
State Board of Education

2023 Annual Report on the Condition and Needs of Public Schools in Virginia

*Submitted pursuant to § 22.1-18 of the
Code of Virginia*



**State Board of Education
Commonwealth of Virginia**

Board of Education

2023 Annual Report on the Condition and Needs of Public Schools in Virginia

Adopted on December 12, 2023, by the Board of Education

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Executive Summary

Article VIII, Section 5, of the Constitution of Virginia requires the Virginia Board of Education (“Board”) to make annual reports to the Governor and the General Assembly concerning the condition and needs of public education in the Commonwealth. While the Board’s previous annual reports have noted challenges facing Virginia’s public education system, the last few years have seen those challenges rise to an unprecedented scale. The available data show that the learning loss experienced by Virginia students during the pandemic are complex, pervasive, and need significant and ongoing support to return to pre-pandemic student performance levels—let alone accelerate student performance to ensure Virginia students are ready for the future for which their families expect.

The post-pandemic National Assessment of Educational Progress (“NAEP”) national assessment data from the 2022 school year and the most recent 2023 Standards of Learning (“SOL”) data are a clear call to action for students who continue to struggle with persistent learning loss. The NAEP reported the biggest drop in fourth grade reading performance in 30 years and the first-ever drop in math. These losses were most severe among low-income and minority students and students whose schools were closed longest. The results from the 2022–2023 SOL assessments similarly highlight the impact of the pandemic and prolonged school closures, but also reveal a long-term downward trend in performance.

The disconcerting NAEP and SOL data are mirrored by early grades literacy assessments. The Commonwealth’s youngest learners did not fare well on the Phonological Awareness Literacy Survey (“PALS”), an early literacy assessment that identifies at-risk students. Although PALS data from Spring 2023 show a second consecutive year of improvement, the percentage of students below benchmark remained 4.6 points above the pre-pandemic rate of 19.9 percent, meaning nearly one quarter of early learners remain below expectations in their reading development.

Additionally, Virginia is confronting significant issues in student attendance. Chronic absenteeism rates have doubled from 9 percent prior to the pandemic to almost 18 percent of all Grades 3 through 8 students now chronically absent. These numbers worsen when factoring in high school chronic absenteeism rates. The Governor’s Chronic Absenteeism Task Force was launched in the Fall of 2023 and will provide recommendations to the Board in December 2023, and the Board will work quickly to enact solutions for the 131 school divisions in the Commonwealth.

With the General Assembly and the Governor adding \$418 million in a one-time Flexible Funding appropriation to help school divisions begin to address learning losses related to reading and mathematics and support preparation and implementation of the Virginia Literacy Act, the department launched the ALL In Tutoring initiative to help school divisions have a framework and roadmap to move forward in addressing these issues.

To address the academic challenges facing the Commonwealth, the Board’s work in 2023 has focused on increasing the rigor of learning standards and revising the current accreditation and accountability system and implementing two new separate systems. The Board has already approved new, best-in-class standards in History and Social Science and Mathematics. During the 2024 calendar year, the Board will complete revisions of English and Computer Science.

The Board has also focused on updating Virginia’s current accreditation and accountability system. Many stakeholders have indicated challenges in the accreditation’s system in calling out the decreases in student achievement and the ability of the accreditation system to differentiate school performance as a result of learning loss. Most educators, parents and stakeholders feel that the current system does not provide transparent or clear reporting information. These stakeholders want a revised system that clearly and transparently shows how their children are growing and meeting expectations and how the school is helping their child learn.

The Board has initiated a regulatory change to split the accreditation and accountability model and design an outcome-based accountability model grounded in student growth, student achievement, and student readiness. The hallmarks of the new system will be transparency, accurate reporting of rigorous standards, and redesigned assessments tracking student performance to national benchmarks. Accountability will show schools growing students toward post-secondary goals, as well as ensuring students are effectively prepared for the career goals of their choice. Accreditation reporting will share the inputs schools are using to meet accountability metrics. Most importantly, the new accountability system will strengthen the efforts of families and educators to address the learning loss facing Virginia students.

In addition to these critical actions, the Board has also worked collaboratively with the Virginia Department of Education to launch several elements of the Virginia Literacy Act and to support the work of the Commission on Early Childhood Care and Education. Further, several Board members also served on the HB585 Assessment Workgroup. This report was released in September and provides guidance on assessment design, reporting for educators and families, and outlines a clear direction to the VDOE in its next assessment vendor selection process.

Virginia school divisions continue to struggle with localized educator shortages that predate the COVID-19 pandemic. In addition, Virginia faces a shortage of staff, including teachers, who enter and remain in Virginia’s public schools. To address staffing challenges, Governor Youngkin and the General Assembly have led a bipartisan effort to invest in Virginia’s teachers by effecting a 5 percent pay raise in August 2022 (\$232.2 million) and July 2023 (with FY2023 carryover, \$542.9 million), as well as an additional 2 percent in January 2024 (\$54.6 million). The Board will also continue to explore alternative approaches to teacher licensure and is in the process of updating its prescribed Standards of Quality (“SOQ”), which will be proposed to the General Assembly, to address the needs of school divisions in a post-pandemic era. One of the key ways the Board has moved on alternative teacher licensure pathways was the approval of petitions from school divisions to partner with iTeach, a decision providing licensure flexibility for thirty-three school divisions.

As the Board moves forward with its work in 2024, its focus remains on learning loss recovery, standards adoption, accreditation reform and focus on ensuring that remaining ESSER dollars and the additional state flexible funding meet the needs of schools. This focus is paralleled with an aggressive, collective focus on reducing chronic absenteeism in Virginia’s schools.

Virginia’s education system is at a critical point, and none can afford for the Board, the Governor, the General Assembly, school divisions, families, or students to take the easy path. The road may

be difficult, but the Board remains confident of a brighter future around the bend. The Board is committed to paving these challenging paths and ensuring high expectations for all children across the Commonwealth.

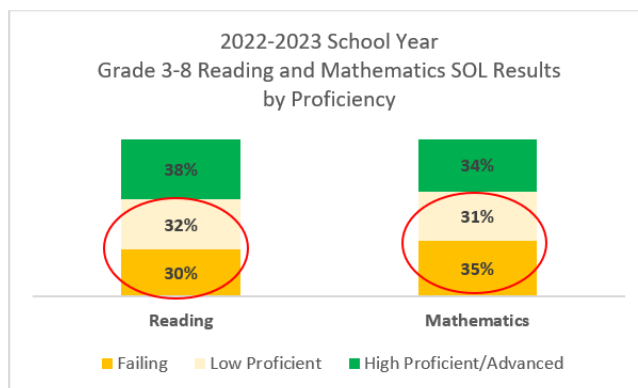
I. Outline of the Conditions and Needs of Public Schools

A. 2023 Student Achievement Results

Statewide SOL assessment results for the 2022–2023 school year show that reading and math pass rates remain well behind 2018-19 pass rates for both elementary and middle school students. More than half of Grade 3–8 students either failed or are at risk of failing their reading SOL exam. Virginia’s English learners showed a passing rate of less than 31 percent and students with disabilities only have a passing rate of 38 percent. Nearly two-thirds of Grade 3–8 students either failed or are at risk of failing their math SOL exam. Many student groups experienced significant declines in math due to the pandemic and focused tutoring efforts are being made to improve the significant learning loss. High school students have shown some recovery from the pandemic, with reading rates near pre-pandemic levels and math showing steady increases. Local school divisions will need to continue to monitor high school performance as local areas show variation in performance.

