regarding student access to online courses and online learning programs that may be used by local school divisions.

Nothing in this article shall be deemed to require a local school division to adopt model policies or procedures developed pursuant to this section.

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.

D. By July 1, 2011, local school boards shall post on their websites information regarding online courses and programs that are available through the school division. Such information shall include but not be limited to the types of online courses and programs available to students through the school division, when the school division will pay course fees and other costs for nonresident students, and the granting of high school credit.

§ 22.1-212.26. Teachers and administrators of online courses and virtual programs.

A. Teachers who deliver instruction to students through online courses or virtual school programs shall be licensed by the Board of Education and shall be subject to the requirements of §§ 22.1-296.1 and 22.1-296.2 applicable to teachers employed by a local school board.

B. The administrator of a virtual school program shall hold an advanced degree from a regionally accredited institution of higher education with educational and work experience in administering educational programs.

§ 22.1-212.27. Students enrolled in online courses and virtual programs.

A. Any student enrolled in any online course or virtual program offered by a local school division shall be enrolled in a public school in Virginia as provided in § 22.1-3.1.

B. A student's parent or guardian shall give written permission prior to the enrollment of the student in any full-time virtual program offered by a local school division.

C. A student shall not be charged tuition for enrolling in any online course or virtual program offered by the school division in which he resides, pursuant to § 22.1-3. However, tuition may be charged to students who do not reside within the boundaries of the school division offering such course or program, pursuant to § 22.1-5.

Criteria for Approval of Multidivision Online Providers

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

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

	qualified, licensed by the Virginia Board of Education, and endorsed in their course content area. The established agreements between Virginia and other states for reciprocal teacher licensure are also in effect for virtual schools. The multidivision online provider must provide at least one FTE teacher at a reasonable ratio to students based on grade and subject being taught but not exceeding 150 students per FTE teacher.
Administrators	All administrators hired by the multidivision online provider meet the requirements set forth in section *§ 22.1-212.26.B* of the *Code of Virginia*. The *Code of Virginia* states: "The administrator of a virtual school program must hold an advanced degree from a regionally accredited institution of higher education with educational and work experience in administering education programs."
DATA	
Data Reporting	Multidivision online providers provide data to each division in which students are enrolled for the purposes of monitoring student participation and progress to ensure that students meet division participation requirements and make progress toward successful completion of the course. Data and data management meet state and federal reporting requirements.
Data Reporting	Multidivision online providers provide data to the Virginia Department of Education for the purposes of reporting information to the Governor and the General Assembly regarding multidivision online learning during the previous school year.
ACCOUNTABILITY	
Pupil Performance	The pupil performance standards for online courses or virtual school programs meet or exceed any applicable Virginia Board of Education Standards of Accreditation. Any educational objectives and assessments used to measure pupil progress toward achieving pupil performance standards are in accordance with the Board's Standards of Accreditation and all applicable state and federal laws.
Content	The content of each online course is accurate, rigorous, and meets or exceeds the content of courses taught in traditional school environments. The multidivision online provider must provide evidence that at least two subject matter experts have reviewed and validated the accuracy of online content. Standards meet or exceed the Virginia Standards of Learning and the Standards of Accreditation.

CURRICULUM AND INSTRUCTION

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

TECHNOLOGY

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

Application Process for Multidivision Online Providers

The application is accessible online:

http://www.doe.virginia.gov/instruction/virtual_learning/index.shtml and

http://www.doe.virginia.gov/instruction/virtual_learning/virtual_schools/providers/application/index.shtml

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

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

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

A multidivision online provider is

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

A multidivision online provider is not

- a local school board's online learning program in which fewer than 10 percent of the students enrolled reside outside the geographical boundaries of that school division
- multiple local school boards that establish joint online courses or programs in which fewer than 10 percent of the students enrolled reside outside the geographical boundaries of those school divisions
- local school boards that provide online learning courses or programs for their students through an arrangement with a public or private institution of higher education
- local school boards providing online courses or programs through a private or nonprofit organization that has been approved as a multidivision online provider

Electronic applications for approval will be made available on the Virginia Department of Education (VDOE) Web site on February 1, 2011. Applications will be accepted for a period of 30 calendar days beginning February 1. The application will be accessible at http://www.doe.virginia.gov/instruction/virtual_learning/index.shtml.

