2014 Annual Report

Board of Education

2014 Annual Report on the Condition and Needs of Public Schools in Virginia

Presented to
The Governor and
The General Assembly

Members of the Board of Education
As of November 1, 2014

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COMMONWEALTH OF VIRGINIA
BOARD OF EDUCATION
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November 20, 2014

The Honorable Terry McAuliffe, Governor
Members of the Virginia General Assembly
Commonwealth of Virginia
Richmond, Virginia 23219

Dear Governor McAuliffe and Members of the Virginia General Assembly:

On behalf of the Board of Education, I am pleased to transmit the *2014 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 seeks to provide the status of public education in Virginia but, more importantly, seeks to honestly define the challenges confronting the Commonwealth of Virginia if it is to ensure public school graduates are educated and prepared to take their places as contributing members of society.

Nearly two decades ago, the Commonwealth led the way in establishing an education system based on rigorous standards, assessments, and transparency. The result of that statewide system is clear: By nearly every measure, Virginia ranks in the top handful of states for addressing student achievement and school accountability.

That reform was accomplished only through the united support of multiple Governors and the General Assembly, and it has benefited a generation of students in Virginia. More importantly, it was accomplished with an understanding of the financial costs. As Virginia moved to a new system of accountability, the Commonwealth spent the equivalent of $79 million in today's dollars to ensure teachers were prepared. The payoff for that investment is evident in our students' Scholastic Aptitude Test (SAT), American College Testing (ACT), Advanced Placement (AP) and National Assessment of Educational Progress (NAEP) scores.

Today, Virginia faces new challenges, and we are on the cusp of a new age of education reform at a time of huge demographic change. Not only must we challenge high performing students, but we must also address the needs of a rapidly rising number of educationally at-risk students who, through no fault of their own, are harder - and more expensive - to teach. Educating those children is not a choice; whether and how we put our resources behind *effective* education reform measures is.

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 all young people enrolled in Virginia's public schools.

Sincerely,
Christian N. Braunlich, President
Board of Education

Statutory Requirements for the Annual Report

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

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

§ 22.1-212.15. Report of public charter schools.

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

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

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

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

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

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

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

§ 22.1-253.13:8. Compliance.

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

For Additional Copies

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

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

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A. Overview of the Standards of Learning Program
B. Standards of Quality: Effective July 1, 2014
C. School Divisions Reporting Full Compliance with the Standards of Quality for 2013-2014
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Divisions with All Schools Fully Accredited, Divisions without All Schools Fully Accredited, Schools Rated Accredited with Warning, Schools Rated Accreditation Denied: 2014-15 based on Assessments in 2013-2014
F. Charter School Report and Information Regarding Parent and Student Choice
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Executive Summary

Nearly two decades ago, the Commonwealth of Virginia led the way in establishing an education system based on rigorous standards, assessments, and transparency. The result of that statewide system is clear: By nearly every measure – the NAEP results, SAT scores, ACT scores, and Advanced Placement scores – Virginia ranks high among the states.

In these early years of the 21st century, however, Virginia faces new challenges. Among them are requirements for new and different skills from both colleges and employers, changing demographics within the teacher work force, and increasing numbers of educationally at-risk students who concomitantly increase instructional challenges. Addressing these changes will not be easy … and it will not be cheap.

The *2014 Annual Report on the Condition and Needs of Public Schools in Virginia* seeks to provide the status of public education in Virginia but, more importantly, seeks to honestly define the challenges confronting the Commonwealth if it is to remain among the top states in education and to ensure public school graduates are educated and prepared to take their places as contributing members of society. Among its observations –

Leadership in quality education:
Virginia continues to be a leader in quality education.

- The percentage of Virginia public school students meeting ACT college-readiness benchmarks was ten or more points higher than the percentages nationwide.

- The Commonwealth's public school graduates outscored their nationwide peers on all three subsections of the SAT college-admissions test by 23 points in reading, 11 points in mathematics, and 15 points in writing.

- Virginia boasts the nation's third-highest percentage of public high school seniors qualifying for college credit on Advanced Placement examinations, even as the number of students taking Advanced Placement exams rose to nearly 35,000.

- On the National Assessment of Educational Progress, considered the "gold standard" of educational assessments, Virginia outpaces the nation in reading, mathematics, and science.

Educational Challenges:
While the Virginia education system as a whole excels, there are some clear warning signs.

- While Virginia students outperform their peers on NAEP reading and mathematics scores, **gaps between economically disadvantaged students and their wealthier peers have grown to as much as 35 percentage points.**

- Among students arriving in school with fewer skills are those who are economically disadvantaged, English Language Learners, and identified as needing special education services. These students are harder, and more expensive, to teach, and the associated costs are straining local budgets.

- In the last five years, the number of economically disadvantaged students has grown. Today, **41 percent (more than a half million) of Virginia's public school students meet the definition of economically disadvantaged.**

- In that same period, the number of **English Language Learners in Virginia has grown to 95,000 – an increase of 15 percent.**

- While the number of students identified in need of special education services has declined 3.5 percent in the last five years, **the number of students most expensive to serve (autism and other health impairments) has skyrocketed by 23 percent to 46,865 students.**

- Even as student challenges increase, many local school systems have faced declining resources as a result of the recession. Since 2008, K-12 public education staffing has been **reduced by 5,000 positions**, while student enrollment has increased by 2.5 percent statewide. At the same time, on an inflation-adjusted basis, Virginia teachers saw a five percent drop in their salaries' purchasing power over the past ten years.

- Since the General Assembly mandated the use of locally-produced authentic assessments, the state's assessment budget was **decreased by 2.9 million dollars** each year, limiting the state's ability to assist localities in developing mandated alternative assessments.

- Approximately **one-third of current Virginia teachers are over the age of 50** – prime candidates for retirement. Yet, Virginia schools of education produce only about 3,800 new teachers a year.

- Despite the growing number of students with autism and the large student population requiring special education services, the number one critical shortage area among teachers is Special Education.

- Although employers increasingly want to see graduates with important "employability skills," two of the top five critical teacher needs shortages are in related fields: Career and Technical Education and Mathematics.

Taken separately, these factors affect the delivery of public education in Virginia. When combined and concentrated in certain schools and school divisions, they can prove devastating.

Many of these factors are not of the schools' making, but represent demographic shifts reflecting a new Virginia reality. It is, however, the responsibility of our school system to prepare and educate the children arriving at our doorstep. Addressing these factors requires new strategies, repurposed and additional resources, and a thorough review of Virginia's assessment, accountability, and accreditation systems to ensure that they reflect the real needs of today's Virginia.

A Report Card on the Board's Performance Measures

Performance Measures to Gauge Progress in Meeting Goals	Results 2013-2014	1 Year Trend[1]	3 Year Trend[2] Change from 2011-2012
Percent of third-grade students reading on grade level[3]	69	↓ (3)	↓ (17)
Percent of eighth-grade students taking Algebra I or higher in middle school	50.5	↓ (1.3)	↓ (2)
Virginia on-time graduation rate	89.9	↑ (0.8)	↑ (1.9)
High school dropout rate	5.4	↑ (-0.5)	↑ (-1.1)
Federal graduation indicator (students earning Advanced Studies or Standard Diplomas in at least four years)	85.3	↑ (0.8)	↑ (2.3)
9th grade cohort graduates earning advanced studies diploma	50.6	↑ (0.9)	↑ (2)
Percent of students scoring advanced proficient on statewide assessments			
English (Reading and Writing)	17	↓ (0.8)	↓ (18.1)
Mathematics	15.9	↑ (2.7)	↑ (4.8)
History and Social Science	29.1	↓ (0.1)	↔
Science	14.7	↓ (0.5)	↓ (14.5)
Number of at-risk four-year-olds served by Virginia Preschool Initiative	18,021	↑ (708)	↑ (1,403)
Number of National Board Certified educators Percentage of National Board Certified educators	2,156 2.23%	↑ (188) ↑ (0.18%)	↑ (266) ↑ (0.27%)
Number of CTE students who earned one or more Board-approved credential(s)	86,257	↑ (30,010)	↑ (44,039)
Percent of schools rated fully accredited	68	↓ (9)[4]	↓ (25)
Number of innovative options reviewed by the Board			
Charter School Applications	1	↓ (1)	↓ (2)
College Lab School Applications	0	↓ (1)	↔
Governor's STEM or Health Sciences Academies	1	↓ (14)	↓ (4)
Percent of schools that maintain a passing rate on Virginia assessment tests of 95% or above in each of the four core academic areas	0.9	↑ (0.6)	↑ (0.3)
Number of schools earning recognition under Virginia Index of Performance	212	↑ (61)	↓ (235)[5]
Number of schools accredited with warning, denied accreditation, or conditional accreditation (not new) for 3 or more years	84	↓ (58)	↓ (76)
Percent of schools meeting or exceeding federal accountability measures Percent of divisions meeting or exceeding federal accountability measures	49[6] 11	↑ (10) ↓ (3)	NA[7]

Performance Improving ↑ Performance Declining ↓ Performance Maintained ↔

[1] 2012-2013 was the first year of new SOL assessments based on more rigorous reading and science standards.
[2] 2011-2012 was the first year of new SOL assessments based on more rigorous mathematics standards.
[3] Percentage of all students passing Grade 3 Reading SOL.
[4] Three-year averaging of performance in each subject area in the calculation of ratings provides less mitigation with each subsequent accreditation cycle as school ratings increasingly reflect achievement on the new tests in mathematics, reading, and science.
[5] Criteria were revised in 2012 to promote an increasing focus on college and career readiness and STEM.
[6] The "no backsliding" provision, incorporated into federal accountability ratings in 2012-2013 to require continuous progress by higher-achieving schools and divisions, was designated as an incentive for 2013-2014 and beyond, instead of a requirement to meet AMOs.
[7] The Annual Measurable Objectives (AMOs) and related accountability requirements were established by the Board as part of the Commonwealth's No Child Left Behind flexibility waiver in 2012.

I. Board of Education's Goals

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

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

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

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

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

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

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

Goal 2: Rigorous Standards to Promote College and Career Readiness
The Board of Education will continue to raise the bar on academic performance standards to ensure global competitiveness. Our schools will lead the nation in rigor and quality, and our students will excel in postsecondary education and/or in the global workplace. Building on the success of the Standards of Learning (SOL) program, more rigorous and relevant expectations

will continue to be implemented that meet or exceed national and international benchmarks for college and career readiness. Particular emphasis will be placed on supporting the attainment of literacy and mathematics skills for all students, pre-K through grade 12.

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

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

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

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

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

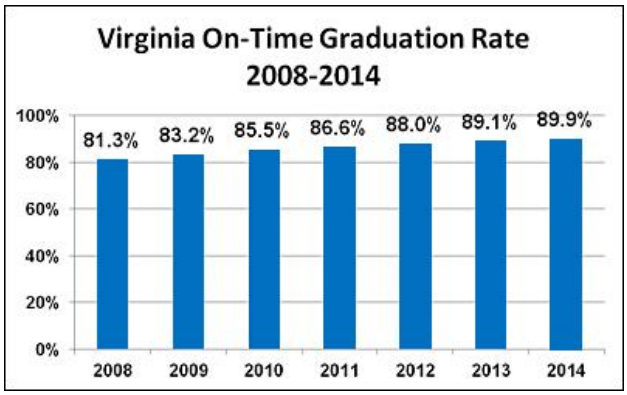
II. Condition of Public Education in the Commonwealth

Leader in Quality Education

Virginia continues to be a leader in quality public education. Below are highlights of some key indicators of achievement by Virginia public school students in 2013-2014:

Graduation Rate at All-Time High

Nearly nine out of ten students who entered the ninth grade in the fall of 2010 earned a diploma within four years and more than 50 percent graduated with an Advanced Studies Diploma. On-time graduation has increased by 8.6 points since 2008, the first year VDOE reported graduation rates based on longitudinal student data fully accounting for student mobility, retention and other factors. During this same period, the state dropout rate fell to 5.4 percent, compared with 8.7 percent in 2008.



Students Make New Gains on Mathematics SOL, yet Statewide Performance in Reading, Writing and Science Remains Relatively Flat

Student achievement improved during 2013-2014 on challenging mathematics SOL tests first introduced three years ago. Statewide, 74 percent of students passed the mathematics assessment for their grade level or course, compared with 71 percent during 2012-2013. Students also posted gains on eight of the nine individual grade-level and end-of-course mathematics SOL tests, with the biggest increases in grades 4, 5, 7, 8, Algebra I and Algebra II.

While hundreds of schools saw incremental gains in reading, writing, and science, statewide performance in these areas was relatively flat compared with achievement in 2012-2013. The 2013-2014 school year was the second in which students took tests reflecting the rigor of revised reading, writing and science standards adopted by the Board of Education in 2010. Reading, writing and science SOL tests also include questions and problems that require students to think critically and apply their content knowledge and comprehension skills.

In reading, 74 percent of students passed the SOL test for their grade level, and 75 percent passed in writing. Students in 48 school divisions improved their overall performance in reading, and in 20 divisions, overall reading achievement remained the same. Students in 43 divisions improved their overall performance in writing, and in 13 divisions, writing achievement was unchanged.

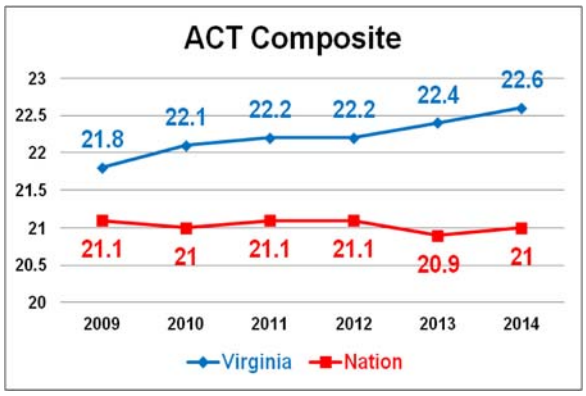
Students in 41 school divisions achieved overall increases in science and the performance of students in 14 divisions was unchanged. Statewide, 80 percent of students passed their grade-level or end-of-course tests (Biology, Chemistry and Earth Science), compared with 81 percent in 2012-2013.

Students in 39 school divisions achieved overall increases in history and social science, and the performance of students in 20 divisions was unchanged. The percentage of students statewide passing grade-level or end-of-course tests in history/social science during 2013-2014 was 84 percent, a one-point decline from the previous year.

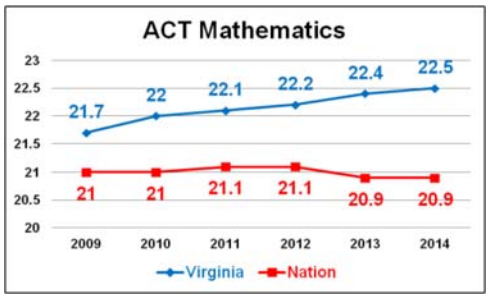
Virginia Students Outperform Nation on ACT

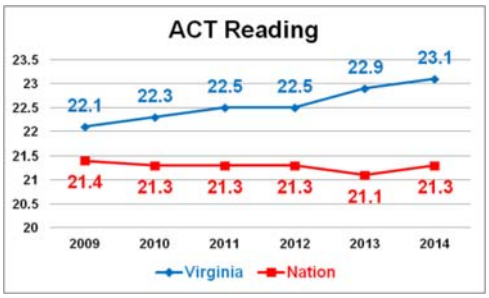
Virginia students outperformed their peers nationwide by significant margins on the ACT this year as the number of the commonwealth's high school seniors taking the college-admissions examination continued to grow.

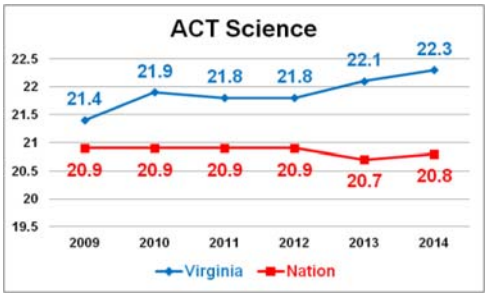
The commonwealth's public school students achieved a composite score of 22.6, compared with 21.0 for graduates nationwide, and public school students accounted for 24 of the 26 Virginia graduates who achieved perfect scores on the test. ACT results are reported on a scale of 1 to 36, with 36 being the highest possible score.



Virginia public school 2014 graduates achieved statistically significant gains on the mathematics, reading and science portions of the test compared with the average scores of graduates in 2013. The average for Virginia public school graduates was unchanged on the English usage and grammar section of the ACT.







The percentage of Virginia public school students meeting ACT college-readiness benchmarks was 10 or more points higher than the percentages nationwide. The benchmarks identify students whose scores indicate that they are prepared for first-year college English composition, reading, algebra and biology. ACT's adjustments this year to the benchmark scores in reading and science impacted the college-ready percentages in those subjects.

Virginia Students Increase Gains on SAT

Virginia 2014 public school graduates achieved significant gains and outperformed their peers nationwide on the SAT, according to results released by the College Board. Average scores for Virginia public school graduates rose three points in critical reading, one point in mathematics and declined by one point in writing.