While 70 percent of grades 3–8 students passed the reading SOL and 65 percent passed the mathematics SOL, the data is masking the more than 150,000 at-risk, low proficient students that are barely passing and would have likely failed on previous, more rigorous versions of the SOLs.

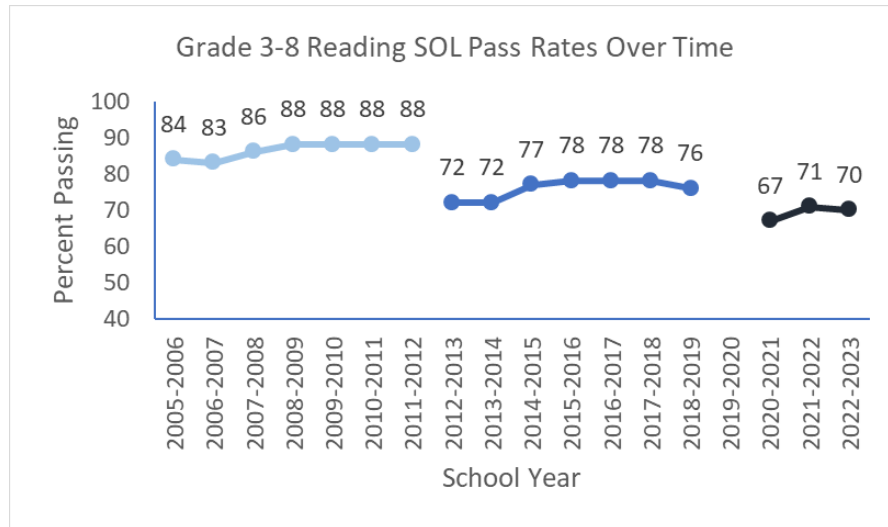
Figure 1. 2022–2023 School Year SOL Results for Grades 3–8 based on Proficiency Level



Data Notes: 1) Students are considered as “passing” the SOL test if they are low proficient, high proficient, or advanced. However, students that are low proficient are “at risk” to not passing the SOL test. The red circle indicates students that are “at risk” or not proficient.

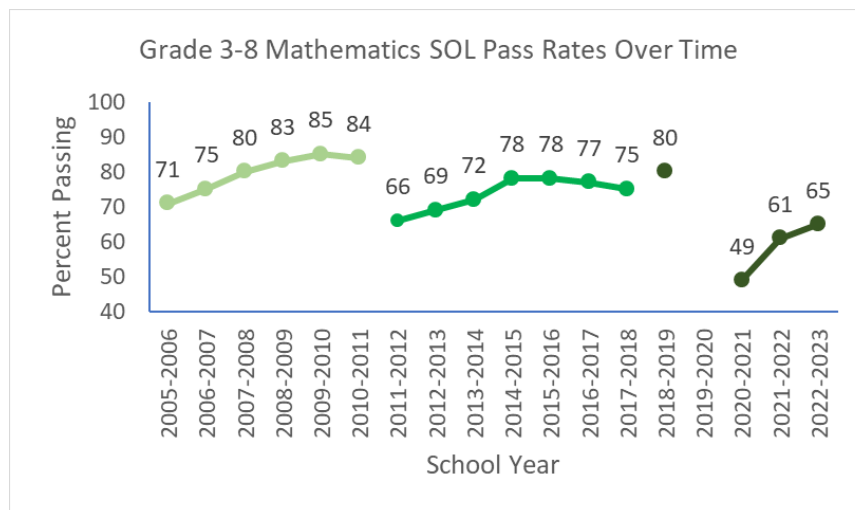
Reading and math data show that both subjects remained at their lowest points in the past two decades even though cut scores were lowered previously, making the tests easier to pass.

Figure 2. Grade 3–8 Reading SOL Pass Rates Over Time



Data Notes: 1) New reading tests were administered in the 2012–2013 suggesting a primary reason for lower scores. 2) Reading tests remained the same in 2021 as previous years, however there was a change in cut-score making it easier to pass.

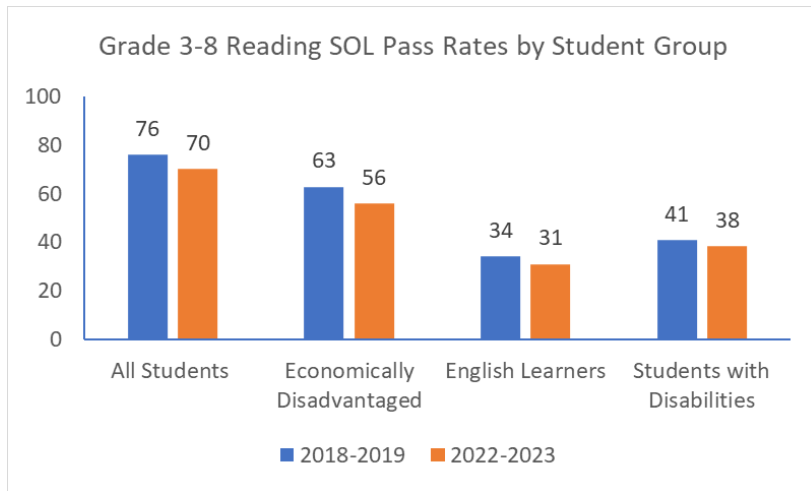
Figure 3. Grade 3–8 Mathematics SOL Pass Rates Over Time



Data Notes: 1) New mathematics tests were administered in the 2011–2012 and 2018–2019, suggesting a primary reason for lower scores. 2) Mathematics tests were not administered in 2019–2020 due to the pandemic.