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

The Superintendent of Public Instruction will make a decision regarding approval of multidivision online providers and official notification of approval or notification of denial will be mailed to the applicant within 45 business days

of the close of the application period. The letter will be sent by the U.S. Postal Service and will include detailed reasons for denial if applicable.

Appeals Process for Multidivision Online Providers

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

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

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

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

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

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

Regular Monitoring of Multidivision Online Providers

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

The applicant must submit a Provider Monitoring Report each year; however, the Virginia Department of Education may request that a Provider Monitoring Report be completed and submitted at any time. Multidivision online providers must complete a full review after three years.

The annual Provider Monitoring Report requires providers to supply updates and changes to their programs using the online process (see Appendix B). (NOTE: Much of this form will be generated online based on the original application by the provider and is not shown in Appendix B). The oversight committee will use the Application Review Rubric (Appendix A) to evaluate the information about program changes as well as information collected from stakeholder surveys and statistical data related to course completion and student growth and achievement. The oversight committee will make a recommendation within 30 business days. Based on the recommendation of the oversight committee, a decision regarding the continued approval of multidivision online providers will be made by the Superintendent of Public Instruction within 15 business days of receipt of the monitoring report. The applicants

will be notified of their status via a letter sent by the U.S. Postal Service within 45 business days of the end of the monitoring report period.

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

Revocation Process for Multidivision Online Providers

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

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

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

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

Application to Become an Approved Multidivision Online Provider

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

See: http://www.doe.virginia.gov/instruction/virtual_learning/virtual_schools/providers/application/index.shtml

The Application addresses the following sections of the *Code of Virginia*.

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

This application must be completed by each provider seeking approval to provide multidivision online courses or programs through local school boards in Virginia. The initial online application period will be available for 30 calendar days.

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

Please submit the completed application online at [INSERT URL]. Review and follow all instructions carefully. Answer all questions fully but within any character-length stipulations. Refrain from submitting additional supplemental materials beyond what is specifically requested.

Supporting documentation submissions must be sent as Portable Document Format (PDF) files. A copy of the Application Affidavit must be signed, scanned, and attached to the application as a PDF.

Questions may be directed to Cheri Kelleher, Coordinator of Virtual Programs, at the Virginia Department of Education, by phone at 804-786-9281 or e-mail at cheri.kelleher@doe.virginia.gov.

APPLICATION FOR APPROVAL AS A MULTIDIVISION ONLINE PROVIDER

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

Part I. Applicant Affidavit

Applicant: _____

Primary Contact Person: _____

Address: _____City/State/Zip: _____

Telephone: _____ Fax: _____

E-Mail Address: _____ Web Site: _____

Printed Name: _____ Signature: _____

Title: _____ Date Signed: _____

Certification:

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

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

_____

Signature of Authorized Official Date

_____

Title

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

Part II. Program Profile

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

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

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

1. Type of program (e.g., full-time, supplemental, fully-online, blended [online instruction by a teacher in a different physical location from the student but with local mentors], computer-based instruction, or other)
2. URL for provider's Web site and contact information for division personnel, parents, and students, as well as a link to a course directory page where individual course syllabi may be accessed (list of approved courses and link to Web page for "Virginia Approved Courses")
3. Grade levels served
4. Target population (e.g., full-time, credit recovery, expanded options, advanced placement, etc.)
5. Capacity of the program in terms of the number of full-time equivalent students that can be served each year
6. Enrollment schedule and course calendar, including course withdrawal dates, cohort information, and grading periods
7. The learning management system used, including Shareable Content Object Reference Model (SCORM) compliance (300 characters)
8. Third-party providers used and their interactions with stakeholders, including how this interaction is monitored (300 characters)
9. Instructional model used in courses (600 characters)
10. Technology infrastructure model used to deliver and support courses (300 characters)
11. In general, online teacher qualifications, including academic credentials, licensure, certifications, experience, and the teacher review process (600 characters)
12. Average teacher load by subject area or grade-level range
13. In general, type and frequency of synchronous and asynchronous methods of student-teacher interaction, including the monitoring process (300 characters)
14. Average teacher availability (hours of support) for students and parents, including communication methods (300 characters)
15. Technical support availability for students, parents, and school personnel and methods for providing timely support (300 characters)
16. How student progress is monitored and reported, including verification of authenticity of student work (300 characters)
17. Course completion rates and graduation rates, where applicable (300 characters)
18. Information on student test scores, including Virginia's Standards of Learning assessment outcomes; English language proficiency; the SAT, ACT, and Advanced Placement test outcomes; and outcomes on other standardized assessments as applicable (600 characters)
19. Specific special education supports and services for students with disabilities who have an individualized education program (IEP) or a 504 Plan (600 characters)
20. Information on support services, including career explanation and counseling, academic advising and placement, assistance for students with limited English proficiency, mental health and social services, gifted education, high school/college dual-enrollment credits, etc. (600 characters)
21. Information on Internet safety policies, procedures, and monitoring (600 characters)
22. Information on disaster recovery plans and strategies for addressing short- and long-term service interruptions (300 characters)
23. Program experience in providing online or virtual instruction programs (300 characters)

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

Part III. Program Requirements

The Application: Program Requirements addresses the following sections of the *Code of Virginia*.

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

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

This application is a

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

Accreditation

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

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

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

Organizational Stability

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

Please provide written documentation to support provider compliance:

- *Independent audit findings or other financial information that document financial stability from the previous three years, if available*

Staffing

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

Please include evidence to support provider compliance:

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

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

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

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

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

Data

I. Multidivision online providers must provide data to each division in which students are enrolled for the purposes of monitoring student participation and progress to ensure that students meet division participation requirements and make progress toward successful completion of the course. Data and data management meet state and federal reporting requirements.

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

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

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

Accountability

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

Please provide written documentation to support provider compliance:

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

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

Please provide written documentation to support provider compliance:

- *The complete list of courses to be offered in Virginia, including a URL for the course directory which includes an online syllabus for each course*
- *Correlation using the online template provided by VDOE for all courses being offered to Virginia students, indicating what Virginia Standards of Learning are met by each course and describing where each course might exceed Virginia's Standards of Learning*
- *Written policies and procedures related to supporting state achievement testing*

Curriculum and Instruction

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

Please provide written documentation to support provider compliance:

- *Descriptions of basis for curriculum used and/or developed*
- *Descriptions of basis for instructional methodologies used*

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

Please provide written documentation to support provider compliance:

- *Description of means used to differentiate course content*
- *Description of how delivery of content is differentiated for different learners*
- *Description of various assessments used throughout the course*

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

Please provide written documentation to support provider compliance:

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

Technology

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

Please provide written documentation to support provider compliance:

- *Description of the chosen course delivery and management system*
- *Statistical information on system availability, downtime, and back-up procedures*

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

Please provide written documentation to support provider compliance:

- *Description of technical support mechanisms in place*

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

Course Correlation to Virginia Standards of Learning

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

[THIS WILL BE AN ONLINE FORM]

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

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

How might this course exceed the Virginia Standards of Learning?

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

Part IV. Program Description

The Application: Program Description addresses the following sections of the *Code of Virginia*.