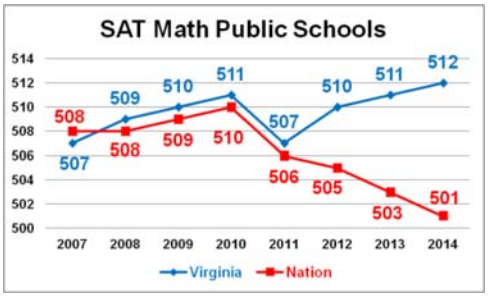
The commonwealth's public school graduates outscored their nationwide peers on all three subsections of the college-admissions test:

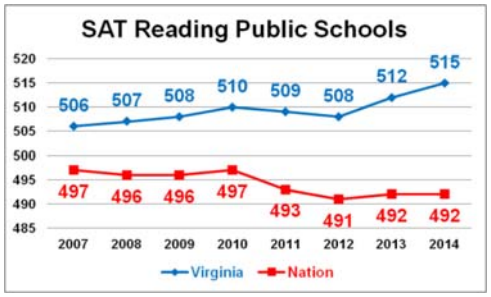
- Virginia's public school mean score in reading of 515 was 23 points higher.
- Virginia's public school mean score in mathematics of 512 was 11 points higher.
- Virginia's public school mean score in writing of 493 was 15 points higher.

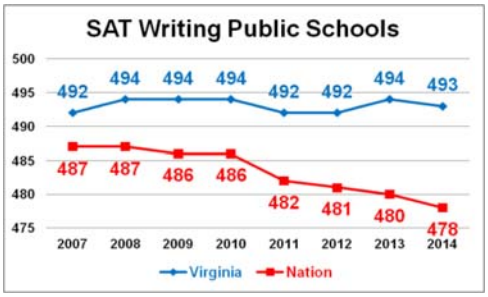
The average reading score of Virginia public graduates was the second highest among the 25 states (including the District of Columbia) in which 50 percent or more public school graduates took the SAT and the sixth highest in both mathematics and writing. According to the College Board, 69 percent of Virginia public school graduates took the SAT in 2014.

Forty-five percent of Virginia's 2013 public school SAT takers achieved the College Board's benchmark for college readiness. The benchmark score of 1550 (critical reading, mathematics

and writing sections combined) indicates a 65-percent likelihood of achieving a B-minus grade-point average or higher during the first year of college. Nationwide, 42.6 percent of SAT takers met the readiness standard.







Virginia Earns Top Special Education Rating from U.S. Department of Education

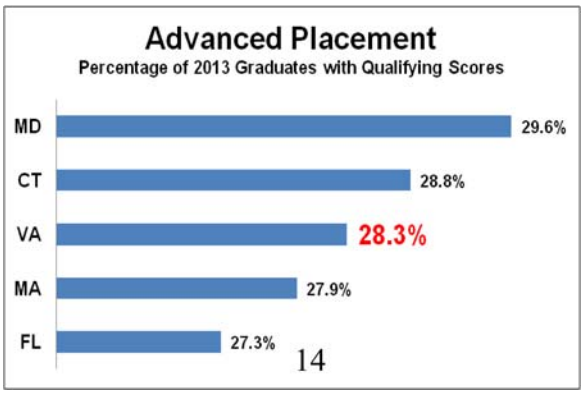
Virginia is one of only 18 states and territories earning a "meets requirements" designation under the US Department of Education's (USED) new results-driven accountability model for rating state compliance with the federal Individuals with Disabilities Education Act (IDEA).

The new results-driven accountability model includes the participation of students with disabilities in state assessment programs and state progress in narrowing achievement gaps in reading and mathematics between students with disabilities and non-disabled students.

Virginia Rises to Third in Nation on Advanced Placement Tests

Virginia again boasted the nation's third-highest percentage of public high school seniors qualifying for college credit on Advanced Placement (AP) examinations.

According to the College Board, 28.3 percent of Virginia's 2013 graduating seniors earned a grade of three or higher on at least one AP examination, compared with 27.2 percent in 2012 and 16.5 percent in 2003. Only two states – Maryland at 29.6 percent and Connecticut at 28.8 percent – had higher percentages of seniors earning qualifying scores.

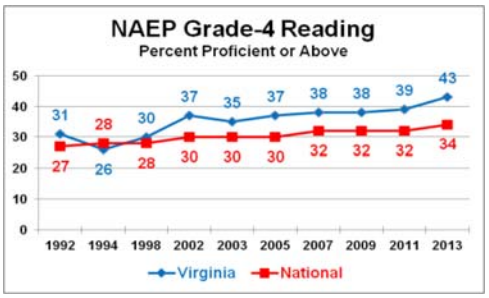


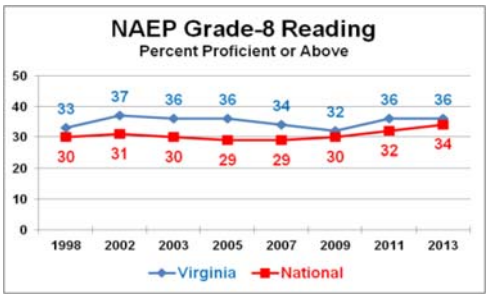
Virginia Students Outperform Peers in Reading and Math

Results from the 2013 National Assessment of Educational Progress (NAEP) show that the reading skills of Virginia fourth-grade students have improved significantly over the last four years. Virginia is one of the nation's 12 highest-performing states in fourth-grade reading.

Forty-three percent of the commonwealth's grade-4 students met or exceeded the NAEP proficiency standard and 12 percent performed at the advanced level. Nationwide, 34 percent of fourth-grade students demonstrated reading skills at or above the proficient level and eight percent achieved advanced scores.

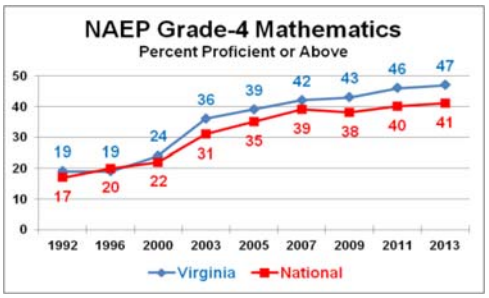
Thirty-six percent of Virginia eighth-grade students achieved at or above the proficient level in reading on the 2013 NAEP, the same percentage as in 2011. Four percent achieved advanced reading scores, also the same percentage as in 2011. Nationally, 34 percent of eighth graders achieved proficient or advanced scores and 4 percent earned advanced scores.

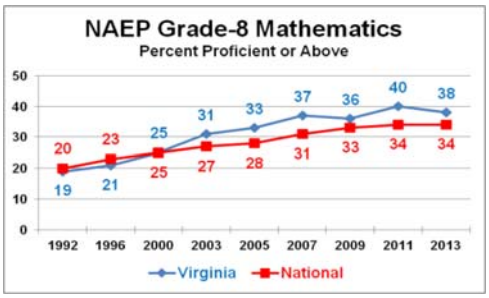




In mathematics, 47 percent of Virginia fourth graders achieved scores at or above the proficient level, compared with 46 percent in 2011. Nine percent scored at the advanced level, the same percentage as in 2011. Nationwide, 41 percent of fourth-graders demonstrated achievement at or above the proficient level and eight percent achieved advanced scores.

Thirty-eight percent of Virginia eighth graders achieved proficient or advanced mathematics scores in 2013, compared with 40 percent in 2011. NCES does not regard this two-point decline as statistically noteworthy. Ten percent of the commonwealth's eighth graders earned advanced mathematics scores in 2013, compared with 11 percent in 2011. Nationally, 34 percent of eighth graders earned proficient or advanced scores; eight percent achieved at the advanced level.



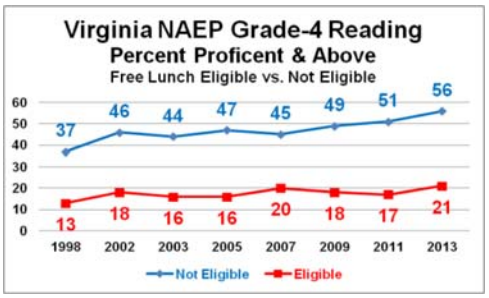


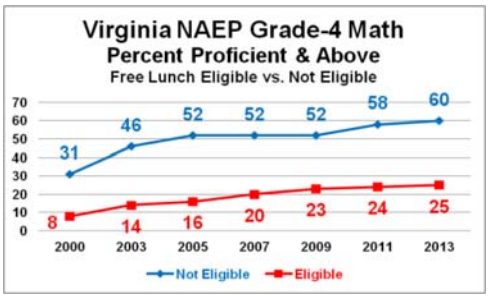
Eighth graders in only five states – Massachusetts, New Hampshire, New Jersey, Minnesota and Vermont – achieved higher average math scores than Virginia students, compared with seven states in 2011. NCES describes the increase in grade-8 mathematics achievement in Virginia since 2005 – when 33 percent earned proficient or advanced scores – as significant.

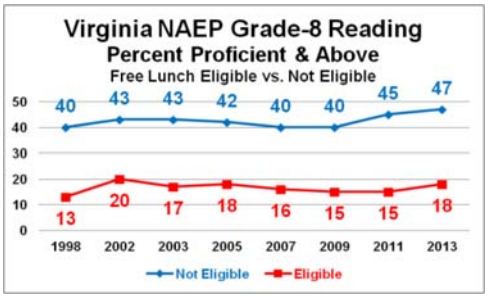
Persistent Achievement Gaps Among Groups of Students

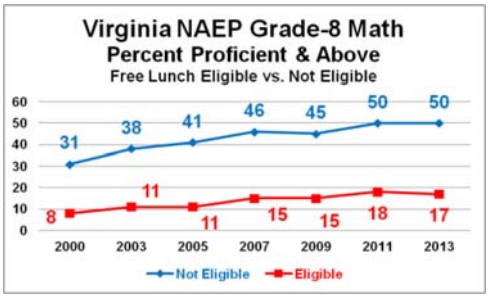
Family income, race, disabilities, language proficiency, and other demographic factors remain too strong an indicator of passing rates on tests, high school graduation rates, and other measures of academic success.

While as a whole Virginia students outperform their peers on the NAEP reading and mathematics assessments, when we examine the scores of economically disadvantaged youth, we see significant persistent gaps in achievement in both reading and math across grade levels. These gaps have regularly widened until, today, the gap between economically disadvantaged youth and their wealthier peers is as much as 35 percentage points.



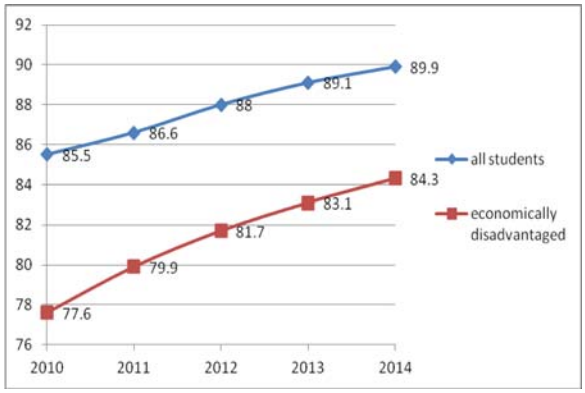




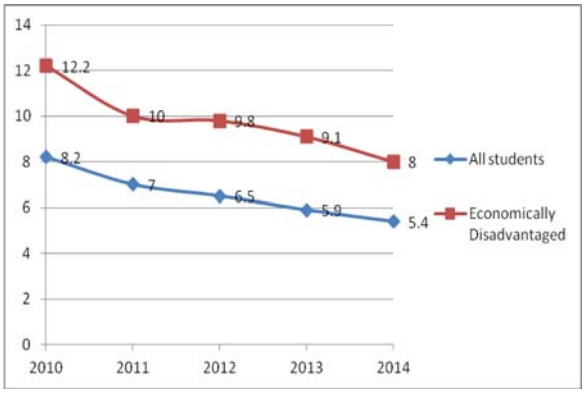


Performance on national assessments is just one indicator of student achievement, yet we see similar persistent gaps when we examine graduation rates for student subgroups.

Virginia On-Time Graduation Rate



Virginia Drop-Out Rate



Chronically Underperforming Schools

A small but significant number of schools remain chronically low-performing by state and federal standards.

As noted previously, the past two years have witnessed significant declines in school accreditation due to more rigorous curriculum standards and challenging new SOL assessments that test students' problem-solving and critical-thinking skills as well as their content knowledge. The benchmark pass rates required for full accreditation have also increased, and high schools must meet goals for improving graduation rates.

The following table describes the accreditation benchmarks to which schools are measured:

Accreditation Benchmarks

School Type	English	Mathematics	Science	History	Graduation & Completion Index (GCI)
Elementary	75	70	70	70	NA
Middle	75	70	70	70	NA
High	75	70	70	70	85 points

Accredited with Warning

A school receives this rating if pass rates are below the achievement levels required for full accreditation. Schools that are accredited with warning undergo academic reviews and are required to adopt and implement school improvement plans. Schools that are accredited with Warning in English and/or mathematics also are required to adopt instructional programs proven by research to be effective in raising achievement in these subjects. A school may hold this rating for no more than three consecutive years. In addition, high schools earning a GCI less than the provisional benchmark for the year are rated as accredited with warning.

For 2014-2015, the number of schools accredited with warning rose to 541, an increase from last year's total of 393.

Accreditation Denied

A school is denied accreditation if it fails to meet the requirements to be rated fully accredited for four consecutive years. Any school denied accreditation must provide parents and other interested parties the following:

- Written notice of the school's accreditation rating within 30 calendar days of the announcement of the rating by the Virginia Department of Education (VDOE);
- A copy of the school division's proposed corrective action plan describing the steps to be taken to raise achievement to state standards, including a timeline for implementation; and
- An opportunity to comment on the division's proposed corrective action plan prior to its adoption and the signing of a memorandum of understanding between the local school board and the Board of Education.

The local school board – within 45 days of receiving notice of the status – must submit to the Board of Education a proposed corrective action plan. The Board of Education will consider the

proposal and develop a memorandum of understanding with the local school board, which must be implemented by November 1.

Also, the local school board must submit status reports detailing the implementation of actions prescribed in the memorandum of understanding; and the principal, division superintendent and local school board chairman may be required to appear before the Board of Education to present status reports.

Thirteen schools in seven divisions are denied state accreditation for 2014-2015 because of persistently low student achievement:

- Alexandria – Jefferson-Houston Elementary for a third consecutive year
- Henrico County – L. Douglas Wilder Middle, which had been Accredited with Warning for three consecutive years
- Newport News – Newsome Park Elementary School and Sedgefield Elementary School are both in accreditation denied status for the first time in 2014-2015
- Norfolk – Campostella Elementary, which had been Accredited with Warning for three consecutive years; William H. Ruffner Middle for a third consecutive year; Lake Taylor Middle, which had been Accredited with Warning for three consecutive years; Lindenwood Elementary for a second consecutive year; and Booker T. Washington High School, which is in accreditation denied status for the first time in 2014-2015
- Northampton County – Kiptopeke Elementary, which had Conditional Accreditation for the last three years
- Petersburg – Peabody Middle for a ninth consecutive year and A.P. Hill Elementary for a second consecutive year
- Richmond – Fred D. Thompson Middle, which had been Accredited with Warning for three consecutive years

III. Critical Needs of Public Schools in Virginia

As evidenced by the figures reported in the previous section, there are several critical needs facing our public schools in Virginia. The overarching issues that need to be addressed are:

Persistent achievement gaps among groups of students

Family income, race, disabilities, language proficiency, and other demographic factors remain too strong as indicators of passing rates on tests, high school graduation rates, and other measures of academic success.

The Board of Education remains committed to efforts to close achievement gaps between groups of students, but also recognizes the many external factors impacting a student's learning. Furthermore, these external factors are growing in their impact as the demographics of Virginia continue to change.

In the last five years, the number of economically disadvantaged students has grown until today 41 percent (more than a half million) of Virginia's public school students meet the definition of economically disadvantaged. In that same period, the number of English Language Learners in Virginia has grown to 95,000 – an increase of 15 percent. And while the number of students identified in need of special education services has declined 3.5 percent in the last five years, the number of students most expensive to serve (autism and other health impaired) has skyrocketed by 23 percent to 46,865 students.

The Board will continue partnering with local school divisions and community organizations to identify effective means to help all children achieve. The Department of Education also continues to provide technical assistance to divisions in examining assessment, attendance, and teacher and principal evaluation data to design appropriate reforms and interventions for addressing achievement gaps.

Chronically underperforming schools

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

It is not surprising that the majority of schools denied state accreditation for 2014-2015 have more than 80 percent of their students identified as economically disadvantaged, and many of the students within those schools also have other characteristics described above. Additionally, many schools have suffered from high teacher and leadership turnover, preventing a consistent application of corrective measures.

The Department of Education continues to provide technical assistance to divisions with schools Accredited with Warning, Provisionally Accredited (graduation rate), Conditionally Accredited, and Accreditation Denied, but the number of schools needing assistance has grown significantly in the past couple years as standards have become more challenging. Schools undergo an academic review process, designed to help schools identify and analyze instructional and organizational factors affecting student achievement.

More immediately, the Department and the Board have commenced an initiative requiring that new requests for Conditional Accreditation (instead of Accreditation Denied) be granted contingent upon school division superintendents entering into an agreement with the state Superintendent of Public Instruction, detailing essential actions that must occur within affected schools. This is expected to provide additional, earlier and directed focus and assistance to schools in need of further guidance. It is safe to say, however, that Board members continue to perceive a lack of statutory authority to require the most effective actions by local school systems. That remains the purview, under the *Code of Virginia*, of the local school board.

While demographic factors may contribute to a school's poor performance, it should not be a final determinant. Additional actions being considered by the Department include developing systems to partner schools with similar demographics to share best practices, and sustained on-site support for division leadership.