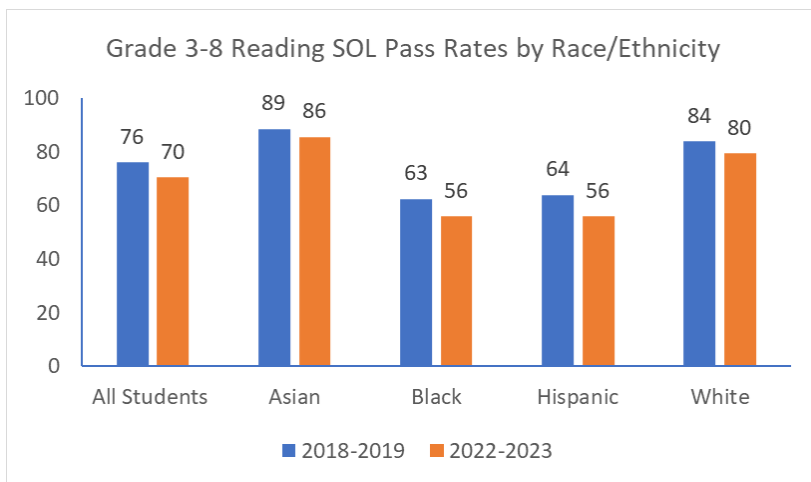
Student group data from the 2022–2023 school year illuminate a deeper picture of the performance gaps between student groups. Hispanic and Black 3–8 grade students experienced the most significant declines in reading performance from 2018–2019 to 2022–2023, with an 8 percent and 7 percent decline respectively. While 7 in 10 English Learner students failed their Reading SOL, 6 in 10 Students with Disabilities failed.

Figure 4. Grade 3–8 Reading SOL Pass Rates by Student Group



Data Note: The tests administered in 2018–2019 and 2022–2023 were based on a different set of Standards of Learning and different cut scores.

Figure 5. Grade 3–8 Reading SOL Pass Rates by Race/Ethnicity



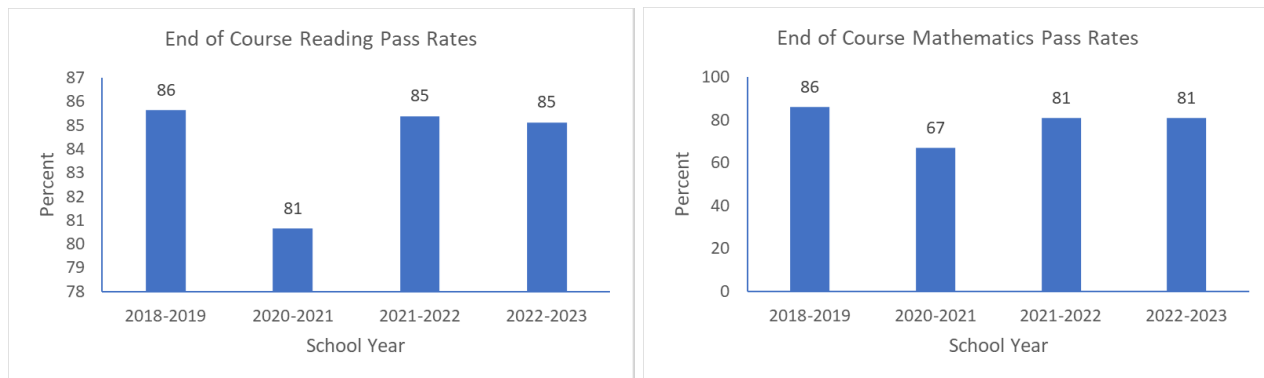
Data Note: The tests administered in 2018–2019 and 2022–2023 were based on a different set of Standards of Learning and different cut scores.

Mathematics SOL results from 2022–2023 show similar gaps. Hispanic and Black 3–8 grade students experienced the most significant declines in math performance from 2018–2019 to 2022–2023, both at 20 percent. Six in 10 English Learner students, as well as Students with Disabilities, failed their Mathematics SOL.

High school end-of-course data shows that 2022–2023 students are performing near their pre-pandemic peers in reading, with 2022–2023 data one percentage point lower than it was in 2018–2019 (Figure 6). In addition, high school students are performing below their pre-pandemic peers in mathematics performance at 81 percent, compared to 86 percent in 2018–2019 (Figure

6). School divisions should closely monitor localized concerns, as variance in high school performance was seen across the Commonwealth.

Figure 6. End of Course Reading (left) and Mathematics (right) Pass Rates



Data Notes: 1) New reading tests were administered in the 2020–2021 school year. 2) The mathematics tests based on the new Standards of Learning were first implemented in 2018–2019. 3) Reading and mathematics tests were not administered in 2019–2020 due to the pandemic.

Historically, Virginia students have outperformed their peers in other states on national assessments, including on the NAEP.¹ However, this has been changing in recent years. Post-Pandemic NAEP results were reported in 2022 and shows declines that mirror declining SOL results.

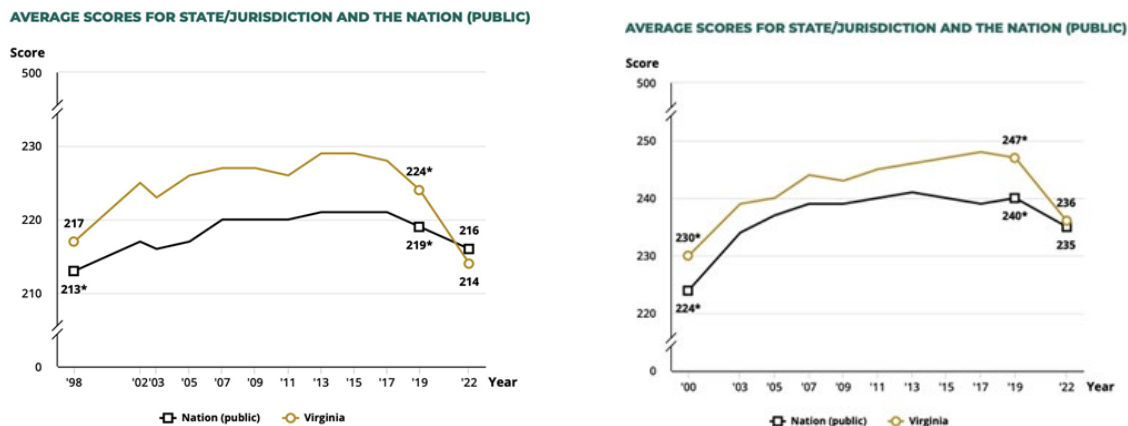
Since 2017, NAEP scores have illustrated a downward trend after 20 years of high marks for Virginia’s students. On the most recent 2022 NAEP release, the first release since the COVID-19 pandemic, Virginia’s results showed a sharp decline in performance—even sharper than the rest of the nation. For example:

1. Grade 4 performance for Virginia’s students on the NAEP scaled scores declined 2 times more than the national average in Math and 3 times more in Reading;
2. Grade 8 Reading fell below 1998 performance levels;
3. Grade 8 Math nearly fell to 2000 performance levels; and
4. Results for Virginia’s Black, Hispanic, and students eligible for the National School Lunch Program (NSLP) showed no improvement in any grade or subject since 2000, with gaps in performance widening for some of these subgroups.