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

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

Organizational Strengths (5,000 characters)

Provide information about the leadership, organizational, and management structure of the multidivision online provider, including:

- Mission statement
- Functions, organization, responsibilities, and membership of the governance organization
- Stability of management structures
- Tenor of relationships between all levels in the organization

Teacher and Administrator Quality (5,000 characters)

Provide information on teacher quality within the virtual program, indicating the proficiency of teachers—including descriptions of measures—in the following areas:

- Content area knowledge
- Multimedia applications and tools
- Developmentally appropriate software
- Assessment
- Internet safety policies

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

Descriptive information should include the following data. No course will be approved to be offered until a teacher has been hired.

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

Provide information about administrator quality within the virtual school program, including information about:

- Requirements for previous experience with administering educational programs
- Number of teachers supervised
- Ongoing professional development requirements

Data Management (5,000 characters)

Provide information about the use of data for management and instruction and how data is protected:

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

Include information on the following:

- Protection from security threats such as viruses and hackers
- Reporting and data transmission policies and measures to ensure compliance with state and federal privacy laws

Provider Accountability (5,000 characters)

Provide information documenting student assessment and program accountability (for the initial application only, this may include examples from comparable states if currently not a provider in Virginia)—including the ability to provide electronic data to the Virginia Department of Education, school divisions, and other stakeholders—and how the following are tracked:

- Student participation rates in the Virginia Standards of Learning tests, early literacy assessments, or other types of standardized tests, including the names and types of assessments, grade levels, and participation rates
- Student, school, and program performance results, including nationally recognized standardized test results; Standards of Learning assessments; results from end-of-course exams; college entrance and readiness exams, including the SAT, ACT, and Advanced Placement tests, where applicable; rates of promotion to the next grade; high school graduation rates; postsecondary enrollment rates and the need for remediation/developmental coursework upon enrollment in postsecondary education programs; professional licenses and credentials earned; successful completion rates; student mobility rates; and dropout rates
- Summary data on noncompleters or dropouts related to the timing of and primary reasons for withdrawal

Curriculum and Instruction (10,000 characters)

Provide information documenting your curriculum's design and effectiveness. Include the following:

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

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

Describe the technology infrastructure that supports the delivery of online courses, including the following:

- Technical requirements for end users
- Alternative means of delivery for content if the system is down

Describe the overall system performance of the learning management system, including the following:

- Off-site back-up frequency for student data and other critical information

Describe the technical support for students, parents, and staff, including the following:

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

Other Indicators of Program Success (2,500 characters)

Describe any additional support for the program, such as the following:

- A summary of stakeholder satisfaction survey results with links or an address to obtain copies of the complete survey results
- Awards, recognitions, testimonials, etc.

Application Review Rubric

Accreditation	The multidivision online provider's program is accredited by one of the following accrediting agencies: • AdvancEd (formerly Commission on International and Trans-Regional Accreditation [CITA], North Central Association Commission on Accreditation and School Improvement [NCA CASI], and Southern Association of Colleges and Schools Council on Accreditation and School Improvement [SACS CASI]) • Middle States Association of Colleges and Schools Commission on Elementary Schools and Commission on Secondary Schools • New England Association of Schools and Colleges (NEASC) • Northwest Accreditation Commission (NWAC) (formerly Northwest Association of Accredited Schools) • Western Association of Schools and Colleges (WASC) • Virginia Council for Private Education (VCPE) • School divisions operating as multidivision online providers may be deemed as meeting accreditation requirements if a majority of its schools are fully accredited by the Virginia Board of Education.
Organizational Stability	The multidivision online provider has an effective and stable organizational and management structure. The multidivision online provider is financially solvent. The legal status of the online program is clear with no ambiguities in ownership, control, or responsibility.