Professionalism of the teaching profession

Attracting the best and the brightest individuals into the teaching profession, supporting their continued professional development, boosting morale, and retaining those who excel continues to be a challenge for some school divisions. The Board of Education recognizes the critical importance teachers play in student achievement.

Approximately one-third of Virginia's public school teachers are over the age of 50 – prime candidates for retirement. Yet, Virginia schools of education produce only about 3,800 new teachers a year (including the Career Switchers Program). Although employers increasingly want to see graduates with important "employability skills," two of the top five critical teacher needs shortages are in related technical skills based fields: Career and Technical Education and Mathematics. Other critical shortages exist in Special Education, Elementary Education, English, and Social Studies.

Anecdotally, the Board often hears from school divisions that it is difficult to recruit and hire the best individuals because of limited fiscal resources and if they are successful, high turnover results in inconsistent instruction. Poorer school divisions complain of becoming a "training ground" for wealthier school divisions, with the result that teachers in those school divisions have less experience. This issue is exacerbated by the fact that *starting* teacher salaries between school divisions can range from $30,407 to $56,983, leading to increased competitiveness between school divisions, with some divisions forced to simply cede the playing field. Limited resources and increasing demands on teachers' time have also restricted critical professional development at the local level.

National education policymakers frequently note the benefits when teacher candidates enter schools of education with higher GPAs and when existing educators have a clear career ladder to climb. Establishing these in Virginia, however, is hindered not only by the variability of teacher salaries within the state but also by the state's competitive position in salaries compared to other states.

A General Assembly mandated *Feasibility Study on the Implementation of a Teacher Career Ladder in the Commonwealth of Virginia* notes that Virginia teacher salaries currently rank 36th among the 50 states and the District of Columbia. Using current unadjusted dollars, the Commonwealth ranks 38th in the percentage change in average teacher salaries from 2002-2003

to 2012-2013. Using inflation-adjusted dollars, Virginia teachers saw a five percent drop in their salaries' purchasing power over that time period.

The report noted that creating career ladders has worked in other states when it has benefited from a sustainable and uniform funding mechanism. The same observation is true for increasing admissions and licensure requirements in a highly mobile age. Without competitive and sustainable salary structures, high quality candidates and teachers will simply "follow the money."

Since 2008, K-12 public education staffing has been reduced by 5,000 positions, even as student enrollment has increased 2.5 percent statewide. Frequently, the "first to go" are central office positions focusing on curriculum alignment and assistance to teachers in the classroom – with the result that teachers in poor performing schools have even less access to the resources needed to improve performance. Many of the school divisions seeking conditional accreditation acknowledge that they have not yet aligned the curriculum to the new, more rigorous content standards.

What is next for Virginia's accountability system?

2014 included major changes to the state's accountability system. These included the elimination of five SOL assessments with a move to local alternative assessments, and the formation of the SOL Innovation Committee charged with making recommendations to the Board of Education and the General Assembly on ways to further reform SOL assessments, student growth measures, and to encourage innovative teaching in the classroom.

The Board of Education developed *Guidelines for Local Alternative Assessments for 2014-2015* in consultation with educators, administrators, parents, and content-specific stakeholders. Pursuant to the 2014 Acts of Assembly, each school board shall annually certify that it has provided instruction and administered an alternative assessment, consistent with the Board's guidelines, to students in grades three through eight in each subject area in which SOL assessments were eliminated by the legislation. While the legislation did not mandate the type of local assessment that should be administered, the guidelines encourage the use of assessments that may be used by teachers to improve their instruction.

The capacity of teachers to design and implement these types of assessments is likely to vary widely across the Commonwealth. The Board has asked school divisions to evaluate the capacity and experience of their teachers in implementing such assessments, and encourages professional development so that teachers can collaborate within grades and across grades in implementing the assessments and in using their results in determining instructional needs.

The Board notes that professional development should also facilitate collaboration among teachers within a school, across schools within a division, across divisions, and across the state wherever possible. In response, the Department seeks to create professional learning communities and it will seek to develop a technology platform to facilitate collaboration.

While the Board and school divisions recognize the importance of professional development in this area, school divisions are struggling with how to fund the training. While five SOL tests were eliminated, school divisions are now required to develop and administer local assessments. The state's assessment budget was decreased by 2.9 million dollars each year, limiting the state's

ability to assist localities in the development of alternative assessments.

The Board is encouraging school divisions to maintain records of the costs associated with: (1) the development and implementation of the local alternative assessments; and (2) the professional development provided to educators to assist them in implementing this requirement. Information regarding costs will be collected by the Department of Education staff and shared with the Virginia Board of Education and the General Assembly.

The Board of Education has articulated its intention to explore revising the state accreditation system, devoting its 2014 Retreat to a review of the Standards of Accreditation. While the current system moved schools from a division level input model to a school-based outcomes model, the Board plans to examine including multiple criteria for accreditation. The policy question before the Board is, simply, "What should the next iteration of the accreditation system include?" The Board will be studying whether and how to incorporate growth, acknowledge progress in closing the achievement gaps, create additional gradations of accreditation, provide multiple-year accreditation designs, and increase flexibility for high-performing schools, as well as other appropriate factors.

The Board is also committed to redesigning our existing report card so that it is a better tool for communicating school and student performance in light of the varied educational and informational needs of our students, parents, educators, and communities. Things that we may consider include: (1) color coding the data so a quick look may highlight areas of concern, accomplishment and excellence; (2) creating a dashboard (visual representation of critical measures) to give a quick look but include the detail for those who would like to explore the detail of the data; (3) determining what is required and what is not; and (4) exploring both the priority and placement of the many data points. The Board believes the revised report card would be a clearer communication tool than the A-F grading system, which is scheduled to be implemented in 2016.

As the Board worked to meet the requirements of the A-F legislation, it struggled to develop a metric that would accurately capture a variety of factors that help to describe how our schools are meeting the varied educational needs of our students. Just as a single grade does not reflect a student's overall performance, strengths or weaknesses (an "A" History student can be a "D" Chemistry student), utilizing the A-F grading system attempts to over-simplify and assign a single value to what are very complicated factors that our schools work to address each and every day as they strive to meet the educational needs of each individual student.

Limited resources, despite growing needs

Continued investment of resources is integral to improving student performance, especially given the high expectations reflected in increasingly rigorous SOL tests and efforts to close achievement gaps among demographic groups, coupled with fiscal pressures faced by many school divisions.

Every year schools are asked to do more - increasing graduation requirements, more challenging standards and new assessments, ever increasing reporting requirements from the federal and state government, and addressing home and family situations that impede children's learning to name a few – yet are given fewer resources and personnel to meet the growing needs of K-12 education.

The cuts to local K-12 positions have already been described. These reductions have affected state resources as well. At the dawn of the Standards of Learning era, the Virginia Department of Education had more than 600 employees. Today, even with the added compliance responsibilities of the state SOL and federal No Child Left Behind programs, there are 240 employees. A recent study, "State Agencies as Agents of Change," co-published by the American Enterprise Institute and the Center for American Progress, reported VDOE staff to pupil ratio as the third lowest in the nation. As a comparison, Arizona, with 200,000 fewer students, has 481 employees.

As the Commonwealth refocuses on helping under-performing schools and there is a shift in emphasis on locally-administered assessments, professional development for educators is critically necessary. While a certain level of this development can result from professional organizations and learning communities developed to facilitate collaboration, the reality is that many local school divisions are ill-equipped to provide this, even in high-performing school divisions. Further, such learning communities may eventually suffer from the limitations of "time is money." Time spent in sharing high quality professional development with other school divisions is time not spent on students in the home school division bearing the costs. School divisions may perceive this as shifting the responsibility from the state to local school divisions.

Resources are further constrained by the increasing demands of technology. According to the EducationSuperHighway, a national nonprofit, "only 28 percent of Virginia schools are digital-learning ready," and "33 percent of schools are not ready for any online assessments." Anecdotally, the Board often hears from school divisions that their broadband capacity is so low that the only way they can currently administer online Standards of Learning exams is by shutting down all other Internet capacity in the school, from classroom instruction to e-mail.

While many school systems face declining resources, the state's expectations remain high and continue to increase for all students.

IV. Compliance with the Standards of Quality

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

Compliance with the Standards of Quality
For the 2013-2014 school year, under the Standards of Quality that were in effect as of July 1, 2013, 33 school divisions (25%) reported full compliance with the provisions of the Standards of Quality (SOQ.) *Appendix C provides the list of divisions in full compliance with the Standards of Quality.*

Noncompliance with the Standards of Quality
Reports of noncompliance with one or more of the SOQ consisted of 27 school divisions reporting noncompliance with the SOQ other than school accreditation. *Appendix D provides the areas of noncompliance with the Standards of Quality for any reason other than school accreditation.*

The majority of school divisions were noncompliant solely based upon having one or more school(s) rated "Accredited with Warning" or "Accreditation Denied." Sixty-eight percent, or 1,246, of Virginia's 1,827 public schools are rated as "Fully Accredited" for 2014-2015, compared with 77 percent for 2013-2014, and 93 percent for 2012-2013. The number of schools "Accredited with Warning" rose to 545, an increase from last year's total of 393. The drop in accreditation came despite statewide improvements in mathematics performance and hundreds of schools that also saw incremental gains in reading, writing and science. *Appendix E details school divisions' compliance with the Standards of Accreditation, as well as noncompliance due to having one or more school(s) rated "Accredited with Warning" or "Accreditation Denied."*

Reports of Non Compliance with the Standards of Quality	
Standard	**Number of Divisions**
Standard 1-Instructional Programs	4
Standard 2-Instructional, Administrative and Support Personnel	22
Standard 3- Accreditation, Other Standards and Evaluation	2 (*Areas of noncompliance with the Standard for any reason other than school accreditation.*)
Standard 4- Student Achievement and Graduation Requirements	3
Standard 6- Planning and Evaluation	3

V. Recommendations regarding the Standards of Quality

Pursuant to Article VIII, § 2 of the Constitution of Virginia and Section 22.1-18.01 of the Code of Virginia, the Board of Education shall, in even-numbered years, exercise its constitutional authority to determine and prescribe the standards, subject to revision only by the General Assembly, by reviewing the standards and either (i) proposing amendments to the standards or (ii) making a determination that no changes are necessary.

As part of its recommendations in 2012, the Board of Education requested the Joint Legislative Audit and Review Commission (JLARC) to conduct a study of the SOQ to assist in determining the feasibility of:

- Converting the prevailing costs for each major category of the ―support services positions into ratios (for example, based on positions per 1,000 students), and including ratios for some or all of the categories in the appropriation act;
- Establishing alternative staffing approaches to provide school divisions with additional instructional resources to address identified needs, which could include ratios based on positions per 1,000 students for assistant principals, school counselors, and library-media specialists that would reduce funding cliffs;
- Assigning weights for students who may be at-risk or who may have disabilities and require additional support, including services to special education students, services to English language learners, and services to disadvantaged students;
- Updating technology staffing ratios, taking into consideration the increased role of technology in instruction, assessment, and operations since staffing standards were first established in the SOQ;
- Mitigating the perverse incentive of reducing a school division's special education funding when it includes students with disabilities into general education classrooms or uses Response to Intervention (RtI) and/or other instructional supports to meet students' needs without special education services; and
- Updating career and technical education staffing ratios, taking into consideration the implementation of new curricular pathways that require high-tech equipment and specialized instruction.

Senate resolution 328 passed the 2013 General Assembly and directed JLARC to study the efficiency and effectiveness of elementary and secondary school spending in Virginia. The report is to be completed by November 30, 2015.

Upon the completion of the JLARC Report *Efficiency and Effectiveness of Elementary and Secondary School Spending*, the Board will make further recommendations.

VI. Closing Statement by the Virginia Board of Education

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

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

Appendices

A. Overview of the Standards of Learning Program

B. Standards of Quality: Effective July 1, 2014

C. School Divisions Reporting Full Compliance with the Standards of Quality for 2013-2014

D. Divisions Reporting Non-Compliance with Any Provisions of the Standards of Quality for any reason other than school accreditation for 2013-2014

E. School Accreditation Status for 2014-2015:
   Divisions with All Schools Fully Accredited, Divisions without All Schools Fully Accredited, Schools Rated Accredited with Warning, Schools Rated Accreditation Denied: 2014-15 based on Assessments in 2013-2014

F. Charter School Report and Information Regarding Parent and Student Choice

G. A Status Report Regarding Multidivision Online Learning

Appendix A
Overview of the Standards of Learning Program

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

Origins of reform

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

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

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

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

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

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

SOL testing begins

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

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

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

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

Creating a statewide system of support

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

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

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

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

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

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

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

Support for students and schools

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

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

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

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

Continued improvement and innovation

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

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

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

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

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

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

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

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

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

New diploma standards take effect

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

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

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

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

A 10-year trend of higher achievement

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

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

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

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

percentage of eighth graders meeting the standard in mathematics increased to 33 percent (compared with 21 percent in 1996).

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

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

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

New tests challenge middle schools

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

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

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

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

Expanding accountability and recognizing excellence

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

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

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

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

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

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

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

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

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

Billy K. Cannaday Jr., who succeeded DeMary as state superintendent, said the improvements made 2007 a “watershed year” for the 12-year-old SOL program. "Because of the efforts of thousands of teachers and other educators – and the Commonwealth's commitment to the Standards of Learning – students who traditionally have lagged behind are now achieving at higher levels," Cannaday said.

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

College- and career-ready standards

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

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

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

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

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

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

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

In January 2011, Superintendent of Public Instruction Patricia I. Wright, who succeeded Cannaday during the Kaine administration and was reappointed by McDonnell, warned state lawmakers that the transition to more rigorous standards would lead to short-term declines in pass rates on state tests.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

"Over the last five years, the accreditation bar has been raised through the introduction of more rigorous curriculum standards and challenging new assessments that test students' problem-solving and critical-thinking skills as well as their content knowledge," Wright said. "In addition, the benchmark pass rates required for full accreditation have increased, and high schools must meet goals for improving graduation rates."

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

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

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

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

International Comparisons

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

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

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

2013 NAEP

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

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

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

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

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

As his term as president of the Board of Education neared its end in late 2013, Board of Education President Foster reflected on how far Virginia's public schools have come under the SOL program and on the challenges that remain:

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

SOL Reform and Innovation

On February 11, 2014, the College Board reported that Virginia again boasted the nation's third-highest percentage of public high school seniors qualifying for college credit on AP examinations, after ranking fifth in the College Board's 2013 report.

The 2014 AP *Report to the Nation* also cited Virginia's progress in narrowing "equity gaps" for African-American and Latino students. An equity gap describes the difference between a subgroup's participation or achievement in AP testing and the percentage of overall enrollment represented by the subgroup.

On March 31, Governor Terry McAuliffe announced the appointment of Steven R. Staples as Superintendent of Public Instruction. Staples, a former teacher, principal, and division superintendent, had most recently served as Executive Director of the Virginia Association of School Superintendents.

"It's time to review the two decades old accountability system to better align it with the needs of the 21st Century, and we need to encourage our schools to innovate and meet the changing expectations of workplace and society," Staples said in accepting the appointment.

On June 11, Governor McAuliffe signed legislation approved by the 2014 General Assembly (House Bill 930 and Senate Bill 306) that eliminated the following five SOL tests, effective with the 2014-2015 school year:

- Grade-3 History/Social Science
- Grade-3 Science
- Grade-5 Writing
- U.S. History I (typically administered in grade 5 or grade 6)
- U.S. History II (typically administered in grade 6 or grade 7)

House Bill 930 and Senate Bill 306 also established an SOL Innovation Committee, convened by Secretary of Education Anne Holton, to recommend further reforms to the Commonwealth's testing and accountability program.

In addition, the 2014 SOL reform legislation directed school divisions to certify annually that they provided instruction and administered an alternative assessment to students in grades three through eight in each subject area in which a state assessment was discontinued. The Board of Education was tasked with developing guidelines to assist school divisions in the development and implementation of alternative assessments.

The Board of Education's guidelines — adopted on September 18 — left the type of assessments developed or selected to local school boards. The possibilities referenced in the guidance document included traditional tests, performance- and project-based assessments, formative or summative assessments, and integrated tests that cover content from more than one subject area.

“It is our hope that these guidelines will provide flexibility for teachers in grades and subjects where there is no longer a state test, while at the same time reassuring teachers in later grades with an SOL test that future students will come to them prepared,” Board of Education President Christian N. Braunlich said.

Continued Progress Toward Higher Standards

In August, VDOE reported that student achievement improved during 2013-2014 on the mathematics SOL tests first introduced during 2011-2012.

Statewide, 74 percent of students passed the mathematics assessment for their grade level or course, compared with 71 percent during 2012-2013. Students posted gains on eight of the nine individual grade-level and end-of-course mathematics SOL tests, with the biggest increases in grades 4, 5, 7, 8, Algebra I and Algebra II.

Statewide performance in reading, writing and science was relatively flat compared with achievement in 2012-2013. The 2013-2014 school year was the second in which students took tests reflecting the rigor of revised reading, writing and science standards adopted by the Board of Education in 2010.

"The emphasis of the entire SOL program has shifted from minimum statewide expectations for competency to college and career readiness," Board President Braunlich said. "The Board knew that, with 132 school divisions and more than 1,850 schools, meeting these expectations would be a multiyear process as teachers, principals and other educators align curriculum and pedagogy to the higher standards."