The graphs illustrate the decline in Grade 4 Reading and Math NAEP scale scores for Virginia compared to the national average.

¹ NAEP is a national assessment that sets the benchmark for what students should know and the progress of the nation’s students.

Figure 7. Virginia Achievement on NAEP Grade 4 Reading (left) and Math (right) Compared with the National Average



*Significantly different ($p < .05$) from 2022. Significance tests were performed using unrounded numbers.

To combat these persistent gaps in student performance seen across Virginia SOL test data and the national NAEP assessment data, the Virginia Department of Education launched ALL In high intensity tutoring on September 7, 2023. This model follows the [Annenberg research brief](#) released by Brown University in 2021 and calls on school divisions to provide learning acceleration tutoring with small tutor-to-student ratios, to focus on 3-to-5 hours of tutoring a week, and to provide an extended duration between 18 and 36 weeks of tutoring. To learn more, visit [ALL In Virginia](#).

This plan is based upon a foundational list of guiding principles grounded in evidence-based practices that ensure that the program that school divisions implement is most effective in producing results for their students. Tutoring is most effective when offered in a high-dosage five days per week over a sustained period and is extended beyond what a student receives in the classroom. School divisions were also encouraged to focus on keeping low teacher-to-student ratios to ensure effective student supports. Post-pandemic evidence shows that all tutoring programs must use an acceleration approach, or teaching on grade-level material, while attending to prior grade level gaps within grade level small group instruction where grade level materials are used, that trained tutors should be supported, and that healthy student-to-tutor relationships are created. This requires the school division to provide on-going support to their tutors and regular communication with parents to create a safe environment in which students can achieve the maximum results.

Based on the previous year's academic data, school divisions were given guidance on which students should receive tutoring services to Virginia's most vulnerable students. Students in the low proficient or "at-risk" category should receive 18 weeks of tutoring support, while students who are not proficient or "at significant risk" should receive 36 weeks of tutoring. This is for Grade 3–8 students, in reading, mathematics, or both. Guidance was also given to school divisions on cut scores for students based upon their VGA and SOL scores in order to provide

school divisions with a roadmap on which students would need academic support, while taking into account that school divisions would also have the flexibility to use local assessment data to support their decision-making to provide real-time supports to the students who need additional academic supports the most.

VDOE has also provided multiple paths for school divisions to implement tutoring using evidence-based practices appropriately. School divisions have been encouraged to revise schedules to allow for tutoring within the school day, which proves most effective. School divisions can also provide tutoring before or after school, during intersessions, or during the summer. Knowing the various schedules that existed throughout the state, VDOE provided sample schedules for school divisions in these various scenarios to provide exemplars to school divisions for timely implementation and additional support.

In addition, flexibility in terms of who can provide tutoring support is a pillar of ALL In, calling for alternative educators to join school divisions to support their certified teacher in providing tutoring services for their most at-risk students. In some school divisions, this is proving quite successful where retired educators are returning to schools to tutor students in significant numbers. VDOE staff continues to work with school divisions supporting their ALL In tutoring plans and working with the department's digital platforms to provide technical assistance with implementation to ensure the highest level of customer service to meet the needs of the school divisions as they assist their students.

Virginia's early learners are seeing slow improvements in learning. Improvements are measured in a reduction of students performing below benchmark in PALS. The amount of improvement in below-benchmark rates from Spring 2022 to Spring 2023 was incremental across each of the three grade levels. See Figures 8 and 9 below. Spring 2023 PALS below-benchmark rates marked the second consecutive year of improvement—that is, the percentage of students falling below-benchmark decreased—for the spring assessment window. The Spring 2023 below-benchmark rate fell from Spring 2022 by 4.2 percentage points, with an overall drop of 14 percentage points since peak height in Spring 2021. Still, at 24.5 percent, the Spring 2023 below benchmark rate remained 4.6 percentage points above the 2019 pre-pandemic rate of 19.9 percent. In the Fall of 2024, Virginia will shift from PALS to VALLS in accordance with the Virginia Literacy Act.

Figure 8. K–2 Total Below Benchmark Rates for Spring 2019, 2021–2023

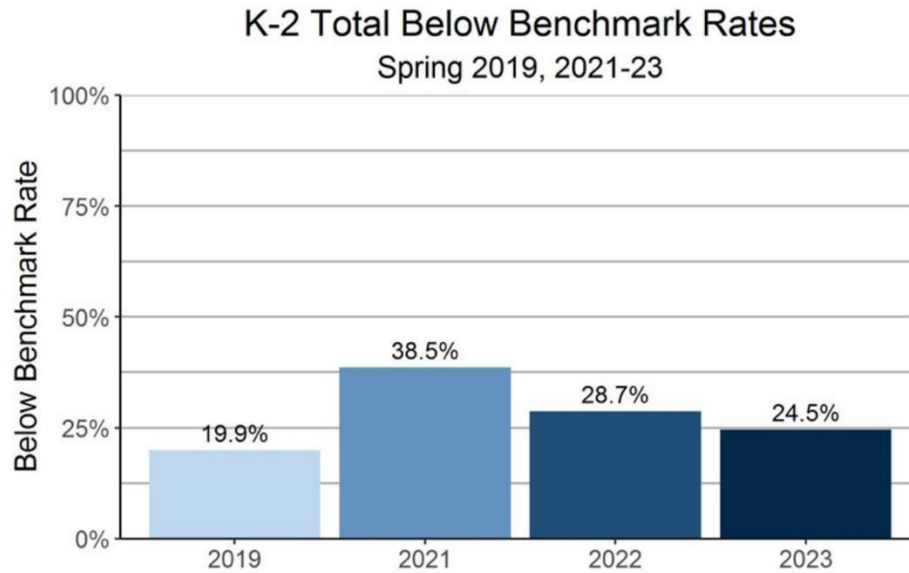
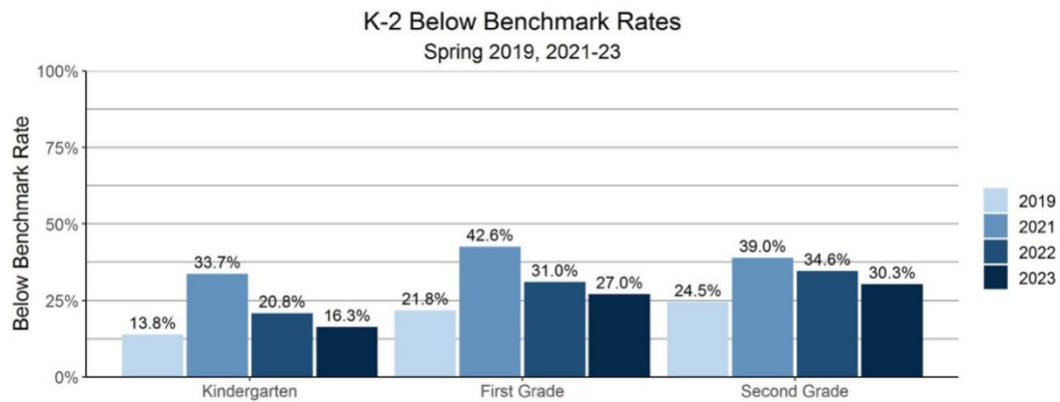


Figure 9. K–2 Below Benchmark Rates for Spring 2019, 2021–2023



B. 2023 Chronic Absenteeism

“Chronically absent” means that a student misses two or more instructional days each month (18 days, or 10 percent of a 180-day school year), regardless of whether the absences are excused or unexcused.