Teachers	All teachers hired by the multidivision online provider who provide instruction to students meet the requirements set forth in section *§ 22.1-296.1 and 22.1-296.2* of the *Code of Virginia* and will be highly qualified, licensed by the Virginia Board of Education, and endorsed in their course content area. If teachers have not yet been hired, policies and procedures in place ensure they will be hired to meet the above
STAFFING	
Administrators	All administrators hired by the multidivision online provider meet the requirements set forth in section *§ 22.1-212.26.B* of the *Code of Virginia*. The *Code of Virginia* states: "The administrator of a virtual school program must hold an advanced degree from a regionally accredited institution of higher education with educational and work experience in administering education programs." Iadministrators have not yet been hired, policies and procedures in place ensure they will be hired to meet the above requirements.
Data Reporting	Multidivision online providers are able to provide data to each division in which students are enrolled for the purposes of monitoring student participation and progress to ensure that students meet division attendance requirements and make progress toward successful completion of the course. Data and data management meet state and federal reporting requirements.
Data Reporting	Multidivision online providers are able to provide data to the Virginia Department of Education for the purposes of reporting information to the Governor and the General
	Multidivision online providers are able to provide data to the Virginia Department of Education for the purposes of reporting information to the Governor and the General Assembly regarding multidivision online learning during the previous school year.
ACCOUNTABILITY Content	The content of each online course is rigorous and meets or exceeds the content of courses taught in traditional school environments. Standards meet or exceed the Virginia Standards of Learning and the Standards of Accreditation.
Pupil Performance	The pupil performance standards for online courses or virtual school programs meet or exceed any applicable Virginia Board of Education Standards of Accreditation. Any

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

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

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

Provider Monitoring Report

The Provider Monitoring Report addresses the following sections of the *Code of Virginia*.

> *As specified in § 22.1-212.24.A & B, the Superintendent of Public Instruction will develop, and the Board of Education will approve, the criteria and application process for approving multidivision online providers, including those specified in these sections, and in § 22.1-212.26.A & B. In § 22.1-212.25.C, the Board of Education is directed to provide certain information in its annual report to the Governor and the General Assembly regarding multidivision online learning for the previous year.*

This monitoring form is to be completed by approved multidivision online providers by June 30 of each academic year. Its purpose is to identify any significant programmatic changes that have occurred in relation to the original application since the initial application approval. This document, in conjunction with data collection regarding demographics, student success, and stakeholder satisfaction, will be used to determine continued alignment with Virginia's standards.

Questions may be directed to Cheri Kelleher, Coordinator of Virtual Programs, at the Virginia Department of Education, by phone at 804-786-9281 or e-mail at cheri.kelleher@doe.virginia.gov.

Review Panel Findings

This box for VDOE Review Panel Use Only

(Please check only one of the following)

This document indicates

- □ no significant changes in the past year
- □ significant changes that do not impact standards alignment
- □ significant changes that impact standards alignment

Each of the sections below reflects information provided in the initial application to the Virginia Department of Education. Beneath the heading of each section, select "no significant changes" or "significant changes that do not impact standards alignment" or "significant changes that impact standards alignment." For any significant changes, please attach a brief narrative explaining the significant changes. (Detailed descriptors for each section from the original application form are provided for reference purposes.) [THIS FORM IS NOT INCLUDED IN THIS COLLECTION OF DOCUMENTS, SINCE IT WILL BE BASED ON THE INFORMATION PROVIDED BY PROVIDERS.]

Data Reporting
(for multidivision online provider to file with Provider Monitoring Report)

This reporting template assists the Virginia Department of Education with reviewing approved multidivision online providers. Please complete the chart below with the most complete and up-to-date information available.

<table>
<tr><td>School Level and Type
○ Elementary
○ Middle
○ High</td><td rowspan="2">Number of Students

Full time:

Part time:</td><td rowspan="2">Number of Instructors and Staff

Full-time teachers:

Part-time teachers:

Administrators:

Counselors:

Other support staff:</td></tr>
<tr><td>Demographic Information

Males:

Females:</td></tr>
<tr><td colspan="3">Ethnic and Racial Makeup of Student Body

Please provide numbers/percentage of all students who are:

Hispanic or Latino students (a person of Cuban, Mexican, Puerto Rican, South American, Central American, or other Spanish culture or origin, regardless of race):

Since students may choose one or more of the following, total percentages may equal more than 100%:

American Indian or Alaska Native (a person having origins in any of the original peoples of North and South America [including Central America], and who maintains tribal affiliation or community attachment):

Asian (a person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam):

Black or African American (a person having origins in any of the black racial groups of Africa):

Native Hawaiian or Other Pacific Islander (a person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands):

White (a person having origins in any of the original peoples of Europe, the Middle East, or North Africa):</td></tr>
</table>

Parental Satisfaction and Outcomes of Course and Provider Approval Reviews
Please submit a summative report on stakeholder satisfaction with your program. Stakeholders are considered to include, but not be limited to, parents, students, school officials (e.g., counselors, principals, division leaders), and faculty members. Include methods (quantitative or qualitative) used to collect data including, but not limited to, survey tools, survey questions, focus groups, etc. When available, cross-comparison data analysis would prove helpful. If available, please include a copy of the surveys.

The following information collected within the Department of Education through the Educational Information Management System (EIMS) will be used during the annual monitoring process.

Course Completion Data
Per the definitions provided by the Virginia Department of Education, the course may be counted as having been completed by a student when the academic content work—based on the contracting school division's approved academic content and testing requirements—has been completed.

Completion Data for Each Course Provided in Virginia by a Specific Multidivision Online Provider
[Note: For end-of-course, need to differentiate passing class if standard credit or verified credit.]

Name of Course	Number of Enrollments	Number of Completers	Completer Percentage

** This chart can be expanded depending on the number of courses offered by a provider.*

Course Pass Rates
Per the definitions provided by the Virginia Department of Education, course pass rates comprise the percentage of students completing and passing an online course, calculated by dividing the number of students who passed by the number of students in the enrollment count.

Name of Course	Number of Students Completing and Passing Course	Number of Students Enrolled in Course	Pass Rate of Course

Activities and Outcomes of Course and Provider Approval Reviews

Multidivision Online Provider	Course and Provider Approval Reviews
Apex Learning	None
BYU Independent Study	Students complete the course evaluations when they take their final exam in courses. The results of the course evaluations did not change substantially over the last four years.
CCPS Online - Chesterfield County Public Schools	CCPS Online - Chesterfield County Public Schools operated as an approved multidivision online provider for the 2011-2012 school year. They did not enroll any out-of-county students or contract with any other school divisions during this school year to serve as a provider. The students reported are those students who took approved courses with CCPS Online during the 2011-2012 school year. With regard to stakeholder satisfaction, high school principals indicated their level of satisfaction with the program at regular principal meetings and by responding to a short online survey. All of the respondents indicated that they were either satisfied or very satisfied with CCPS Online in each of the following areas: instructional value, course rigor, online teacher performance, and overall satisfaction. Student satisfaction with CCPS Online is gleaned from a voluntary survey administered to the students during the school year as part of their online course. The student satisfaction survey looks at four areas: class feedback, teacher performance, technology feedback, and overall feedback. One additional question asked the average amount of time students spend working the course each week. Forty-one students indicated that they spent between one to three hours each week working on the course. Thirteen students spend more than three hours and 13 spend less than an hour according to the student responses.
CompuHigh, LLC	Formative feedback resulted in a total of 11 responses. Eight of these were entirely positive and three were generally positive but included constructive suggestions to the teacher. Summative feedback resulted in 21 surveys filled out. Students responding ranked the interaction with the teacher to be the most helpful part of the course, followed by the assignments, and then the text and links. Students most commonly cited the Internet as the outside source they referred to while completing the lessons. Five students stated they used books and four students stated that they got help from a teacher at their other school. There was no discernible pattern among responses to the question, “What were your favorite parts of the course?” Students cited specific concepts in the course that they enjoyed learning.
Connections Academy, LLC	Surveys were sent out before the end of each semester to parents/caretakers/mentors and students. Because the surveys are