The performance of students during 2013-2014 on the discontinued SOL tests did factor into the calculation of state accreditation ratings for the 2014-2015 school year, which were announced on September 24.

Sixty-eight percent, or 1,246, of Virginia's 1,827 public schools were rated as "Fully Accredited" for 2014-2015 compared with 77 percent for 2013-2014, and 93 percent for 2012-2013. The number of schools "Accredited with Warning" rose to 545, an increase from last year's total of 393. The drop in accreditation came despite the statewide improvements in mathematics performance.

"The SOL tests students began taking 16 years ago established a uniform floor across the state. Now the floor is being raised so all students — regardless of where they live, who they are, or their family's income — will have a foundation for success in an increasingly competitive economy," Braunlich said. "These new tests represent higher expectations for our students and schools and meeting them will be a multiyear process."

"Students are not learning less; the state has raised the bar, and the academic reviews VDOE will conduct this year will provide opportunities for school divisions and the department to identify best practices that will help students meet these new standards," State Superintendent Staples said.

Ten schools — an all time high — in six divisions were denied state accreditation for 2014-2015 because of persistently low student achievement:

- Alexandria – Jefferson-Houston Elementary for a third consecutive year
- Henrico County – L. Douglas Wilder Middle, which had been Accredited with Warning for three consecutive years
- Norfolk – Campostella Elementary, which had been Accredited with Warning for three consecutive years; William H. Ruffner Middle for a third consecutive year; Lake Taylor Middle, which had been Accredited with Warning for three consecutive years; and Lindenwood Elementary for a second consecutive year
- Northampton County – Kiptopeke Elementary, which had Conditional Accreditation for the last three years
- Petersburg – Peabody Middle for a ninth consecutive year and A.P. Hill Elementary for a second consecutive year
- Richmond – Fred D. Thompson Middle, which had been "Accredited with Warning" for three consecutive years

2014 ACT and SAT Results

Results for 2014 public school graduates released by the publishers of the nation's two college admissions tests indicated that Virginia students showed continued progress overall toward college and career readiness.

Virginia public school graduates achieved statistically significant gains on the mathematics, reading and science portions of the ACT compared with 2013 graduates. The average for Virginia public school graduates was unchanged on the English usage and grammar section of the ACT.

Virginia graduates also achieved significant gains and outperformed their peers nationwide on the SAT. The average reading score of Virginia public graduates was the second highest among the 25 states (including the District of Columbia) in which 50 percent or more public school graduates took the SAT and the sixth highest in both mathematics and writing.

Forty-five percent of Virginia's public school graduates achieved the SAT benchmark for college readiness. The benchmark score of 1550 (critical reading, mathematics and writing sections combined) indicates a 65-percent likelihood of achieving a B-minus grade-point average or higher during the first year of college. Nationwide, 42.6 percent of SAT takers met the readiness standard.

But the 2014 ACT and SAT results also revealed wide gaps between student subgroups. For example, only 15 percent of Black and 35 percent of Hispanic Virginia public school seniors achieved the SAT college-readiness benchmark, compared with 61 percent of Asian and 55 percent of white graduates.

"We won't begin to see these achievement gaps narrow on the SAT until we have made substantial progress closing them at the elementary and middle school levels," Staples said. "This will require a sustained commitment to providing chronically under-performing schools and divisions with the interventions and resources required to raise student achievement far above present levels."

Computer Adaptive Testing

In 2014-2015, students will take a computer adaptive version of the grade-6 SOL mathematics test. Computer adaptive testing provides a customized assessment experience for each student. How a student responds to a question or problem on a computer adaptive test determines the relative difficulty of the next item. A correct response leads to a more challenging item, while an incorrect response results in the selection of an item at a more engaging level of difficulty for the student.

Computer adaptive testing is a well-established scientifically validated and widely used assessment format. The Algebra Readiness Diagnostic Test, which Virginia students have been taking since 2002, is administered in a computer adaptive format. In addition, computer adaptive testing is used by professional boards, the military and other organizations to accurately measure knowledge and ability.

Scores on computer adaptive SOL tests will be determined by the number of questions a student answers correctly and the relative difficulty of the correctly answered items. While the questions and problems on computer adaptive tests will vary in difficulty from student to student, all students will be required answer the same number of items to complete a test.

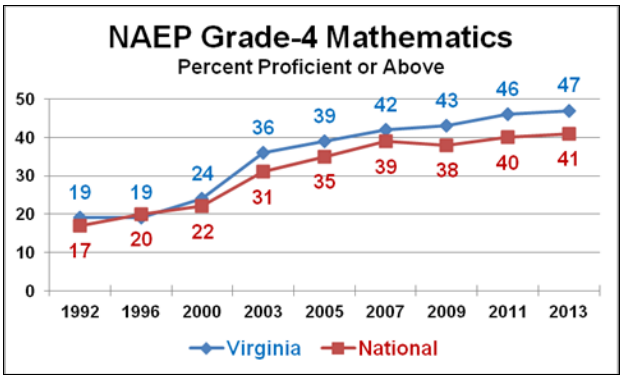
VDOE will expand computer adaptive testing to additional grade levels and subject areas as resources become available.

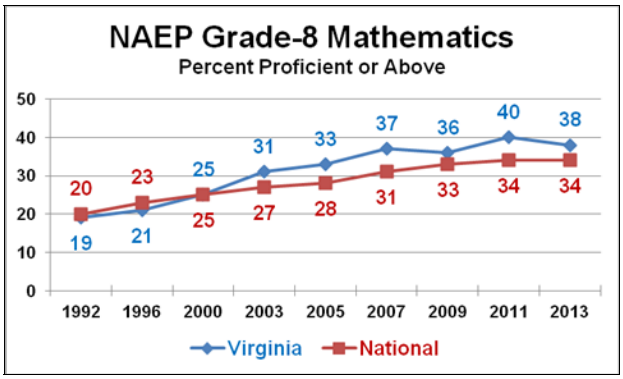
Impact of the Standards of Learning Program
on National Assessment of Educational Progress

Key Dates:

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

Mathematics





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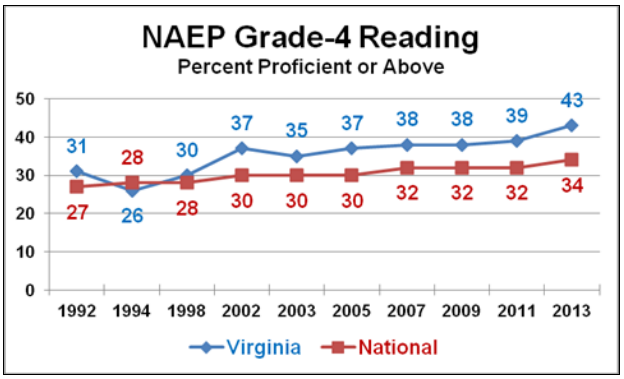
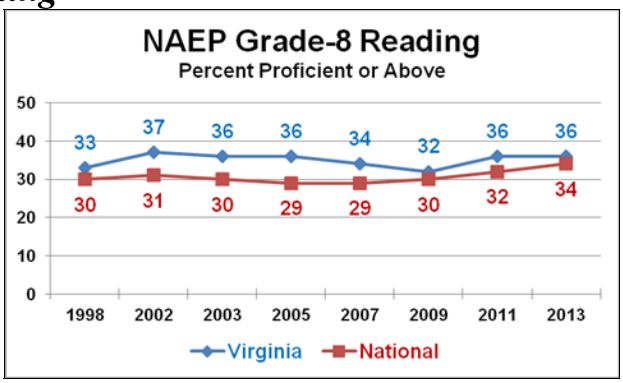
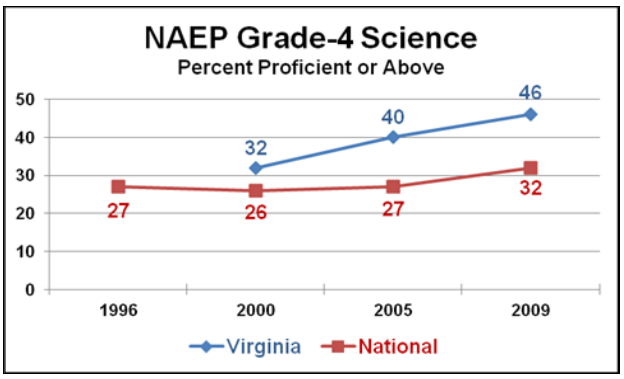
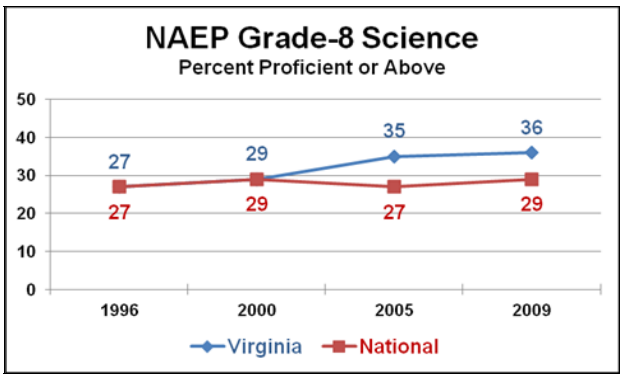




Science





Appendix B
Standards of Quality: Effective July 1, 2014

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

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

The Constitution of Virginia requires the Board of Education to prescribe standards of quality for the public schools of Virginia, subject to revision only by the General Assembly. These standards, found in the *Code of Virginia* §§ 22.1-253.13:1 through 22.1-253.13:10, are known as the Standards of Quality (SOQ) and encompass the requirements that must be met by all Virginia public schools and divisions. Every two years – as required by the Code – the Board of Education reviews the SOQ for necessary revisions.

Standard	Justification	Last Revised
1 - Instructional programs supporting the Standards of Learning and other educational objectives	Provides authorization to the Board of Education to establish the Standards of Learning, and requires local school boards to develop and implement a program of instruction for grades K through 12 that is aligned to the Standards of Learning and meets or exceeds the requirements of the Board of Education.	2014
2 - Instructional, administrative, and support personnel	Establishes the requirement that school boards must provide instructional, administrative, and support personnel necessary for the operation and maintenance of schools.	2013
3 - Accreditation, other standards, assessments, and releases from state regulations	Authorizes the Board of Education to promulgate the standards of accreditation, and requires local school boards to maintain schools that meet the standards of accreditation. The Board is authorized to prescribe Standards of Learning assessments and other assessments.	2014
4 - Student achievement and graduation requirements	Authorizes local school boards to award diplomas to all secondary school students who earn the units of credit prescribed by the Board of Education, pass the prescribed tests, and meet such other requirements prescribed by the school board and approved by the Board of Education.	2014
5 - Quality of classroom instruction and educational leadership	Establishes the expectations for programs of professional development and training, and appropriate performance evaluations	2013

	for effective educational leadership.	
6 - Planning and public involvement	Establishes the requirement for a statewide comprehensive, unified, long-range plan based on data collection, analysis, and evaluation. Each local school board shall also adopt a divisionwide comprehensive, unified, long-range plan based on data collection, an analysis of the data, and how the data will be utilized to improve classroom instruction and student achievement. Each public school shall also prepare a comprehensive, unified, long-range plan.	2007
7 - School board policies	Establishes the requirement that local school boards maintain and follow up-to-date policies and regulations, which are available to employees and to the public.	2013

Following are the current Standards of Quality, effective July 1, 2014:

Chapter 13.2. Standards of Quality

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Any student who fails to achieve a passing score on all of the Standards of Learning assessments for the relevant grade level in grades three through eight or who fails an end-of-course test required for the award of a verified unit of credit shall be required to attend a remediation program or to participate in another form of remediation. Division superintendents shall require such students to take special programs of prevention, intervention, or remediation, which may include attendance in public summer school programs, in accordance with clause (ii) of subsection A of § 22.1-254 and § 22.1-254.01.
Remediation programs shall include, when applicable, a procedure for early identification of students who are at risk of failing the Standards of Learning assessments in grades three through eight or who fail an end-of-course test required for the award of a verified unit of credit. Such programs may also include summer school for all elementary and middle school grades and for all high school academic courses, as defined by regulations promulgated by the Board of Education, or other forms of remediation. Summer school remediation programs or other forms of remediation shall be chosen by the division superintendent to be appropriate to the academic needs of the student. Students who are required to attend such summer school programs or to participate in another form of remediation shall not be charged tuition by the school division.

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

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

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

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

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

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

b. Career exploration opportunities in the middle school grades;

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

d. Annual notice on its website to enrolled high school students and their parents of the availability of the postsecondary education and employment data published by the State Council of Higher Education on its website pursuant to § 23-9.2:3.04.
4. Educational objectives in middle and high school that emphasize economic education and financial literacy pursuant to § 22.1-200.03.

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

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

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

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

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

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

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

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

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

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

instruction to the students who need extra assistance; and extended instructional time in the school day or school year for these students. Funds appropriated for prevention, intervention, and remediation; summer school remediation; at-risk; or early intervention reading may be used to meet the requirements of this subdivision.

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

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

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

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

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

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

1988, cc. 645, 682; 1990, cc. 797, 820, 839; 1991, cc. 295, 304; 1992, cc. 132, 591; 1994, cc. 618, 790; 1996, cc.163, 522; 1997, cc. 466, 828, 829; 1998, cc. 103, 602, 627, 800, 816, 902; 1999, cc. 377, 444, 445, 452, 461, 488,552, 595, 994; 2000,

cc. 504, 547, 653, 662, 677, 684, 710, 750, 867; 2001, c. 483; 2002, c. 837; 2003, cc. 690, 697,714, 861; 2004, cc. 404, 848, 939, 955; 2005, cc. 331, 450; 2007, c. 234; 2008, c. 661; 2009, c. 802; 2012, cc. 794,845; 2013, cc. 123, 157, 498, 530; 2014, c. 472.

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

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

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

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

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

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

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

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

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

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

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

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

To provide reading intervention services required by § 22.1-253.13:1, school divisions may employ reading specialists to provide the required reading intervention services. School divisions using the Early Reading Intervention Initiative funds in this manner shall employ only instructional personnel licensed by the Board of Education.
H. Each local school board shall employ, at a minimum, the following full-time equivalent positions for any school that reports fall membership, according to the type of school and student enrollment:

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

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

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

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

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

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

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

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

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

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

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

N. Students enrolled in a public school on a less than full-time basis shall be counted in ADM in the relevant school division. Students who are either (i) enrolled in a nonpublic school or (ii) receiving home instruction pursuant to § 22.1-254.1, and who are enrolled in public school on a less than full-time basis in any mathematics, science, English, history, social science, career and technical

education, fine arts, foreign language, or health education or physical education course shall be counted in the ADM in the relevant school division on a pro rata basis as provided in the appropriation act. Each such course enrollment by such students shall be counted as 0.25 in the ADM; however, no such nonpublic or home school student shall be counted as more than one-half a student for purposes of such pro rata calculation. Such calculation shall not include enrollments of such students in any other public school courses.

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

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

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

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

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

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

5. Technology professional positions not included in subsection J;

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

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

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

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

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

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

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

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

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

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

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

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

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

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

B. The Superintendent of Public Instruction shall develop and the Board of Education shall approve criteria for determining and recognizing educational performance in the Commonwealth's public school divisions and schools. Such criteria, when approved, shall become an integral part of the accreditation process and shall include student outcome measurements. The Superintendent of Public

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

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

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

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 assessments for various grade levels and classes, including the completion of the alternative assessments implemented by each local school board, in accordance with the Standards of Learning. These assessments shall include end-of-course or end-of-grade tests for English, mathematics, science, and history and social science.

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

Each school board shall annually certify that it has provided instruction and administered an alternative assessment, consistent with Board guidelines, to students in grades three through eight in each Standards of Learning subject area in which a Standards of

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

Local school divisions shall provide targeted mathematics remediation and intervention to students in grades six through eight who show computational deficiencies as demonstrated by their individual performance on any diagnostic test or grade-level Standards of Learning mathematics test that measures non-calculator computational skills.

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

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

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

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

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

Records and other information furnished to or prepared by the Board during the conduct of a review or investigation may be withheld pursuant to subdivision 11 of § 2.2-3705.3. However, this section shall not prohibit the disclosure of records to (i) a local school board or division superintendent for the purpose of permitting such board or superintendent to consider or to take personnel action with regard to an employee or (ii) any requester, after the conclusion of a review or investigation, in a form that (a) does not reveal the identity of any person making a complaint or supplying information to the Board on a confidential basis and (b) does not compromise the security of any test mandated by the Board. Any local school board or division superintendent receiving such records or other information shall, upon taking personnel action against a relevant employee, place copies of such records or information relating to the specific employee in such person's personnel file.
Notwithstanding any other provision of state law, no test or examination authorized by this section, including the Standards of Learning assessments, shall be released or required to be released as minimum competency tests, if, in the judgment of the Board, such release would breach the security of such test or examination or deplete the bank of questions necessary to construct future secure tests.