In 2022–2023, the number of chronically absent students doubled from 2018–2019. In 2018–2019, one-in-ten grade 3–8 students were chronically absent, while in 2022–2023 nearly 2 in ten grade 3–8 students were chronically absent. In high school, chronically absent student rates increased from 14 percent to 23 percent.

As VDOE reviewed academic data, the strongest factor in student performance was daily attendance. Students who are chronically absent are struggling to recover from learning loss the

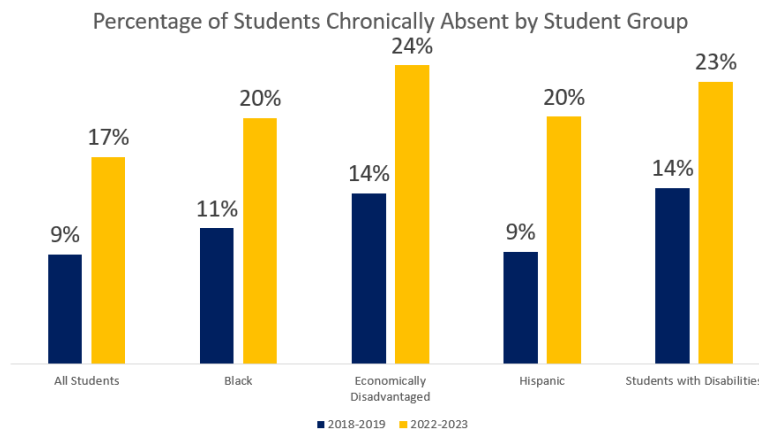
most. Students who are chronically absent show a decrease of 25 percent in mathematics and 18 percent in reading.

Figure 10. Chronic Absenteeism Rates

| School Year | All Grades | Gr K–2 | Gr 3–8 | Gr 9–12 |
|-------------|------------|--------|--------|---------|
| 2018–2019 | 10.73% | 9.75% | 8.73% | 14.49% |
| 2020–2021 | 11.07% | 13.08% | 9.87% | 11.48% |
| 2021–2022 | 20.06% | 19.81% | 17.17% | 24.37% |
| 2022–2023 | 19.47% | 20.54% | 16.54% | 22.87% |

In 2023, Virginia’s student groups also demonstrated disproportionate chronic absences: one-in-four economically disadvantaged students and students with disabilities were chronically absent, and one-in-five black and Hispanic students were absent. The student groups who missed the most school demonstrated the largest gaps in unfinished learning as well.

Figure 11. Percentage of Students Chronically Absent by Student Group



According to the U.S. Department of Education, high school regular attendance is a better dropout indicator than test scores. A student who is chronically absent in any year between eighth and twelfth grade is seven times more likely to drop out of school. In addition, USED reports that children who are chronically absent in preschool, kindergarten, and first grade are much less likely to read on grade level by the third grade. Students who cannot read at grade level by the third grade are four times more likely to drop out of high school.

As discussed in the academic data section, ALL In VA has focused on an intensive campaign to ensure students return to school and attend courses every day. The VDOE has promoted a five-prong approach, and the Governor has launched a statewide Chronic Absenteeism Task Force. The Task Force will bring recommendations to the Board during December 2023, and the Board will work to address appropriate policy recommendations to assist school divisions.

C. Special Education Update

1. Special Education Redesign

During 2023, VDOE's Department of Special Populations has undertaken a reorganization, while also having its programs and activities reviewed thoroughly by two national experts at the request of the Superintendent, as well as having been monitored by OSEP.

The national experts provided over 46 pages of feedback, and the department has launched a special education workgroup comprised of school division leaders, statewide experts, parent advocates, and parents to help guide the department in prioritizing the experts' feedback and creating the 2024 Roadmap for Special Education. The Roadmap will focus on improving outcomes, inclusionary practices, high-quality staffing supports, parent engagement, improved prioritized monitoring, and ensuring all students with disabilities have strong postsecondary opportunities.

2. Training

a. General Supervision and Monitoring

During 2023, VDOE launched monitoring activities, notifying 53 school divisions regarding noncompliance with one or more State Performance Plan/Annual Performance Reports indicators. VDOE staff has worked with division staff to ensure that all 53 school divisions are correctly implementing the requirements and that each individual case of student specific non-compliance has been corrected.

VDOE's Department of Special Populations ("VDOE-DSP") has also worked to ensure compliance by conducting targeted monitoring reviews to address credible allegations. As appropriate, VDOE issues reports requiring school divisions to implement a corrective action plan addressing noncompliance findings and areas of concern for program improvement. VDOE staff will continue to work with the division staff to ensure the school division is correctly implementing the specific regulatory requirements.

VDOE-DSP focused on four main areas for delivery of training, professional development, and technical assistance. First, VDOE provided generalized technical assistance and guidance to a variety of stakeholders including local school divisions. Second, seven regional training and technical assistance centers ("TTAC") and TTAC online supported professional development and assisted schools in addressing accountability and improvement goals for students with disabilities.

In late October, in response to feedback provided from the national experts' review, the department launched a workgroup to help focus professional learning into areas of school division improvement.

The national experts' review also recommended that TTAC be used differently moving forward to provide more intensive supports to struggling school divisions.

b. Special Education Fiscal Monitoring

During the 2021–2022 school year, VDOE monitored ten school divisions, and all ten needed corrective action plans to ensure school divisions address noncompliance findings.

During the 2022–2023 school year, the VDOE-DSP conducted its annual risk assessment, identifying seven school divisions at organizational risk, with each division contacted to inform the division about the upcoming fiscal monitoring review. Fiscal monitoring letters and corrective action plan (“CAP”) templates were shared with each local educational agency. Once drafted, the CAP requires approval by VDOE staff and will require subsequent technical assistance from the department.

c. Special Education Dispute Resolution

i. Special Education Parent Ombudsman

In 2023, the Special Education Ombudsman with the VDOE continued to serve as a designated neutral party who advocates for fairness and provides confidential, informal assistance, and support to parents, guardians, advocates, educators, and students with disabilities as well as a resource to all constituents in non-legal special education matters.