	sent out to all of Connections Learning institutional programs throughout the United States, the data includes private and secure information (provider submitted parent/caretaker/mentor survey and student survey for reference).
EdOptions Online Academy	The survey results provided are not specific to students in Virginia only. The results include all students served by the provider including students from other states. The survey results include student responses on enrollment and orientation, online classes, online teachers, and technology. Responses from affiliated school divisions and parents are also provided.
Education2020, Inc.	Critical findings reported are as follows: 68% of survey respondents stated courses were “just right for me.” 65% of survey respondents stated that e2020 courses “met” or “exceeded” their expectations. 60% of survey respondents stated that they liked e2020 courses “about the same” or “more than” other courses, and 79% of survey respondents were “moderately likely” or “very likely” to recommend e2020 courses to a friend (results from internal provider survey).
Florida Virtual School	Critical findings reported are as follows: 53% of survey respondents stated that the goals and objectives of the online courses were "very clear." 51% of survey respondents stated that the directions throughout the online courses were "clear." 58% of survey respondents stated that communication with the teacher(s) of courses was "great." 75% of survey respondents stated that the time between when assignments are submitted and when feedback/grades are provided is usually within 48 hours. 86% of survey respondents indicated they speak with the teacher of a course "at least once a month." 33% of survey respondents indicated that compared to a traditional class, the quality of the online courses was "the same quality," and 63% of survey respondents agreed that their online teacher(s) demonstrated an interest in my success as a student (results from internal provider survey).
K12 Virtual Schools, LLC	The K12 satisfaction survey consisted of 5,201 respondents with enough respondents to reach statistical significance. The Virginia Virtual Academy received 43 respondents, also a high enough *n* to reach statistical significance. The Virginia Virtual Academy was compared to all K12-managed schools across four core measures with the following results: 1. Overall satisfaction with school (89%) 2. Overall satisfaction with the K12 curriculum (89%) 3. Overall satisfaction with their primary teacher (91%) 4. Overall satisfaction with the Online Learning System (OLS) (93%) (provider submitted satisfaction survey data based on responses from parents and K-12 Learning Coaches that are surveyed annually)
The VHS Collaborative	The VHS Collaborative annually surveys students, teachers, site coordinators, and school administrators. The VHS Collaborative teacher survey results indicate many areas of strength for

	organization. Over 80% of active VHS Collaborative teachers are satisfied with the program and with the course they taught this year. The teachers cited a variety of ways in which their participation with The VHS Collaborative has expanded their capacity as a teacher. The majority of teacher respondents cited these ways in which their skills have improved: • ability to teach a course not offered at their school, • increased technology and instructional skills, • increased knowledge in their subject area because of access to content in The VHS Collaborative course, • interaction with a variety of students with diverse backgrounds, and • development of 21st century instructional skills. Principals at VHS Collaborative member schools were also surveyed—results from this survey indicate high levels of satisfaction with The VHS Collaborative program and courses. Survey questions will be included with this report. Below are some highlighted responses from The VHS Collaborative Principal Survey: • 84.7% of respondents indicated they are satisfied with VHS Collaborative operations. • 100% of respondents indicated they were satisfied with The VHS Collaborative program this year. • 94% of respondents indicated they were satisfied with VHS Collaborative courses this year. • 97% of respondents indicated that VHS Collaborative courses met needs they were not able to satisfy with their own course catalog. • When asked how the school's teacher benefitted from participation, nearly 60% of respondents with a VHS Collaborative teacher in the program indicated that the teacher gained new instructional skills. Due to the small number of participating schools in Virginia (7), the VHS teacher and administrator survey contain data collected from all faculty and administrator respondents to The VHS Collaborative surveys. The VHS Collaborative student survey data reported in this report are from the Virginia students only—there were 98 respondents of 196 student enrollments in VHS courses. Overall, students felt that their site coordinator (SC) was a valuable asset to them as they completed their VHS Collaborative courses. Responses to questions about their site coordinator included the following: • 78% agree that they communicate with their SC regularly. • 80% agree that their SC helped them solve technical problems they couldn't solve on their own. • 70% agree that their SC helped them communicate with their teacher. • 78% agree that their SC followed up with them regularly. • 77% agree that their SC helped them understand the responsibilities of taking an online class. Overall, students felt satisfied with The VHS Collaborative program in general—only 8% of students indicated they were not satisfied with the program. When asked for reasons why they were not