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

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

The Board of Education shall not require administration of the Stanford Achievement Test Series, Ninth Edition (Stanford Nine) assessment, except as may be selected to facilitate compliance with the requirements for home instruction pursuant to § 22.1-254.1. The Board shall include requirements for the reporting of the Standards of Learning assessment scores and averages for each year as part of the Board's requirements relating to the School Performance Report Card. Such scores shall be disaggregated for each school

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

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

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

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

1988, cc. 645, 682; 1990, cc. 820, 839; 1992, c. 591; 1998, cc. 456, 567, 602, 627, 843, 902; 1999, cc. 670, 731,1015; 2000, cc. 504, 735, 742, 750, 752, 867, 1061; 2001, cc. 651, 731; 2002, cc. 101, 167, 656, 732; 2003, cc. 691,1004; 2004, cc. 472, 939, 955, 965; 2005, cc. 331, 450, 753, 834; 2006, cc. 25, 38, 95, 117, 131; 2007, c. 234; 2009, c. 825; 2010, c. 76; 2011, cc. 248, 666; 2012, c. 183; 2013, cc. 539, 571, 584, 728; 2014, cc. 84, 585, 622.

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

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

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

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

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

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

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

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

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

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

2. Establish the requirements for a standard and an advanced studies high school diploma, which shall each include at least one credit in fine or performing arts or career and technical education and one credit in United States and Virginia history. The requirements for

a standard high school diploma shall, however, include at least two sequential electives chosen from a concentration of courses selected from a variety of options that may be planned to ensure the completion of a focused sequence of elective courses. Such focused sequence of elective courses shall provide a foundation for further education or training or preparation for employment. The advanced studies diploma shall be the recommended diploma for students pursuing baccalaureate study. Both the standard and the advanced studies diploma shall prepare students for post-secondary education and the career readiness required by the Commonwealth's economy.

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

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

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

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

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

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

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

School boards shall report annually to the Board of Education the number of Board-approved industry certifications obtained, state licensure examinations passed, national occupational competency assessments passed, Virginia workplace readiness skills assessments

passed, and the number of career and technical education completers who graduated. These numbers shall be reported as separate categories on the School Performance Report Card.

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

In addition, the Board may:

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

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

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

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

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 a high school equivalency examination approved by the Board of Education; (ii) successfully completed an education and training program designated by the Board of Education; (iii) earned a Board of Education-approved career and technical education credential such as the successful completion of an industry certification, a state licensure examination, a national occupational competency assessment, or the Virginia workplace readiness skills assessment; and (iv) satisfied other requirements as may be established by the Board for the award of such diploma.

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

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

1988, cc. 645, 682; 1990, cc. 820, 839; 1993, c. 661; 1994, cc. 618, 790; 1997, cc. 828, 835; 1998, cc. 72, 602, 627; 2001, cc. 483, 500; 2003, c. 688; 2004, cc. 509, 939, 955; 2005, c. 345; 2006, c. 584; 2007, cc. 34, 56, 234, 351,859, 919; 2008, c. 351; 2009, c. 490; 2010, cc. 80, 89, 162, 163, 313; 2011, c. 209; 2012, cc. 454, 642; 2013, cc.498, 530; 2014, cc. 84, 590.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The divisionwide comprehensive plan shall include, but shall not be limited to, (i) the objectives of the school division, including strategies for first improving student achievement, particularly the achievement of educationally at-risk students, then maintaining high levels of student achievement; (ii) an assessment of the extent to which these objectives are being achieved; (iii) a forecast of enrollment changes; (iv) a plan for projecting and managing enrollment changes including consideration of the consolidation of schools to provide for a more comprehensive and effective delivery of instructional services to students and economies in school operations; (v) an evaluation of the appropriateness of establishing regional programs and services in cooperation with neighboring

school divisions; (vi) a plan for implementing such regional programs and services when appropriate; (vii) a technology plan designed to integrate educational technology into the instructional programs of the school division, including the school division's career and technical education programs, consistent with, or as a part of, the comprehensive technology plan for Virginia adopted by the Board of Education; (viii) an assessment of the needs of the school division and evidence of community participation, including parental participation, in the development of the plan; (ix) any corrective action plan required pursuant to § 22.1-253.13:3; and (x) a plan for parent and family involvement to include building successful school and parent partnerships that shall be developed with staff and community involvement, including participation by parents.

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

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

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

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

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

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

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

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

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

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

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

4. School-community communications and community involvement;

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

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

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

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

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

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

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

§ 22.1-253.13:8. Compliance.

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

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

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

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

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

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

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

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

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

1. Public announcements recognizing individual schools and divisions;

2. Tangible rewards;

3. Waivers of certain board regulations;

4. Exemptions from certain reporting requirements; or

5. Other commendations deemed appropriate to recognize high achievement.

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

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

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

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

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

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

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

The Secretary of Education, upon receiving recommendations for appointments from the Virginia Parent Teacher Association, Virginia Education Association, Virginia School Boards Association, Virginia Association of Secondary School Principals, Virginia Association of Elementary School Principals, Virginia Association of School Superintendents, Virginia State Reading Association, Virginia School Counselor Association, and Virginia Association for Supervision and Curriculum Development, shall establish and appoint members from each of the specified groups to the Standards of Learning Innovation Committee (Committee). The Committee shall also include (i) four members of the Virginia House of Delegates, appointed by the Speaker of the House of Delegates; (ii) two members of the Virginia Senate, appointed by the Senate Committee on Rules on the recommendation of the Chair of the Senate Committee on Education and Health; at least one (iii) parent of a currently enrolled public school student, (iv) public elementary school teacher, (v) public secondary school teacher, (vi) public secondary school guidance counselor, (vii) school board member, (viii) public school principal, (ix) division superintendent, (x) curriculum and instruction specialist, (xi) higher education faculty member, (xii) business representative, and such other stakeholders as the Secretary deems appropriate. Members of the Committee should reflect geographic diversity and rural and urban school systems as far as practicable. The Superintendent of Public Instruction, the President of the Board of Education or his designee, and the Secretary of Education or his designee shall serve ex officio. All other members shall be appointed for terms of two years. The Committee, under the direction of the Secretary, shall periodically make recommendations to the Board of Education and the General Assembly on (a) the Standards of Learning assessments, (b) authentic individual student growth measures, (c) alignment between the Standards of Learning and assessments and the School Performance Report Card, and (d) ideas on innovative teaching in the classroom.

2014, cc. 585, 622.

Appendix C
Full Compliance with the Standards of Quality: 2013-2014

School Divisions Compliant in 2013-2014	2013-2014 Was Division Compliant?	2012 -2013 Was Division Compliant?	2011 - 2012 Was Division Compliant?	2010 - 2011 Was Division Complaint?
Charlottesville City	Yes	Yes	Yes	Yes
Craig County	Yes	Yes	No	Yes
Falls Church City	Yes	Yes	Yes	Yes
Franklin County	Yes	Yes	Yes	Yes
Fredericksburg City	Yes	Yes	Yes	Yes
Giles County	Yes	Yes	No	Yes
Hanover County	Yes	Yes	No	No
King George County	Yes	Yes	Yes	Yes
Lexington City	Yes	Yes	Yes	Yes
Mathews County	Yes	Yes	Yes	Yes
Middlesex County	Yes	Yes	Yes	Yes
Nelson County	Yes	Yes	Yes	Yes
New Kent County	Yes	No	No	No
Northumberland County	Yes	Yes	No	Yes
Norton City	Yes	Yes	Yes	No
Orange County	Yes	Yes	No	No
Page County	Yes	No	No	No
Patrick County	Yes	No	Yes	Yes
Poquoson City	Yes	Yes	Yes	Yes
Powhatan County	Yes	Yes	Yes	Yes
Prince George County	Yes	Yes	Yes	No
Radford City	Yes	Yes	Yes	Yes
Richmond County	Yes	Yes	Yes	Yes
Roanoke County	Yes	Yes	Yes	Yes
Rockingham County	Yes	Yes	Yes	Yes
Salem City	Yes	Yes	Yes	No
Shenandoah County	Yes	Yes	Yes	Yes
Stafford County	Yes	Yes	Yes	Yes
Surry County	Yes	Yes	Yes	Yes
Warren County	Yes	Yes	No	Yes
West Point	Yes	Yes	Yes	Yes
Williamsburg-James City County	Yes	Yes	Yes	Yes
Wise County	Yes	Yes	Yes	Yes

Appendix D
Divisions Reporting Non-Compliance with the Standards of Quality for 2013-2014

§ 22.1-253.13:1 - STANDARD 1 : INSTRUCTIONAL PROGRAMS				
Requirement	**Noncompliant School Divisions**	**2012 - 2013 Was Division Compliant?**	**2011 - 2012 Was Division Compliant?**	**2010 - 2011 Was Division Compliant?**
The school division requires students who fail all of the SOL tests at grades three through eight or who fail an end-of-course test required for the award of a verified credit to attend a remediation program or participate in another form of remediation.	Tazewell County	YES	YES	YES
The division superintendent requires such students to take special programs of prevention, intervention, or remediation, which may include attendance in public summer school programs, in accordance with subsection A of § 22.1-254 and § 22.1-254.01 of the Code of Virginia.	Tazewell County	YES	YES	YES
Early identification of gifted students and enrollment of such students in appropriately differentiated instructional programs.	Clarke County	YES	YES	YES
An agreement for postsecondary degree attainment with a community college in the Commonwealth specifying the options for students to complete an associate's degree or a one-year Uniform Certificate of General Studies from a community college concurrent with a high school diploma. Such agreement shall specify the credit available for dual enrollment courses and Advanced Placement courses with qualifying exam scores of three or higher.	Colonial Heights City	NO	YES	YES
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.	Rockbridge County	YES	YES	YES

§ 22.1-253.13:1 - STANDARD 1 : INSTRUCTIONAL PROGRAMS				
Requirement	**Noncompliant School Division**	**2012 - 2013 Was Division Compliant?**	**2011 - 2012 Was Division Compliant?**	**2010 - 2011 Was Division Compliant?**
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.	Colonial Heights City	NO	YES	YES

§ 22.1-253.13:2 - STANDARD 2 : INSTRUCTIONAL, ADMINISTRATIVE AND SUPPORT PERSONNEL				
Requirement	**Noncompliant School Division**	**2012 - 2013 Was Division Compliant?**	**2011 - 2012 Was Division Compliant?**	**2010 - 2011 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.	Covington 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.	Tazewell County	YES	YES	YES
The school board employs licensed instructional personnel qualified in the relevant subject areas.	Bland County	NO	YES	YES
The school board employs licensed instructional personnel qualified in the relevant subject areas.	Floyd County	NO	YES	YES
The school board employs licensed instructional personnel qualified in the relevant subject areas.	Franklin City	YES	YES	YES
The school board employs licensed instructional personnel qualified in the relevant subject areas.	Goochland County	NO	NO	NO
The school board employs licensed instructional personnel qualified in the relevant subject areas.	Greensville County	NO	NO	YES
The school board employs licensed instructional personnel qualified in the relevant subject areas.	Hampton City	YES	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 school board employs licensed instructional personnel qualified in the relevant subject areas.	Pittsylvania County	YES	YES	YES

§ 22.1-253.13:2 - STANDARD 2 : INSTRUCTIONAL, ADMINISTRATIVE AND SUPPORT PERSONNEL				
Requirement	**Noncompliant School Division**	**2012 - 2013 Was Division Compliant?**	**2011 - 2012 Was Division Compliant?**	**2010 - 2011 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	NO	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.	Franklin City	YES	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.	Manassas Park City	YES	YES	YES
The local school board employs 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.	Hampton City	YES	YES	YES
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.	King and Queen County	YES	YES	YES

22.1-253.13:2 - STANDARD 2 : INSTRUCTIONAL, ADMINISTRATIVE AND SUPPORT PERSONNEL				
Requirement	**Noncompliant School Division**	**2012 - 2013 Was Division Compliant?**	**2011 - 2012 Was Division Compliant?**	**2010 - 2011 Was Division Compliant?**
A full time teacher's aide is assigned to any kindergarten class where the average daily membership exceeds twenty-four pupils.	Manassas Park City	YES	YES	YES
Librarians in elementary schools, one part-time to 299 students, one full-time at 300 students; librarians in middle schools, one-half time to 299 students, one full-time at 300 students, two full-time at 1,000 students; librarians in high schools, one half-time to 299 students, one full- time at 300 students, two full-time at 1,000 students. Local school divisions that employ a sufficient number of librarians to meet this staffing requirement may assign librarians to schools within the division according to the area of greatest need, regardless of whether such schools are elementary, middle, or secondary.	Amherst County	YES	YES	YES
Librarians in elementary schools, one part-time to 299 students, one full-time at 300 students; librarians in middle schools, one-half time to 299 students, one full-time at 300 students, two full-time at 1,000 students; librarians in high schools, one half-time to 299 students, one full- time at 300 students, two full-time at 1,000 students. Local school divisions that employ a sufficient number of librarians to meet this staffing requirement may assign librarians to schools within the division according to the area of greatest need, regardless of whether such schools are elementary, middle, or secondary.	Brunswick County	YES	YES	YES
Librarians in elementary schools, one part-time to 299 students, one full-time at 300 students; librarians in middle schools, one-half time to 299 students, one full-time at 300 students, two full-time at 1,000 students; librarians in high schools, one half-time to 299 students, one full- time at 300 students, two full-time at 1,000 students. Local school divisions that employ a sufficient number of librarians to meet this staffing requirement may assign librarians to schools within the division according to the area of greatest need, regardless of whether such schools are elementary, middle, or secondary.	Clarke County	Yes	Yes	

22.1-253.13:2 - STANDARD 2 : INSTRUCTIONAL, ADMINISTRATIVE AND SUPPORT PERSONNEL				
Requirement	**Noncompliant School Division**	**2012 - 2013 Was Division Compliant?**	**2011 - 2012 Was Division Compliant?**	**2010 - 2011 Was Division Compliant?**
Librarians in elementary schools, one part-time to 299 students, one full-time at 300 students; librarians in middle schools, one-half time to 299 students, one full-time at 300 students, two full-time at 1,000 students; librarians in high schools, one half-time to 299 students, one full- time at 300 students, two full-time at 1,000 students. Local school divisions that employ a sufficient number of librarians to meet this staffing requirement may assign librarians to schools within the division according to the area of greatest need, regardless of whether such schools are elementary, middle, or secondary.	Colonial Beach	YES	YES	YES
Librarians in elementary schools, one part-time to 299 students, one full-time at 300 students; librarians in middle schools, one-half time to 299 students, one full-time at 300 students, two full-time at 1,000 students; librarians in high schools, one half-time to 299 students, one full- time at 300 students, two full-time at 1,000 students. Local school divisions that employ a sufficient number of librarians to meet this staffing requirement may assign librarians to schools within the division according to the area of greatest need, regardless of whether such schools are elementary, middle, or secondary.	Prince William County	NO	NO	YES
Librarians in elementary schools, one part-time to 299 students, one full-time at 300 students; librarians in middle schools, one-half time to 299 students, one full-time at 300 students, two full-time at 1,000 students; librarians in high schools, one half-time to 299 students, one full- time at 300 students, two full-time at 1,000 students. Local school divisions that employ a sufficient number of librarians to meet this staffing requirement may assign librarians to schools within the division according to the area of greatest need, regardless of whether such schools are elementary, middle, or secondary.	Winchester City	YES	YES	YES

22.1-253.13:2 - STANDARD 2 : INSTRUCTIONAL, ADMINISTRATIVE AND SUPPORT PERSONNEL				
Requirement	**Noncompliant School Division**	**2012 - 2013 Was Division Compliant?**	**2011 - 2012 Was Division Compliant?**	**2010 - 2011 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: Twenty-four to one in English classes in grades six through twelve.	Buchanan County	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: Twenty-four to one in English classes in grades six through twelve.	Franklin 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: Twenty-four to one in English classes in grades six through twelve.	King William County	YES	YES	YES
Guidance counselors in elementary schools, one hour per day per 100 students, one full-time at 500 students, one hour per day additional time per 100 students or major fraction thereof; guidance counselors in middle schools, one period per 80 students, one full-time at 400 students, one additional period per 80 students or major fraction thereof; guidance counselors in high schools, one period per 70 students, one full-time at 350 students, one additional period per 70 students or major fraction thereof.	Manassas Park City	YES	YES	YES

22.1-253.13:2 - STANDARD 2 : INSTRUCTIONAL, ADMINISTRATIVE AND SUPPORT PERSONNEL				
Requirement	**Noncompliant School Division**	**2012 - 2013 Was Division Compliant?**	**2011 - 2012 Was Division Compliant?**	**2010 - 2011 Was Division Compliant?**
Guidance counselors in elementary schools, one hour per day per 100 students, one full-time at 500 students, one hour per day additional time per 100 students or major fraction thereof; guidance counselors in middle schools, one period per 80 students, one full-time at 400 students, one additional period per 80 students or major fraction thereof; guidance counselors in high schools, one period per 70 students, one full-time at 350 students, one additional period per 70 students or major fraction thereof.	Prince William County	NO	NO	YES
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.	Franklin City	YES	YES	YES

§ 22.1-253.13:3 - STANDARD 3 : ACCREDITATION, OTHER STANDARDS AND EVALUATION (Areas of non-compliance with the Standard for any reason other than school accreditation)				
Requirement	**Noncompliant School Division**	**2012 - 2013 Was Division Compliant?**	**2011 - 2012 Was Division Compliant?**	**2010 - 2011 Was Division Compliant?**
The local school board analyzes and reports annually the results from the Stanford Achievement Test Series, Ninth Edition (Stanford Nine) assessment, if administered, industry certification assessments examinations, and the Standards of Learning Assessments to the public.	Danville City	YES	YES	YES
The local school board analyzes and reports annually the results from the Stanford Achievement Test Series, Ninth Edition (Stanford Nine) assessment, if administered, industry certification assessments examinations, and the Standards of Learning Assessments to the public.	Franklin City	YES	YES	YES