Over the past year, the VDOE’s Special Education Ombudsman received approximately 1,300 contacts. These contacts ranged from a single communication with a family to a series of calls and emails over an extended period to support multiple issues. While the Ombudsman addresses issues connected to a variety of special education topics, the top five categories supported over the past year include dispute resolution, discipline, placement, IEP implementation, and evaluation/eligibility.

Due to family concerns, increased frustrations in localized areas across the state and recommendations from the outside evaluators, the department will be reviewing the ombudsman processes to ensure that added capacity is provided to this office.

ii. Special Education Dispute Resolution

Dispute resolution activities in 2022–2023 increased significantly over the previous year in all areas, as summarized in the following table. The data below reflects the total number of complaints filed, including what may be multiple complaints filed by the same individual involving the same student. The asterisk in the table reflects that one parent filed fifteen requests for a due process hearing in the year noted. Trends across dispute resolution activities are monitored and inform the agency’s general supervision and monitoring process annually.

| | 2022–2023 | 2021–2022 | 2020–2021 |
|------------------|-----------|-----------|-----------|
| State Complaints | 206 | 177 | 101 |

| | | | |
|------------------|-----|------|----|
| Mediations | 132 | 121 | 97 |
| Due Process | 88 | 133* | 84 |
| Facilitated IEPs | 81 | 74 | - |

Following feedback from national experts in October 2023, the department will review dispute resolution practices and recommend policy updates.

iii. Special Education State Complaints

In 2022–2023, the number of special education state complaints filed increased significantly. Specifically, special education state complaints increased in complexity, saw an increase in the number of systemic complaints, and involved disciplinary issues in greater numbers than previous years. Additionally, staff reported an increase in compliance-based complaints. Based on information shared by the federally funded dispute resolution technical assistance center, Virginia’s data and trends are consistent with trends nationally.

Following feedback from national experts in October 2023, the department will review state complaint practices and recommend policy updates.

iv. Special Education Due Process

Typically, across states, many more due process cases are filed than are fully adjudicated. Most due process cases are dismissed or settled prior to hearing. In 2022–2023, ten cases went to hearing. Of those ten cases, five were decided in favor of the school division, four were split between the parent and school division, and one was decided fully in favor of the parent.

v. Special Education Office for Civil Rights Report

VDOE currently has three outstanding complaints to which it is responding in collaboration with the Office of the Attorney General. For two of the complaints, responses have been sent by VDOE and those cases remain open. The third case has been resolved through a resolution agreement signed on September 25, 2023, and the investigation has been closed.

D. Early Childhood Care and Education

1. Quality Measurement and Improvement; Workforce

In response to state law, the Virginia Board of Education continues to make progress towards establishing a unified measurement and improvement system (“VQB5”) for all publicly funded birth-to-five early childhood programs. VQB5 strengthens the quality of teaching and learning experiences in early childhood programs that serve infants, toddlers, and preschoolers, by setting shared expectations for measuring quality and supporting teachers for all birth-to-five programs.

Through VQB5, teachers and leaders receive the feedback and support they need to help young children learn.

In 2022–2023, Virginia completed Practice Year Two. To position the state for full implementation, VDOE helped launch Ready Regions, which serve as the key infrastructure for VQB5, in July 2022. The Ready Regions ensured that more than 70 percent of all publicly funded programs participated in Practice Year 2, with over 8,000 classrooms receiving feedback on their practice multiple times through the year. More than 20,000 users, including over 16,000 educators, have entered the LinkB5 system over the past four years, a critical component of supporting the VQB5 system.

This year Virginia has completed ~19,500 CLASS observations, including 92 percent of participating classrooms this spring. More than 1,000 certified CLASS observers support these efforts, a 500 percent increase in observers from 2019. More than 17,000 incentive payments went out to child care educators participating in VQB5 in 2022–2023 to help reduce turnover; this represents a \$25 million investment in child care educators with each educator eligible for up to \$2,500.

More than \$57 million was invested in early childhood improvement efforts, including supporting child care and family child care educators to use the state’s free curriculum option, StreamIn3. Programs can choose from 50+ approved curricula including STREAMin3 which is 1 of 3 free or low-cost options, with 2,000 classrooms receiving materials, comprehensive training, and coaching. Mixed Delivery, VPI, and select Head Start partners completed VKRP screenings for 3- and 4-year-old learners, supporting efforts to individualize instruction and engage families. The Early Learning Development Standards Micro-credential was made available in English and Spanish and Virginia continued to scale its unique intensive coaching model to support the social-emotional needs of young learners in partnership with their families.

In the Fall of 2023, all publicly funded birth-to-five programs will be required to participate in VQB5, with the first quality ratings published in Fall of 2024. The Early Childhood Advisory Committee (“ECAC”) endorsed the 2023–2024 VQB5 Guidelines on March 16, 2023, and the Board completed final review on June 15, 2023. The new guidelines will include approximately 3,600 public schools, child care centers, and family day home programs with approximately 12,000 "classrooms."

2. Early Childhood Access and Enrollment

During 2022–2023, Virginia’s early childhood programs served over 60,000 children in response to growing family demand. More than 2,000 children benefited this year from Mixed Delivery, high-quality early learning in private settings, a 40 percent increase from the prior year. More than 21,000 children benefited from VPI this year, including 905 in community provider settings. Demand for the Child Care Subsidy Program continues to increase steadily, with enrollment growing from ~32,700 in July 2022 to over 40,000 by June 2023. VDOE also continues to work closely with Head Start partners to ensure that Virginia maximizes all federal resources and offers access to comprehensive two-generation services for Virginia’s most vulnerable families.

3. Measuring School Readiness

According to the Virginia Kindergarten Readiness Program (VKRP), 40 percent of Virginia’s kindergarteners began the 2022–2023 school year still needing to build skills in Literacy, Mathematics, Self-Regulation, and/or Social Skills. Forty-one percent of Virginia’s kindergarteners ended the 2022–2023 school year still needing to build skills in Literacy, Mathematics, Self-Regulation, and/or Social Skills. On average, students demonstrated strong gains in Mathematics and modest gains in Self-Regulation and Social Skills from fall 2022 to spring 2023. Students who were English language/multilingual learners (EL) and students with no preschool experience were more likely to have lower readiness skills at the beginning of the year and tended to make greater gains in kindergarten.