	satisfied, the greatest concern was with students who submitted late work and/or had fallen behind on The VHS Collaborative weekly schedule. The cohort-based nature of VHS Collaborative classes requires that students work together on class discussions and group activities, which necessitates that students take part in the course activities on a weekly basis. These are not self-paced courses where students can drop in and out as they please. VHS Collaborative teachers do work with students to help them get back on track when they fall behind, but in the case of habitual tardiness, there are standards that need to be maintained.
York County School Division	York County School Division (YCSD) enrolled 22 students from three school divisions in Virginia in this first year as a new multidivision online provider. Students met the challenge of online learning with three highly qualified and experienced online teachers in Physics, World History II, English 11, and Health & PE9. These students participated in an online orientation, coupled with personalized instruction and communication about the implementation of the program and all of its components. A survey was conducted as one of the culminating activities for administrators, mentors, students, and parents. Highlighted are excerpts from the surveys. • The orientation prepared students to successfully complete the online courses. • The overall quality of the online courses was excellent. • Online courses are easy to navigate. • Students are able to access coursework from school and home. • Online courses are personalized to meet the unique needs of students. • Communication between the teacher and student was effective. • The online teachers provided clear instructions for completing assignments. • Online teachers are responsive to students. • Given an opportunity to take another online class students and parents would consider YCSD. Students provided advice including “make sure that you are able to schedule your time well for the online courses.” Administrators from participating school divisions were very satisfied with the total online program provided by YCSD. Administrators and mentors commented through e-mail and phone communication that they would recommend the York County School Division to other school divisions.

Multidivision Online Provider Parental Satisfaction Survey

1. What is your role in the online educational process being surveyed?
   Parent
   Mentor
   Other (Please explain)
2. How many courses does your child take online? 1-2, 3-5, 6+
3. What level of instructional responsibility do you have with your child's online course?
   Minimal (less than daily interaction with the online teacher or program)
   Average (daily interaction with the online teacher or program)
   Maximum (multiple interactions with the online teacher or program each day)
4. How often did you or your child experience technical issues? Very often, Often, Somewhat often, Not often, Rarely, Never
5. How quickly were technical issues resolved? Very fast, Fast, Somewhat fast, Somewhat slowly, Slowly, Very slowly

   Please provide any additional information about questions 4 - 5 here:

6. Is there a local mentor for your child who oversees their off-line work? Yes or No
7. Are you the local mentor for your student, overseeing their off-line work? Yes or No.

   Please provide any additional information about questions 6 - 7 here:

8. The quality of the course(s) your child has taken with the online program has been good. Strongly agree, Agree, Disagree, Strongly disagree
9. The quality of the course content has been good. Strongly agree, Agree, Disagree, Strongly disagree
10. My child was appropriately challenged by the course. Strongly agree, Agree, Disagree, Strongly disagree
11. Was the course appropriately personalized to meet the unique needs of your child? Yes or No.

    Please provide any additional information about questions 8 - 11 here:

12. The frequency of communication with the teacher met my child's needs. Strongly agree, Agree, Disagree, Strongly disagree
13. The frequency of communication with other students met my child's needs. Strongly agree, Agree, Disagree, Strongly disagree
14. The frequency of communication between my child and the teacher met my child's needs. Strongly agree, Agree, Disagree, Strongly disagree
15. The communication between my child and other students was productive. Strongly agree, Agree, Disagree, Strongly disagree
16. The communication between my child and the teacher was appropriate. Strongly agree, Agree, Disagree, Strongly disagree

    Please provide any additional information about questions 12 - 16 here:

17. Would you enroll your child with this provider again?
18. Please describe your overall satisfaction with the provider.