§ 22.1-253.13:4 - STANDARD 4 : STUDENT ACHIEVEMENT AND GRADUATION REQUIREMENTS				
Requirement	**Noncompliant School Division**	**2012 - 2013 Was Division Compliant?**	**2011 - 2012 Was Division Compliant?**	**2010 - 2011 Was Division Compliant?**
The school board notifies 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 of accreditation and (ii) the remaining number and subject area requirements of such units of credit the individual student requires for graduation.	Danville City	YES	YES	YES
The school board awards certificates of program completion to students who complete a prescribed course of study as defined by the school board if they are not eligible to receive a Board of Education-approved diploma.	Nottoway County	YES	YES	YES
The school board awards certificates of program completion to students who complete a prescribed course of study as defined by the school board if they are not eligible to receive a Board of Education-approved diploma.	Prince William County	NO	NO	NO

§ 22.1-253.13:6 - STANDARD 6 : PLANNING AND EVALUATION				
Requirement	**Noncompliant School Division**	**2012 - 2013 Was Division Compliant?**	**2011 - 2012 Was Division Compliant?**	**2010 - 2011 Was Division Compliant?**
The local school board has adopted a division-wide comprehensive, unified, long-range plan based on data collection, an analysis of the data, and how the data will be utilized to improve classroom instruction and student achievement. The plan was developed with staff and community involvement and includes, or is consistent with, all other division-wide plans required by state and federal laws and regulations. The local school board reviews the plan biennially and adopts any necessary revisions.	Clarke County	NO	NO	NO
Each school in the division prepared a comprehensive, unified, long-range plan that was considered by the local school board in developing the division-wide comprehensive plan.	Accomack County	YES	YES	YES
The school division's comprehensive plan includes, but is not limited to: the objectives of the school division including strategies for improving student achievement, particularly the achievement of educationally at-risk students, then maintaining high levels of student achievement; an assessment of the extent to which these objectives are being achieved; a forecast of enrollment changes; 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. 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. The school division's comprehensive plan includes, but is not limited to: an evaluation of the appropriateness of establishing regional programs and services in cooperation with neighboring school divisions and a plan for implementing such regional programs and services when appropriate. Each school in the division prepared a comprehensive, unified, long-range plan that was considered by the local school board in developing the division-wide comprehensive plan. The school division's comprehensive plan includes, but is not limited to: 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; an assessment of the needs of the school division and evidence of community participation, including parental participation, in the development of the plan; any corrective action plan required pursuant to the results of a division-level academic review; a plan for parent and family involvement to include building successful school and parent partnerships that was developed with staff and community involvement, including participation by parents.				
See Above	Clarke County (022)	NO	NO	NO

The school division's comprehensive plan includes, but is not limited to: the objectives of the school division including strategies for improving student achievement, particularly the achievement of educationally at-risk students, then maintaining high levels of student achievement; an assessment of the extent to which these objectives are being achieved; a forecast of enrollment changes; 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. The school division's comprehensive plan includes, but is not limited to: an evaluation of the appropriateness of establishing regional programs and services in cooperation with neighboring school divisions and a plan for implementing such regional programs and services when appropriate. Each school in the division prepared a comprehensive, unified, long-range plan that was considered by the local school board in developing the division-wide comprehensive plan. The school division's comprehensive plan includes, but is not limited to: 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; an assessment of the needs of the school division and evidence of community participation, including parental participation, in the development of the plan; any corrective action plan required pursuant to the results of a division-level academic review; a plan for parent and family involvement to include building successful school and parent partnerships that was developed with staff and community involvement, including participation by parents.				
See Above	Franklin City	YES	YES	YES

Appendix E
School Accreditation Status 2014-2015
Based on Assessments in 2013-2014

2014-2015 Accreditation Ratings		
Accreditation Rating	**Number of Schools**	**Percent of All Schools**
Fully Accredited	1,249	68%
Accredited with Warning	541	30%
Accreditation Denied	13	<1%
Provisionally Accredited	2	<1%
Conditionally Accredited (New Schools)	10	<1%
Conditionally Accredited (Reconstituted Schools)	11	<1%
To Be Determined	0	0%
Total Schools	1,826	100%

Note: Updated November 4, 2014

Divisions with All Schools Fully Accredited

All schools are fully accredited in 22 of the commonwealth's 132 school divisions, compared with 36 divisions last year. The divisions with all schools fully accredited (other than new schools that automatically receive conditional accreditation) are as follows:

- Bland County
- Colonial Heights
- Craig County
- Falls Church
- Fluvanna County
- Fredericksburg
- Galax
- Goochland County
- King William County
- Lexington
- Manassas Park
- New Kent County
- Poquoson
- Powhatan County
- Rappahannock County
- Richmond County
- Roanoke County
- Salem
- West Point
- Williamsburg-James City County
- Wise County
- York County

Divisions without All Schools Fully Accredited

110 school divisions have at least one school not fully accredited. The divisions without all schools fully accredited are as follows:

- Accomack County
- Albemarle County
- Alexandria City
- Alleghany County
- Amelia County
- Amherst County
- Appomattox County
- Arlington County
- Augusta County
- Bath County

- Bedford County
- Botetourt County
- Bristol City
- Brunswick County
- Buchanan County
- Buckingham County
- Buena Vista City
- Campbell County
- Caroline County
- Carroll County
- Charles City County
- Charlotte County
- Charlottesville City
- Chesapeake City
- Chesterfield County
- Clarke County
- Colonial Beach
- Covington City
- Culpeper County
- Cumberland County
- Danville City
- Dickenson County
- Dinwiddie County
- Essex County
- Fairfax County
- Fauquier County
- Floyd County
- Franklin City
- Franklin County
- Frederick County
- Giles County
- Gloucester County
- Grayson County
- Greene County
- Greensville County
- Halifax County
- Hampton City
- Hanover County
- Harrisonburg City
- Henrico County
- Henry County
- Highland County
- Hopewell City
- Isle of Wight County
- King George County
- King and Queen County
- Lancaster County
- Lee County
- Loudoun County
- Louisa County
- Lunenburg County
- Lynchburg City
- Madison County
- Manassas City
- Martinsville City
- Mathews County
- Mecklenburg County
- Middlesex County
- Montgomery County
- Nelson County
- Newport News City
- Norfolk City
- Northampton County
- Northumberland County
- Norton City
- Nottoway County
- Orange County
- Page County
- Patrick County
- Petersburg City
- Pittsylvania County
- Portsmouth City
- Prince Edward County
- Prince George County
- Prince William County
- Pulaski County
- Radford City
- Richmond City
- Roanoke City
- Rockbridge County
- Rockingham County
- Russell County
- Scott County
- Shenandoah County
- Smyth County
- Southampton County
- Spotsylvania County
- Stafford County
- Staunton City
- Suffolk City
- Surry County
- Sussex County

- Tazewell County
- Virginia Beach City
- Warren County
- Washington County
- Waynesboro City
- Westmoreland County
- Winchester City
- Wythe County

Schools Rated Accredited with Warning

The number of schools Accredited with Warning rose to 541, an increase from last year's total of 393. The drop in accreditation came despite statewide improvements in mathematics performance and hundreds of schools that also saw incremental gains in reading, writing and science.

Schools Rated Accreditation Denied

Thirteen schools in seven divisions are denied state accreditation for 2014-2015 because of persistently low student achievement:

- Alexandria – Jefferson-Houston Elementary for a third consecutive year
- Henrico County – L. Douglas Wilder Middle, which had been Accredited with Warning for three consecutive years
- Newport News – Newsome Park Elementary School and Sedgefield Elementary School are both in accreditation denied status for the first time in 2014-2015
- Norfolk – Campostella Elementary, which had been Accredited with Warning for three consecutive years; William H. Ruffner Middle for a third consecutive year; Lake Taylor Middle, which had been Accredited with Warning for three consecutive years; Lindenwood Elementary for a second consecutive year; and Booker T. Washington High School, which is in accreditation denied status for the first time in 2014-2015
- Northampton County – Kiptopeke Elementary, which had Conditional Accreditation for the last three years
- Petersburg – Peabody Middle for a ninth consecutive year and A.P. Hill Elementary for a second consecutive year
- Richmond – Fred D. Thompson Middle, which had been Accredited with Warning for three consecutive years

Appendix F
Charter School Report and
Information Regarding Parent and Student Choice

The Department of Education collected information on the number of public charter school applications approved and denied by local school boards during 2013-2014.

- One charter school application was submitted to the Board of Education during 2013-2014 pursuant to § 22.1-212.9 of the *Code of Virginia.* The Board reviewed the application and determined that it met the Board's approval criteria. The charter applicant has submitted the application to the local school board for approval, and the local board has asked for a review by the school system before the board considers approval.

- Two conversion charter schools were approved by local school boards and not subject to review by the Virginia Board of Education pursuant to § 22.1-212.9 of the *Code of Virginia*. One charter school opened in August 2013. One charter school opened in August 2014.

- One charter school application that met the Board of Education criteria in 2011-2012 has not been presented to date to its local school board.

- No operating charter school closed.

- Six charter schools operated for students in 2013-2014.

For the 2014-2015 accountability year, based on 2013-2014 data, four of the seven charters were fully accredited, and two were accredited with warning. One school opened in 2014-2015 with conditionally accredited status for a one-year period and no Federal Annual Measurable Objectives (AMOs) data available. Four charter schools met all AMOs, and two of those four achieved the higher expectations status. Two did not meet all federal AMOs with an improvement plan required.

There are currently seven public charter schools in five localities operating in Virginia:

- Murray High School, Albemarle County
- The Albemarle Community Public Charter School, Albemarle County
- Middleburg Community Charter School, Loudoun County (opened August 2014)
- York River Academy, York County
- Patrick Henry School of Science and Arts, Richmond
- Green Run Collegiate, Virginia Beach
- Richmond Career Education and Employment Academy, Richmond

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

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

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

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

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

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

Chesapeake Bay Governor's School for Marine & Environmental Science
Serves students in grades 11 - 12 at three sites affiliated with Rappahannock Community College. The following school divisions participate in the Chesapeake Bay Governor's School: counties of Caroline, Colonial Beach, Essex, Gloucester, King George, King & Queen, King William, Lancaster, Mathews, Middlesex, New Kent, Northumberland, Richmond and Westmoreland.

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

Governor's School for the Arts
Serving students grades 9 - 12 at Old Dominion University and assorted arts venues in Norfolk. The following school divisions participate in the Governor's School for the Arts: cities of Chesapeake, Franklin, Norfolk, Portsmouth, Suffolk and Virginia Beach; and the counties of Isle of Wight and Southampton.

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

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

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

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

New Horizons Governor's School for Science & Technology
The following school divisions participate in the New Horizons Governor's School: cities of Hampton, Newport News, Poquoson and James City/Williamsburg; and the counties of Gloucester, Isle of Wight and York.

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

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

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

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

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

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

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

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

There are currently 23 Governor's STEM Academies:
Governor's Career and Technical Academy for Renewable Resources and Agricultural Sciences – Halifax County
Program Focus: The program will prepare students for careers in forestry management and leadership in forestry-related industries, including agriculture, biotechnology and manufacturing.

Partners: Halifax County Public Schools; Southern Virginia Higher Education Center; Virginia Polytechnic Institute and State University; WoodLINKS, Inc.; Morgan Lumber; Ontario Hardwood; J.M. Huber Corporation; Virginia Cooperative Extension; Danville Community College; Southside Virginia Community College; Halifax County Board of Supervisors; H&M Logging; Virginia Department of Forestry.

Greater Peninsula Governor's Stem Academy (Formerly Known as the Governor's Academy for Innovation, Technology & Engineering (GAITE) – Hampton
Program Focus: The program will focus on electrical and mechanical engineering with instruction provided at high schools in participating school divisions, online and at Thomas Nelson Community College.

Partners: New Horizons Regional Education Centers (NHREC); Greater Peninsula Public School Divisions: Gloucester County; Hampton City; Newport News City; Poquoson City; Williamsburg-James City County; York County; Thomas Nelson Community College (TNCC); Old Dominion University (ODU); Virginia Space Grant Consortium; Northrop Grumman Corporation; The Apprenticeship School of Northrop Grumman; Cooperating Hampton Roads Organization for Minorities in Engineering (CHROME); Peninsula Council for Workforce Development; Peninsula Workforce Investment Board; and Peninsula Technical Preparation.

Governor's Career and Technical Academy in Arlington (GCTAA) – Arlington County
Program Focus: The program at the Arlington Career Center will integrate instruction in science, technology, engineering and mathematics in five focus areas – automotive, digital media, information technology, emergency medical services and engineering.

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

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

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

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

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

Stafford Academy for Technology (STAT) – Stafford County
Program Focus: The program will focus on information technology, mathematics and engineering with instruction provided at three locations – Brooke Point High School, North Stafford High School and Stafford High School.

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

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

Partners: Loudoun County Public Schools; Monroe Technology Center; Northern Virginia Community College; Shenandoah University; Virginia Polytechnic Institute and State University; George Washington University; REHAU; Fortessa, Inc.; Lockheed Martin; Metropolitan Washington Airports Authority; America Online, LLC; Loudoun County Economic Development, The Claude Moore Charitable Foundation; TELOS/Xacta Corporation; Hayes-Large Architects; Jerry's Automotive Group.

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

Partners: Chesterfield County Public Schools; American Society of Civil Engineers; Austin, Brockenbrough and Associates, L.L.P.; Northrop Grumman; John Tyler Community College; Mazda North American Operations; McDonough, Bolyard and Peck, Inc.; Core Consulting; Bon Secours; and St. Francis Medical Center.

Governor's Career & Technical Education Academy for STEM in Richmond – Richmond
Program Focus: A rigorous academic and technical program of study in two career pathways (Engineering and Technology and Therapeutic Services) prepares students for a full range of

postsecondary opportunities (two- and four-year colleges), entry level employment, apprenticeships, and the military.

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

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

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

Partners: Carroll County Public Schools; Galax City Public Schools; Grayson County Public Schools, the Crossroads Institute; Wytheville Community College; Virginia Tech; Virginia Cooperative Extension Agency; New River/Mount Rogers Workforce Investment Board; Chestnut Creek School of the Arts; and the following businesses: Red Hill General Store; The Turman Group; Lowe's Home Improvement; and future partners: Radford University; Medfit Systems; Professional Networks; Guardian; and MOOG Industries.

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

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

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

The Grassfield High School Governor's STEM Academy – Chesapeake

Program Focus: The program at the Grassfield High School will focus on engineering and technology, marketing management, and programming and software.

Partners: Chesapeake City Public Schools; Old Dominion University; Tidewater Community College; James Madison University.

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

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

Partners: Fairfax County Public Schools; Northern Virginia Community College; Norfolk State University; Old Dominion University.

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

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

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

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

Lynchburg Regional Governor's STEM Academy – Lynchburg
Program Focus: The program at the Lynchburg Regional Governor's STEM Academy focuses on pathways in two Career Clusters: Health Science and Science, Technology, Engineering and Mathematics (STEM) and will provide students academic and technical training in career preparation for Engineering and Technology and Diagnostic Services pathways.

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

Heritage High School Governor's STEM Academy – Newport News
Program Focus: The program at the Heritage High School Governor's STEM Academy focuses on pathways in three Career Clusters: Architecture and Construction, Information Technology and Science, Technology, Engineering and Mathematics (STEM) and will offer a program of study designed to expand options for students to acquire skills in science, technology, engineering, and mathematics. The program combines academic coursework and research experience with a challenging and focused school environment to prepare students for 21st century careers.

Partners: Newport News Public Schools, Christopher Newport University, Norfolk State University, Old Dominion University and Thomas Nelson Community College.

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

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

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

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

Governor's STEM Academy at George C. Marshall High School – Fairfax County
Program Focus: George C. Marshall High School Governor's STEM Academy, in collaboration with its partners, will provide students the foundational skills needed to pursue career pathways within information technology and engineering. The Academy is centrally located within Northern Virginia. Because of its central location, partnerships with local businesses, and post-secondary articulation and dual enrollment agreements, the Governor's STEM Academy will be uniquely poised to meet the mission: increase student access to STEM specific instructional programs and pathways in career and technical education; and develop a highly-skilled, diverse STEM high school graduate prepared for postsecondary education or the global work force.

Partnership Members: Fairfax County Public Schools, Systemic Solutions, George Mason University, Virginia Tech, Positek.net LLC, Tysons Regional Chamber of Commerce, Junior

Achievement of Greater Washington, Marymount University, Terra Wi, Cisco Systems, Watnee LLC.

Governor's STEM Academy at Harrisonburg High School – Harrisonburg City
Program Focus: The proposed Harrisonburg High School Governor's STEM Academy emphasizes an integrative (I-STEM) learning approach to prepare students for meeting the challenges of today and the near future. The I-STEM model consists of specific units that are collaboratively developed based on the Science Standards of Learning and integrated with those from language arts, mathematics, social science, and technology, as well as engineering content.

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

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

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

Architecture & Applied Arts Governor's STEM Academy – Hampton
Program Focus: The Architecture & Applied Arts Governor's STEM Academy will increase rigor in a small learning community of students, relate academic subjects to a career focus, and work to meet local and regional employer needs while engaging students in rigorous academic and technical STEM coursework. It will be the combination of fine arts and career and technical education with a focus relating to STEM, design, aesthetics, and function.