Beginning in the 2022–2023 school year, VKRP was administered to publicly funded three- and four-year-old children in Virginia Preschool Initiative (VPI) and Virginia Early Childhood Foundation (VECF) Mixed Delivery classrooms. Over 3,800 three-year-old pre-kindergarten and over 25,000 four-year-old pre-kindergarten children were assessed in both the fall of 2022 and the spring of 2023 in all four domains of Literacy, Mathematics, Self-Regulation, and Social Skills.

For the 2022–2023 school year, VKRP piloted pre-kindergarten Skill Development Bands to help programs and educators interpret and use their VKRP prekindergarten data. Separate bands were established for three-year-olds and four-year-olds in the fall and spring to represent children’s skill development as compared to expectations at that particular point in time. On average, children demonstrated strong gains in Mathematics and modest gains in Self-Regulation and Social Skills. There was variation in three- and four-year-old children’s growth across all domains with some children making strong gains, while a small percentage of children lost ground from fall 2022 to spring 2023.

Across age and grade bands, VKRP provides Student-level reports tied to recommended instructional resources help teachers determine how to individualize instruction for students. Teachers also have access to family-friendly reports and resources to help them communicate with families and caregivers about student progress and ways to support skills at home.

E. Teacher Vacancy and Recruitment Strategies

Virginia school divisions continue to grapple with localized educator shortages that predate the COVID-19 pandemic. During 2023, Virginia’s teacher vacancy rate was slightly below the national average of 4 percent for teacher vacancies. Divisions responding to the August staffing survey reported 3,978 teacher vacancies as of the first day of the 2023–2024 school year. Out of these vacancies, 744 were special education teacher vacancies, representing about 5.85 percent of the special education teaching workforce and over 21 percent of overall teacher vacancies in the commonwealth. The board reviewed this VDOE data that was used in a 2023 teacher vacancy study by the Joint Legislative Audit and Review Commission (“JLARC”).

The Staffing and Vacancy Report, which includes data collected via the annual Positions and Exits Collection (PEC), indicates the 2022–2023 top ten critical shortage teaching endorsement areas in Virginia were the following:

1. Elementary Education PreK–6
2. Special Education
3. Middle Education Grades 6–8
4. Career and Technical Education
5. Mathematics Grades 6–12 (including Algebra 1)

The landscape of critical shortages varies greatly across the commonwealth with 20 percent of school divisions reporting zero to one vacancy. While Central Virginia had a vacancy rate of 4.7 percent, Southwest and the Blue Ridge areas had a vacancy rate under 3 percent. The numbers of vacancies vary across divisions as well, with Fairfax, Prince William and Loudoun accounting for 1,166 of the vacancies statewide, almost a full 30% of the total this August.

Recruiting, growing, and retaining high-quality teachers is crucial to ensuring a best-in-class education for Virginia’s students. Governor Youngkin issued [Executive Directive 3](#) in 2022 to address teacher shortages in Virginia schools by removing obstacles that prevent qualified individuals from filling critical vacancies. Through this directive, the Commonwealth of Virginia will use nine strategies, including working with retired teachers and establishing an apprenticeship program, to ensure there is a great teacher in every classroom.

As part of the VDOE’s registered teacher apprenticeship program, the VDOE will sponsor the *Grow Your Own – Registered Teacher Apprenticeship* grant between divisions and Educator Preparation Programs (EPPs). The purpose of the *Grow Your Own – Registered Teacher Apprenticeship* grant is to prepare individuals to enter and succeed in the state’s registered teacher apprenticeship program and, ultimately, in the school division of their respective employment.

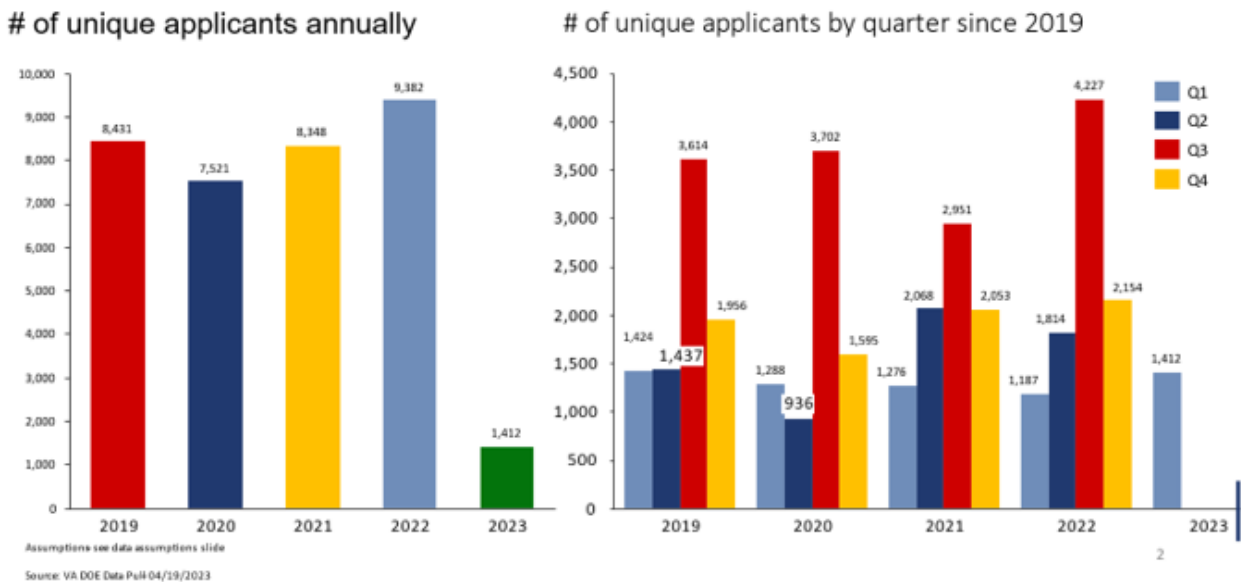
VDOE’s *Grow Your Own – Registered Teacher Apprenticeship* model will align leading practices in educator preparation and development with the rigors of the national registered apprenticeship process. Requiring 288 minimum hours of related technical instruction (RTI) and at least 2,000 on-the-job training hours, the department’s *Grow Your Own – Registered Teacher Apprenticeship* model will be federally recognized, nationally approved, and state monitored.

During 2023, an analysis of teacher licensure processes revealed several areas where licensure processing efficiencies could be improved. Challenges that exacerbated the turnaround time for a completed licenses included the following: a paper-based system with limited digital integration; unique applications exceeding pre-pandemic levels; a backlog that led to about 123 days processing time; lack of system processing differentiation; and leadership challenges within the department of teacher education and licensure.