Partnership Members: Hampton City Public Schools, Distinctive Magazine, ECPI College of Technology, Hampton University, New Horizons Regional Education Center, Newport News Shipbuilding, Peninsula Council for Workforce Development, Q-Design, Thomas Nelson Community College, and Walsh Electric.

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

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

There are currently nine Governor's Health Sciences Academies:

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

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

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

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

Superintendent's Region 8 Governor's Health Sciences Academy – Cumberland County
Program Focus: The program of study is designed to expand options for students to acquire skills in the health sciences. The Academy is in partnership with Southside Virginia Community College (SVCC) and surrounding hospitals, nursing homes, assisted living homes, South Central Workforce Investment Board Region VIII, Piedmont Health District, Southside Director of Governor's School and Superintendents' Region 8 school divisions (Amelia, Brunswick, Buckingham, Charlotte, Cumberland, Greensville, Halifax,, Lunenburg, Mecklenburg, Nottoway, and Prince Edward). The Academy combines coursework and research experience with a challenging and focused school and college environment to prepare students for 21st century careers. Students will gain the knowledge and skills they need to succeed in

technologically rich workplaces by learning how to work in teams, communicate effectively, think critically, solve problems, and demonstrate a positive work ethic.

Partnership Members: Cumberland County Public Schools, Southside Virginia Community College, Amelia County Public Schools, Brunswick County Public Schools, Buckingham County Public Schools, Charlotte County Public Schools, Greensville County Public Schools, Halifax County Public Schools, Lunenburg County Public Schools, Mecklenburg County Public Schools, Nottoway County Public Schools, Prince Edward County Public Schools, Piedmont Health District, and South Central Workforce Investment Board Region.

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

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

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

highly ranked medical facilities, as well as federal government facilities close to FCPS give the students unique access to these professionals.

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

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

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

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

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

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

knowledge, skills, and credentials that will prepare students for high-demand, high-wage, and high-skills health sciences careers in Virginia.

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

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

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

Appendix G
A Status Report Regarding Multidivision Online Learning

Background

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

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

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

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

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

A fourth 30-day application window opened on January 2, 2014. During that time, one organization submitted a new application and course correlation documents, and providers approved in 2011, 2012, and 2013 submitted new courses for review and approval. After a thorough review, the one new applicant was approved as a multidivision online provider and additional courses from existing providers were approved.

Eleven of the 23 organizations approved in 2011, 2012, or 2013 offered courses to students in Virginia during the 2013-14 school year. These organizations completed monitoring reports in June 2014. After reviewing data from these reports and conducting monitoring interviews with the providers, the Department of Education has identified one primary issue of concern: a discrepancy still exists between multidivision online provider course enrollment data submitted by providers and data reported in the Student Record Collection (SRC). These issues are detailed in this report.

Activities during the Reporting Period

The following is a list of key activities that occurred between November 1, 2013, and October 1, 2014:

- The application window was opened for 30 days beginning January 2, 2013. An application was received from one organization.

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

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

- Of the 525 courses reviewed for correlation to the SOL, 393 were approved during the application period. Providers were given the opportunity to submit additional correlation information for courses that did not receive initial approval.

- The Department of Education required approved providers to complete monitoring reports that detailed their activities in the Commonwealth during the 2013-14 academic year.

- The Department of Education conducted monitoring interviews with the 11 providers that offered courses during the 2013-14 school year: Apex Learning; BYU Independent Study; CCPSOnline – Chesterfield County Public Schools; Connections Education, LLC (formerly known as Connections Academy, LLC); Edgenuity (formerly known as Education2020, Inc.); EdOptions Online Academy; Florida Virtual School; K12 Inc.; Proximity Learning, Inc. [formerly known as Proximity Learning, Inc. (myLanguage360)]; The VHS Collaborative; and York County School Division.

- The Assistant Superintendent of Policy and Communications detailed findings from the monitoring reports and interviews in letters to each provider. Providers with deficiencies in 2013 were allowed 10 business days to address these deficiencies. Providers addressed the deficiencies within the required time. Based upon 2014 findings, two of the three issues from 2013 were resolved. The status of the one remaining issue that reoccurred is discussed later in this report in the Issues and Challenges section.

Data Collection and Monitoring

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

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

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

Enrollment Data

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

Division	Number of students enrolled in courses offered by approved providers in 2012-13	Number of students enrolled in courses offered by approved providers in 2013-14
Albemarle County	205	126
Alexandria City	1483	284
Arlington County	161	19

Bedford County	0	825
Bristol City	2	28
Buena Vista County	1	0
Craig County	0	35
Culpeper County	2	11
Cumberland County	1	7
Fairfax County	922	55
Floyd County	0	7
Franklin City	47	74
Gloucester County	61	90
Goochland County	0	3
Hampton City	19	140
Hanover County	0	13
Henrico County	2620	1464
King William County	328	254
Loudoun County	130	38
Lunenburg County	0	41
Lynchburg County	0	35
Madison County	0	20
Mathews County	0	34
Middlesex County	0	12
Nelson County	6	0
Northumberland County	12	6
Orange County	144	138
Pittsylvania County	56	78
Poquoson County	0	10
Powhatan County	133	0
Radford City	0	2
Richmond County	0	32
Smyth County	13	2
Staunton City	0	1
Washington County	34	0
West Point	9	1
Winchester City	46	65
Wise County	176	191
Total Students Enrolled	**6611**	**4141**

Assessment Data

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

- English: 98.98%
- Mathematics: 95.75%
- Science: 96.74%
- History: 97.41%

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

Course Enrollment, Completion, and Pass Rate Data

Data from the provider monitoring reports show that 4,378 students enrolled in virtual courses from approved providers; 86 percent of those students completed the courses. Completion data from individual providers are presented in the table below.

Course Completion Data	Courses	Number of Enrollments	Number of Completers	Overall Completer Percentage
Accelerated Education[1]	N/A	0	0	0.00%
Apex Learning	See Course List	182	160	87.91%
BYU Independent Study	See Course List	3	3	100.00%
CCPSOnline - Chesterfield County Public Schools	See Course List	958	931	97.18%
CompuHigh[1]	N/A	0	0	0.00%
Connections Education, LLC (formerly known as Connections Academy)	See Course List	396	339	85.61%
Connections Education GradPoint[1]	N/A	0	0	0.00%
Edgenuity	See Course List	183	153	83.61%
Edison Learning[1]	N/A	0	0	0.00%
EdOptions Online Academy	See Course List	156	90	57.69%
FlipSwitch (formerly known as American Virtual Academy)[1]	N/A	0	0	0.00%
Florida Virtual School	See Course List	274	132	48.18%
Glynlyon OdysseyWare[1]	N/A	0	0	0.00%
K12 Inc.	See Course List	2052	1795	87.48%
Longwood University Extended [1]	N/A	0	0	0.00%
Middleton Academy (formerly known as Milburn Online)[1]	N/A	0	0	0.00%
Proximity Learning, Inc. [formerly known as Proximity Learning, Inc. (myLanguage360)]	See Course List	17	17	100.00%
The American Academy[1]	N/A	0	0	0.00%
The VHS Collaborative	See Course List	142	131	92.25%
York County Public Schools	See Course List	15	14	93.33%
Totals		**4378**	**3765**	**86.00%**

[1]Provider did not provide courses to any students in Virginia during the 2013-14 school year.

Data from the provider monitoring reports show that 4,378 students enrolled in virtual courses from approved providers; 81.48 percent of those students both completed and passed the courses. Pass rates from individual providers are below.

Course Pass Rates	Courses	Number of Students Enrolled in Courses	Number of Students Completing and Passing Courses	Overall Pass Rate
Accelerated Education[1]	N/A	0	0	0.00%
Apex Learning	See Course List	182	160	87.91%
BYU Independent Study	See Course List	3	3	100.00%
CCPSOnline - Chesterfield County Public Schools	See Course List	958	857	89.46%
CompuHigh[1]	N/A	0	0	0.00%
Connections Education, LLC (formerly known as Connections Academy)	See Course List	396	281	70.96%
Connections Education GradPoint[1]	N/A	0	0	0.00%
Edgenuity	See Course List	183	148	80.87%
Edison Learning[1]	N/A	0	0	0.00%
EdOptions Online Academy	See Course List	156	89	57.05%
FlipSwitch (formerly known as American Virtual Academy)[1]	N/A	0	0	0.00%
Florida Virtual School	See Course List	274	132	48.18%
Glynlyon OdysseyWare[1]	N/A	0	0	0.00%
K12 Inc.	See Course List	2052	1748	85.19%
Longwood University Extended [1]	N/A	0	0	0.00%
Middleton Academy (formerly known as Milburn Online)[1]	N/A	0	0	0.00%
Proximity Learning, Inc. [formerly known as Proximity Learning, Inc. (myLanguage360)]	See Course List	17	16	94.00%
The American Academy[1]	N/A	0	0	0.00%
The VHS Collaborative	See Course List	142	119	83.80%
York County Public Schools	See Course List	15	14	93.33%

Totals		**4378**	**3567**	**81.48%**

[1]Provider did not provide courses to any students in Virginia during the 2013-14 school year.

Student Demographic Data

Student demographic data were requested on the provider monitoring reports. Of the 20 approved providers, 11 offered instruction during the 2013-14 school year. Of these 11, only four collected and reported student data on gender, race, and ethnicity. Of the data reported:

- Gender data were provided for 1,074 students. Of these students, 38.9 percent were male and 61.1 percent were female.

- Racial and ethnic data were provided for 763 students. Of these students, 7.2 percent were reported as Hispanic or Latino; 2.6 percent were Asian or Pacific Islander; 16.8 percent were Black or African American; 68 percent were White; and 5.2 percent were two or more ethnicities. Less than 2 percent were reported as American Indian, Alaskan Native, Native Hawaiian, or Pacific Islander.

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

	Number of Students Served		Demographic Information		Ethnic and Racial Makeup of Student Body						
Provider	Full-Time	Part-Time	Males	Females	Hispanic or Latino	American Indian or Alaskan Native	Asian	Black or African American	Native Hawaiian or Pacific Islander	White	Two or More Ethnicities
Accelerated Education[1]	0	0	0	0	0	0	0	0	0	0	0
Apex Learning	0	110	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
BYU Independent Study	0	3	3	0	DNA	DNA	DNA	DNA	DNA	DNA	DNA
CCPSOnline - Chesterfield County Public Schools	0	578	178	400	31	1	15	79	0	427	23
CompuHigh[1]	0	0	0	0	0	0	0	0	0	0	0
Connections Education, LLC (formerly known as Connections Academy)	23	28	18	33	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Connections Education GradPoint[1]	0	0	0	0	0	0	0	0	0	0	0

Edgenuity	78	43	64	57	14	0	3	32	0	54	17
Edison Learning[1]	0	0	0	0	0	0	0	0	0	0	0
EdOptions Online Academy	0	71	46	25	10	0	2	17	0	38	0
FlipSwitch (formerly known as American Virtual Academy)[1]	0	0	0	0	0	0	0	0	0	0	0
Florida Virtual School	0	114	58	56	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Glynlyon OdysseyWare[1]	0	0	0	0	0	0	0	0	0	0	0
K12	342	265	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Longwood University Extended [1]	0	0	0	0	0	0	0	0	0	0	0
Middleton Academy (formerly known as Milburn Online)[1]	0	0	0	0	0	0	0	0	0	0	0
Proximity Learning, Inc. [formerly known as Proximity Learning, Inc. (myLanguage360)]	17	0	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
The American Academy[1]	0	0	0	0	0	0	0	0	0	0	0
The VHS Collaborative	0	127	47	80	DNA	DNA	DNA	DNA	DNA	DNA	DNA
York County Public Schools	0	12	7	5	0	0	0	2	0	10	0

[1]Provider did not provide courses to any students in Virginia during the 2013-14 school year.
DNA indicates Data Not Available.

Provider Monitoring Interviews

The Department of Education conducted monitoring interviews with the 11 providers that offered courses during the 2013-14 school year.

Apex Learning
During the monitoring interview, the Department of Education discussed a concern that the provider had not provided teacher licensure data in a timely manner to a school division during the 2013-14 school year. The provider was reminded that providing data to school divisions is one of the requirements for approval as a multidivision online provider. No additional issues were identified.

BYU Independent Study
During the monitoring interview, as a follow up to an issue noted during the 2013 monitoring interview involving the offering of unapproved courses, it was noted that the provider submitted the requested corrective action plan that would prevent the offering of unapproved courses. The provider did not offer any courses during the 2013-14 school year that were not approved by the Department of Education. No issues were identified.

CCPSOnline – Chesterfield County Public Schools
During the monitoring interview, the provider noted changes with the management of its learning management system that would result in increased data reporting and collection capabilities. The provider recently participated in a program audit and expected changes that would result in program improvements. No issues were identified.

Connections Education, LLC (formerly known as Connections Academy, LLC)
During the monitoring interview, the provider indicated the company is in the process of renewing accreditation with the accrediting organization. No issues were identified.

Edgenuity
During the monitoring interview, the provided noted the addition of support services to students such as Web-based on-demand tutoring. No issues were identified.

EdOptions Online Academy (PLATO Learning)
During the monitoring interview, the provider indicated the company is in the process of renewing accreditation with the accrediting organization. No issues were identified.

Florida Virtual School
During the monitoring interview, it was noted that the provider needed to submit updated teacher and administrator information to the Department of Education. No additional issues were identified.

K12 Inc.
During the monitoring interview, as a follow-up to an issue noted during the 2013 monitoring interview involving the offering of unapproved courses, it was noted that the provider submitted the requested corrective action plan that would prevent the offering of unapproved courses. The provider did not offer any courses during the 2013-14 school year that were not approved by the Department of Education. No issues noted.

Proximity Learning, Inc. [formerly known as Proximity Learning, Inc. (myLanguage360)]

During the monitoring interview, the provider indicated the company name had been changed from Proximity Learning, Inc. (myLanguage360) to Proximity Learning, Inc. The provider submitted monitoring report data to the Department of Education extremely late and was reminded of the importance of submitting data in a timely manner.

The VHS Collaborative
During the monitoring interview, the provider indicated the company will be up for accreditation renewal in 2015. The provider asked about possible changes to teacher licensure policy for teachers of virtual courses. The provider was informed of the review by the Board of Education in 2013 of a recommendation to establish an online teacher license followed by an executive review from the Office of the Attorney General, the Department of Planning and Budget, the Secretary of Education, and the Governor. No issues were identified.

York County Public Schools
The provider submitted the provider monitoring report as requested. The provider was asked to submit data to the Department of Education from a survey of administrators, mentors, students, and parents mentioned in the provider monitoring report. No issues were identified.

Department of Education Parental Satisfaction Survey Data

The Department of Education requested all multidivision online providers send program participants links to a parent survey. A total of 186 survey responses were received from 7 of the 11 providers who offered instruction during the 2013-14 school year. Of these, 171 were from parents, 5 were from mentors, and 10 were from students, administrators, mentors, or learning coaches. The table below shows the demographics of the survey responses received.

	Total Responses	Responder Demographic			Number of Courses Taken Online		
		Parent	Mentor	Other	1-2	3-5	6+
Apex Learning	7	5	2	0	6	0	1
CCPSOnline - Chesterfield County Public Schools	91	91	0	0	90	1	0
Connections Education, LLC (formerly known as Connections Academy)	10	7	1	2	0	5	5
EdOptions Online Academy	8	6	0	2	8	0	0
Florida Virtual School	12	10	0	2	12	0	0
K12 Inc.	57	51	2	4	0	7	50

York County Public Schools	1	1	0	0	0	1	0
Total	**186**	**171**	**5**	**10**	**116**	**14**	**56**

The surveys showed that 62 percent of the students participated in one or two courses online, while another 30 percent participated in six or more. In addition, 85 percent of the respondents stated that they would enroll their children with the provider again. All but one of the 11 providers received more than six survey responses. Further results from these surveys included:

Technical Issues

- Seventy-nine percent (79%) reported that their children often did not have, rarely had, or never had any technical issues with the online courses.
- Seventy-five (75%) reported that any technical issues were resolved in an average to very fast period of time.
- The respondents provided a variety of examples regarding technical issues.

Overall Course Quality

- Eighty-two percent (82%) agreed or strongly agreed that the quality of the online course was good.
- Eighty-two percent (82%) agreed or strongly agreed that the quality of the course content was good.
- Seventy-five percent (75%) agreed or strongly agreed that their children had been appropriately challenged by the online course.
- Seventy percent (70%) agreed that the online course was appropriately personalized to meet the unique needs of their children.

Communication

- Eighty-four percent (84%) agreed or strongly agreed that the frequency of communication with teachers met their children's needs; 87% agreed or strongly agreed that the actual communications were adequate.
- Thirty-nine percent (39%) were neutral about whether the frequency of communication with other students met their children's needs; 50% agreed or strongly agreed that it met their children's needs.

- Eighty-four percent (84%) agreed or strongly agreed that the frequency of communication between their children and the teachers met their children's needs.

Issues and Challenges

During the 2013-14 school year, one issue identified in the previous year continued to be an area of concern:

- There was a minor discrepancy in the enrollment data submitted by providers and the data reported by school divisions through the Student Record Collection.

The Department of Education will continue to provide guidance to providers on the submission of enrollment data. The Department of Education will also continue to provide guidance to school divisions on the reporting of enrollment data. The Assistant Superintendent of Policy and Communications detailed findings from the monitoring reports and interviews in letters to each provider. No deficiencies were noted.

Summary of Approved Providers and Courses

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

Of the seven applications received during the 2012 application window, six providers met the criteria for approval: Accelerate Education; American Virtual Academy (now known as FlipSwitch); Cambium Education, Inc.; Glynlyon OdysseyWare; Proximity Learning, Inc. (mylanguage360); and Plato Learning, Inc. Cambium Education, Inc. decided during the 2013-14 school year to no longer offer an online program as a multidivision online provider. Plato Learning, Inc., merged with Edmentum during the 2012-13 school year and no longer offers an online program as a multidivision online provider.

Of the four applications received during the 2013 application window, all four providers met the criteria for approval: Edmentum, Connections Education GradPoint, Milburn Online (now known as Middleton Academy), and The American Academy, LLC. Edmentum merged with EdOptions Online Academy during the 2013-14 school year and no longer offers an online program as a multidivision online provider.

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

Since 2011, the Department of Education has approved a total of 24 multidivision online providers. As stated above, due to mergers, four of the providers (Cambium Education, Inc.;

Edmentum; Giant Campus of Virginia; and Plato Learning, Inc.) no longer offer courses as a multidivision online provider. Therefore, 20 of the 24 multidivision online providers are listed below with the courses they have been approved to offer.

The approved providers may offer 1,075 approved courses including non-SOL elective courses submitted during the application period and throughout the year. See below for a listing of each provider and its approved courses. If a provider's course name differs from the name used to identify the course in Virginia, the provider's course name follows in brackets.

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

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

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

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

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

World History & Geography 1500 - Present [World History since the Renaissance (Core)]
World History & Geography 1500 - Present [World History (Core)]
World History & Geography to 1500 [World History to the Renaissance (Core)]

Non-SOL Elective Courses
AP Statistics
AP Calculus AB
AP Biology
AP Chemistry
AP Physics B (not offered for 2014-15 school year)
AP Psychology
AP English Language and Composition
AP English Literature and Composition
AP Macroeconomics
AP Microeconomics
AP Spanish Language
AP U.S. Government and Politics
AP U.S. History

BYU Independent Study
120 MORC
Provo, Utah 84602

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

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

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

Non-SOL Elective Courses
Earth Science 2
Psychology
Sociology

CompuHigh, LLC
515 Wilson Avenue
Morgantown, West Virginia 26501

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

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

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

Mathematics Grade 8 [Algebra Readiness (Math 8)]
Mathematics/Probability and Statistics [Math-Statistics]
Music Kindergarten [Music I]
Music Grade 4 [Music II]
Music Grade 5 [Music III]
Music Grades 6-8 [Music IV]
Music Grades 9-12 [Music Appreciation]
PE Grade 1 [Physical Education 1]
PE Grade 2 [Physical Education 2]
PE Grade 3 [Physical Education 3]
PE Grade 4 [Physical Education 4]
PE Grade 5 [Physical Education 5]
Physical Science [Science 8]
Science Grade 1 [Science 1]
Science Grade 2 [Science 2]
Science Grade 3 [Science 3]
Science Grade 4 [Science 4]
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
Advanced Algebra w/ Financial App
Anatomy and Physiology
AP Art History
AP Biology
AP Calculus AB
AP Calculus BC
AP Computer Science A
AP English Language and Composition
AP English Literature
AP Environmental Science
AP Macroeconomics
AP Microeconomics
AP Physics B
AP Psychology
AP Spanish Language
AP Statistics
AP US Government
AP US History
AP World History
Business Communication
Business Systems Technology
Calculus
Children's Spanish I
Children's Spanish II
College Prep with ACT
College Prep with SAT
Consumer Math
Consumer Math A
Consumer Math B
Criminal Investigation
Digital Photography
Driver's Education
Educational Technology and Online Learning 1
Educational Technology and Online Learning 2
Educational Technology and Online Learning 3
Educational Technology and Online Learning 4
Educational Technology and Online Learning 5
Educational Technology and Online Learning 6
Educational Technology and Online Learning 7
Educational Technology and Online Learning 8
Educational Technology and Online Learning K
Elementary Chinese I
Elementary Chinese II
Elementary Sign Language
Elementary Spanish I
Elementary Spanish II
Emergent Computer Technology
Environmental Science
Environmental Science A
Environmental Science B
Essential Algebra Readiness
Essential Math 3
Essential Math 4
Essential Math 5
Essential Math 6
Essential Math 7
Explorations in Mathematics
Explorations in Mathematics A
Explorations in Mathematics B
Exploratory Spanish
Game Design
Introduction to Computers and Applications A
Introduction to Computers and Applications B
Intro to Criminal Justice
Intro to Homeland Security
Intro to Psychology
Intro to Sociology
Introduction to Homeland Security
Introductory Astronomy
Journalism A
Journalism B

Keyboarding MS
Keyboarding HS
Life Management Skills
Marine Science
Middle Chinese I
Middle Chinese II
Middle Sign Language
Middle Spanish I
Middle Spanish II
Pre-Calculus
Java I
Java II
Psychology A
Psychology Research Methods
Sign Language I
Spanish IV
Speech and Debate
Sports Management
Web Design

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

Approved SOL Courses
Virginia SOL Course [Provider Course Title]
Algebra II [Algebra 2/Honors]
Biology [Biology/Honors]
Chemistry [Chemistry/Honors]
Earth Science [Earth Space Science/Honors]
English 10 [English II/Honors]
English 12 [English IV/Honors]
Geometry [Geometry/Honors]
Health 9
Physics [Physics/Honors]
Spanish I
Spanish II
Spanish III
Trigonometry

Non-SOL Elective Courses
AP Art History
AP Biology
AP Calculus AB
AP Calculus BC
AP Computer Science A
AP English Language and Composition
AP English Literature and Composition
AP Environmental Science
AP Human Geography
AP Macroeconomics
AP Microeconomics
AP Psychology
AP Spanish
AP Statistics
AP United States Government and Politics
AP United States History
Environmental Science
Adaptive Personal Fitness IEP or 504 Plan
Anthropology I
Anthropology II
Archaeology
Astronomy
Forensic Science I
Forensic Science II
GED LA Test Prep Course
GED Mathematics Test Prep Course
GED Social Studies Test Prep Course
Gothic Literature
Great Minds in Science
Human Geography
Introduction to Social Media
LA ACT Test Prep Course
Law and Order
Marine Science/Honors
Mathematics ACT Test Prep Course
Music Appreciation
Mythology and Folklore
Orientation to Art 2D
Personal Psychology I
Personal Psychology II
Philosophy
Reading for College Success
Science: Math ACT Prep Course
Science: Science Concepts ACT Test Prep Course
Social Problems I
Social Problems II
Sociology I
Sociology II
Thinking and Learning Strategies
Va. EOC Social Studies Test Prep Course
World Religions

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

Approved SOL Courses
Virginia SOL Course [Provider Course Title]
Algebra I (Algebra I)
Algebra II [Algebra II]
Algebra II and Trigonometry [Algebra II and Trigonometry]
Algebra Functions and Data Analysis [Algebra Functions and Data Analysis]
Biology [Biology]
Chemistry [Chemistry]
Civics and Economics
Earth Science [Earth Science]
Economics and Personal Finance
English Grade 6 (English 6)

English Grade 7 [English 7]
English Grade 8 [English 8]
English Grade 9 [English 9]
English Grade 10 [English 10]
English Grade 11 [English 11]
English Grade 12 [English 12]
French I [French I]
French II [French II]
French III [French III]
Geometry [Geometry]
German I [VA German I]
German II [VA German II]
Health Grade 10 [Health]
Latin I [VA Latin I]
Latin II [VA Latin II]
Life Science [Life Science]
Mathematics Grade 6 [Math 6]
Mathematics Grade 7 [Math 7]
Mathematics Grade 8 [Math 8]
Mathematical Analysis
Modern Languages I [VA Chinese I]
Modern Languages II [VA Chinese II]
Physical Education Grades 9/10
Physical Science [Physical Science]
Physics [Physics]
Probability & Statistics
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 Environmental Science
AP French Language & Culture
AP Human Geography
AP Language and Composition
AP Literature and Composition
AP Psychology
AP Spanish Language and Culture
AP US History
AP World History
Biology II: Ecology
Career Planning and Development
Classic Novels & Author Studies (includes 15 novels)
Computer Applications: Office 2007
Computer Applications: Office 2010
Computer Literacy
Computer Science
Digital Arts
Environmental Science
Foundations of Personal Wellness
Healthy Living
IDEA Writing (Instruction to Develop Expository Modeling and Applied Writing)
Intro to Communication and Speech
Introduction to Art
Lifetime Fitness
Literacy and Comprehension I
Literacy and Comprehension II
Medical Terminology
Microsoft Office Specialist
Nursing Assistant
Pharmacy Technician
Pre-Calculus
Projects in Game Design
Project in Audio Engineering
Psychology
Sociology
Strategies for Academic Success
The Classic Novels Package (includes 15 novels)
Writing Skills

CTE Courses
Advanced Drawing & Design
Business Marketing
Career Explorations
Entrepreneurship
Intro to Health Science
Information Tech Fundamentals

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

Middle School World Language Courses
Spanish1
Spanish 2
French 1
French 2
Chinese 1
Chinese 2

German 1
German 2
Latin 1
Latin 2

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

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

Approved SOL Courses
Virginia SOL Course [Provider Course Title]
Algebra I [Algebra I]
Algebra II [Algebra II]
Algebra II [Pre-Calculus]
Biology [Biology]
Chemistry [Chemistry]
Civics and Economics [Civics]
Civics and Economics [Economics]
Earth Science [Earth Science]
English Grade 6 [English 6]
English Grade 8 [English 8]
English Grade 9 [English I]
English Grade 10 [English II]
English Grade 12 [British Literature]
French I
French II
Geometry [Geometry]
German I
German II
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 Education Grade 9
Physical Science [Physical Science]
Physics [Physics]
Probability & Statistics
Science Grade 6 [Science Grade 6]
Spanish I [Spanish I]
Spanish II [Spanish II]
Spanish III
Virginia & US Government [Government]
Virginia & US History [American History]
World Geography [Geography]
World History & Geography 1500-Present [World History Since 1500]
World History & Geography to 1500 [World History Before 1815]

Non-SOL Elective Courses
Academic Success
Accuplacer Prep
ACT Prep
ACT WorkKeys Prep
Advanced Reading Skills
Advanced Writing Skills
African American Studies
African American Studies Semester A
American Literature
AP Biology
AP Calculus
AP Chemistry
AP English Literature and Composition
AP U.S. History
Art History & Appreciation
ASVAB Prep
Basic Reading Skills
Basic Writing Skills
British Literature
Career Explorations
CASAS Prep

Computer Technology
Compass Prep
Consumer Mathematics
Criminology: Inside the Criminal Mind
GED Prep
Gothic Literature: Monster Stories
Great Minds in Science: Ideas for a New Generation
Integrated Math
Integrated Physics & Chemistry
Introduction to Social Media
Law & Order: Introduction to Legal Studies
Music Appreciation: The Enjoyment of Listening
Native American Studies: Contemporary Perspectives
Native American Studies: Historical Perspectives
Orientation
Personal Psychology I: Living in a Complex World
Personal Psychology I: The Road to Self-Discovery
Philosophy: The Big Picture
Precalculus
Real World Parenting
SAT Prep
Social Issues
Social Problems I: A World in Crisis
Social Problems II: Crisis, Conflicts & Challenges
Sociology I: The Study of Human Relationships
Sociology II: Your Social Life
Structure of Writing
TABE Prep
World Literature
World Religions: Exploring Diversity

Edison Learning, Inc.
485 Lexington Avenue
New York, New York 10017

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

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

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

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

Florida Virtual School
2145 Metrocenter Boulevard, Suite 200

Orlando, Florida 32835

Approved SOL Courses
Virginia SOL Course [Provider Course Title]
Algebra I
Algebra II
Biology [Biology/Biology Honors]
Chemistry [Chemistry/Chemistry Honors]
Earth Science [Earth Space Science]
English Grade 9 [English I]
English Grade 10 [English II]
English Grade 11 [English III]
English Grade 12 [English IV]
French I
French II
Geometry [Geometry/Geometry Honors]
Health Grade 9 [Health and PE Grade 9]
Latin I [Latin I]
Latin II [Latin II]
Latin III [Latin III]
Math 6 [Middle School Mathematics I]
Math 7 [Middle School Mathematics I]
Physics [Physics/Physics Honors]
Science Grade 6 [Comprehensive MS Science I]
Spanish I [Spanish I]
Spanish II [Spanish II]
Spanish III [Spanish III]
US & World Government [American Government/American Government Honors]
US & World History [American History/American History Honors]
Virginia and US History [US History]
World History and Geography 1500 to Present [World History]

Non-SOL Elective Courses
(MJ=Middle School; LRC=Learning Recovery Course)
Advance Algebra w/Financial Application
Algebra I (LRC)
Algebra II (LRC)
Algebra Readiness
American Government (LRC)
American History
American History (LRC)
AP Art History
AP Biology
AP Calculus AB
AP Calculus BC
AP Computer Science A
AP English Comp
AP English Language and Composition
AP English Lit
AP English Literature and Composition
AP Environmental Science
AP Macroeconomics
AP Microeconomics
AP Psychology
AP Statistics
AP Statistics
AP United States Government and Politics
Biology (LRC)
Calculus
Chemistry (LRC)
Chinese I
Chinese II
Chinese III
Computer Programming I
Critical Thinking 6/7
Computing for College and Careers
Earth Space Science
Earth Space Science (LRC)
Economics
Economics (LRC)
English I (LRC)
English II (LRC)
English III (LRC)
English IV (LRC)
Fitness Grade 6
Fitness Lifestyle Design
Geometry (LRC)
Global Studies
HOPE
Journalism
Leadership Skills Development
Liberal Arts Mathematics
Life Management Skills
Marine Science
Middle School Business Keyboarding
Middle School Civics
Middle School Comprehensive Science 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 Language Arts 2
MJ Language Arts 3
MJ Mathematics 1 (LRC)
MJ Mathematics 2 (LRC)
MJ Mathematics 3 (LRC)
MJ Reading 1
MJ Spanish 1
MJ Spanish 2
MJ Spanish 2 v9
MJ U.S. History

Personal Fitness-Adaptive IEP or 504 Plan
Personal Fitness
Physical Science (LRC)
Physics (LRC)
Pre-Calculus
Psychology I
Reading 6/7/8
Reading for College Success
SAT Preparation
Thinking and Learning Strategies
Web Design I
World History

Glynlyon OdysseyWare
300 North McKemey Avenue
Chandler, Arizona 85226

Approved SOL Courses
Chemistry
Earth Science
World Geography

Graduation Alliance (formerly known as The American Academy, LLC)
175 South Main Street #1130
Salt Lake City, Utah 84111

Approved SOL Courses
English Grade 9
World History I

K12 Inc.
2300 Corporate Park
Herndon, Virginia 20171

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

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

Longwood University Extended
Ruffner 140, 201 High Street
Farmville, Virginia 23909

Approved SOL Courses
Health Grade 10 [On Fit Health]
PE Grade 10 [On Fit PE]

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

Middleton Academy is approved to offer the Florida Virtual School (FLVS) curriculum of virtual courses approved by the Virginia Department of Education (VDOE) in 2011. The FLVS courses may not be

modified or edited without the submission of these courses to the VDOE during a multidivision online provider application period.

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

Approved SOL Courses
Chinese I

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

Approved SOL Courses
English Grade 9
World History I

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

Approved SOL Courses
Chemistry [Chemistry Honors]

Non-SOL Elective Courses

101 Ways to Write a Short Story
Academic Writing
Am. Popular Music
Anatomy & Physiology
Animal Behavior & Zoology
AP Art History
AP Biology
AP Calculus AB
AP Calculus BC
AP Chemistry
AP Computer Science A
AP Economics
AP English Language & Composition
AP Eng. Literature & Composition
AP Environmental Science
AP European History
AP French Language and Culture
AP Government & Politics: U.S.
AP Human Geography
AP Music Theory
AP Physics 1
AP Physics C
AP Psychology
AP Spanish Language and Culture
AP Statistics
AP US History
AP World History
Art History: Art of the Caribbean Islands
Astronomy Principles
Biochemistry
Bioethics
Biotechnology
Business & Personal Law
CAD
Calculus Honors: An Introduction
Career Awareness
Climate Change
Computational Science & English Using Java
Computer Animation with Scratch
Computer Science Honors
Constitutional Law
Creating Art History
Creating Effective PowerPoint Presentations
Creative Writing
Criminology
Democracy in the U.S.
Eastern & Western Thought
Economics Honors
Employability Skills
Engineering for Sustainable Energy
Engineering Principles
Entrepreneurship
Environmental Science
Environmental Science Honors
Epidemics
Essay Writing
Evolution & Nature of Science
Fantasy & Science Fiction Short Stories
Film & Literature
Folklore & Literature of Myth, Magic, and Ritual
Forensic Science
French Language and Culture
Genes & Disease
Geometry
German Language and Culture
Ghoulies, Ghosties, and Long-Legged Beasties
Glory of Ancient Rome
U.S. Government
History of Photography
Holocaust
Horror Writers
Human Body
International Business
Investing in the Stock Market
Italian Language and Culture
Journalism/Digital Age
Kindergarten Apprentice Teacher
Latin 1
Latin 2
Literacy Skills/21st Century
Literature of the World
Mandarin Chinese Language and Culture

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

York County School Division
302 Dare Road
Yorktown, Virginia 23692

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

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