On May 11, 2023, licensure requests reached a high of 16,767 applications to be processed, partially due to an increase of new applications at a rate 12–14 percent daily. In response to the challenge, new leadership took an all-hands approach to address the challenges and shifted the processing capacity of the agency. The Board extended the renewal period for over 12,000 requests for renewable licenses until June 2024. In addition, the licensure office had a backlog of 4,767 open initial Virginia licensure requests. Significant changes in VDOE processing allowed all licensure requests made prior to May 11, 2023, to be processed by June 30, 2023.

While the Department of Teacher Education and Licensure transitions to a more modern and user-friendly processing system, additional licensure specialists are being trained to ensure quicker turnaround times for applicants and school divisions. The average state processing time to complete a license has dropped dramatically to about 14 days.

Applicant volume is seasonal and since 2022 exceeds pre-pandemic levels



F. 2023 School Facilities

There are 1,940 PK–12 school buildings in Virginia. Over half of all buildings have been reported by school divisions as being greater than 50 years old, with the replacement cost of these buildings estimated to be \$25 billion.

In fiscal year 2022, school divisions reported \$1.043 billion in school facility capital costs, \$1.660 billion in operations and maintenance costs, \$680.8 million in debt service costs, and \$10.235 billion in outstanding debt on school facilities. In 2022–2023, construction of five new elementary schools began at a total cost of \$223.7 million, five new middle schools at a total cost of \$278.1 million, and 79 additions/renovations projects began at a total cost of \$669.0 million.

Action by the Board and VDOE have included the following:

1. Literary Fund: Low-Interest Loans

The 2022–2024 state budget authorized the Board to award up to \$400 million in low-interest school construction loans from the Literary Fund. The interest rate on Literary Fund loans is tied to the school division composite index. Following the initial application round, \$143.9 million in loan applications were approved by VDOE, and the Board has released or is in the process of releasing \$73.9 million in loans from the first application round. During fall 2023, at the Board’s direction, VDOE conducted a second-round application process where school divisions could apply for the remaining \$256.2 million in available loan funding.

2. School Construction Grants Program: Formula Grants

In fiscal year 2023, VDOE provided \$400 million in formula funding to school divisions. Division funding was allocated based on student enrollment and the composite index, with a minimum allocation of \$1 million for small divisions. Funds can be used for a variety of school facilities uses, including debt service, and funds can be carried forward across years for use by divisions.

3. School Construction Assistance Program: Competitive Grants

The 2022–2024 state budget included \$450 million in funding for the Board to award competitive grants to school divisions for high-need school construction and renovation projects. Grants awards prioritize school divisions with poor building conditions and higher fiscal need and are based on various competitive selection criteria adopted by the Board. Grants are based on 10 percent, 20 percent, or 30 percent of the project cost based on the fiscal need of the division.

In May 2023, the Board awarded \$365.3 million in grants for 40 school projects in 28 school divisions as follows:

| School Division / Div. # | School Name / Sch. # |
|---------------------------------|---|
| Appomattox County (006) | Appomattox County High (0260) |
| Bristol City (102) | Bristol Virginia Intermediate School (0202) |
| Brunswick County (013) | Brunswick County Elementary / Middle (0730) |
| Brunswick County (013) | Brunswick High (0650) |
| Buchanan County (014) | New Buchanan High (0034) |
| Campbell County (016) | Brookville High (0720) |
| Carroll County (018) | Carroll County High (1230) |
| Charlottesville City (104) | Buford Middle (0100) |
| Danville City (108) | G.L.H. Johnson Elementary (0190) |
| Danville City (108) | R.I.S.E Academy at the John M. Langston Campus (0139) |
| Danville City (108) | George Washington High (0210) |
| Dickenson County (026) | Ridgeview Elementary (0281) |
| Fredericksburg City (110) | Walker-Grant Middle (0273) |
| Giles County (035) | Giles High (0461) |
| Giles County (035) | Macy McClagherty Elementary/Middle (0390) |
| Giles County (035) | Narrows High (0470) |
| Halifax County (041) | Halifax County High (0010) |
| Harrisonburg City (113) | Harrisonburg High (0012) |
| King and Queen County (049) | King & Queen Elementary (0200) |
| Lynchburg City (115) | Paul Laurence Dunbar Middle for Innovation (0170) |
| Nelson County (062) | Nelson County High (0710) |

| | |
|---------------------------|---|
| Newport News City (117) | Huntington Middle (0091) |
| Norfolk City (118) | Matthew Fontaine Maury High (0010) |
| Norfolk City (118) | Booker T Washington High (0880) |
| Northampton County (065) | Northampton High (0350) |
| Petersburg City (120) | Walnut Hill Elementary (0130) |
| Pittsylvania County (071) | Pittsylvania Vocational-Technical Center (0010) |
| Pittsylvania County (071) | Stony Mill Elementary (1710) |
| Richmond City (123) | Henderson Middle (0470) |
| Richmond City (123) | J.L. Francis Elementary (1710) |
| Richmond City (123) | Richmond Technical Center (0821) |
| Richmond City (123) | William Fox Elementary (0200) |
| Roanoke City (124) | Lincoln Terrace Elementary (0340) |
| Roanoke City (124) | Preston Park Elementary (0240) |
| Roanoke City (124) | Ruffner Operations and Professional Development Center (0120) |
| Rockbridge County (081) | Floyd S. Kay Technical Center (0681) |
| Southampton County (087) | Capron Elementary (0710) |
| Suffolk City (127) | John F. Kennedy Middle (0370) |
| Waynesboro City (130) | Wenonah Elementary (0580) |
| Wythe County (097) | Scott Memorial Middle (1075) |

During fall 2023, VDOE conducted a second-round application process, where school divisions could apply for the remaining \$84.7 million in available competitive grant funding. Second-round awards will be provided in early 2024.

II. The Board of Education’s Work

The mission of the Board of Education and Superintendent of Public Instruction, in cooperation with their partners, is to develop policies and provide leadership that improve student achievement and prepare students to succeed in postsecondary education and the workplace, and to become engaged and enlightened citizens.

A. Standards of Learning

The Board is responsible for guiding the formal process of engaging educators, leaders, and the community at large in the review and revision process. When the drafting process—which involves educators, leaders, college and university professors, business and industry, content specific museums and organizations—is complete, VDOE submits a standards of learning document to the Board of Education for First Review. Both History and Social Sciences and Mathematics standards were submitted during the 2023 meetings. The Board hosted six to eight hearings across the Commonwealth for each standards review, in addition to receiving feedback through digital submissions. Communication for this process was shared in multiple ways including social media, partnerships, organizations, and outreach to school divisions to encourage engagement from all stakeholders during this session. Additionally, educators from all eight superintendent's regions are called upon to serve on revision committees and took an active role in reviewing and synthesizing feedback. Finally, VDOE staff reviewed feedback with the Advisory Committee to make final edits and worked with specific individuals and groups to fact check information. The revised SOL were then presented to the Board for Final Review. History and Social Science SOL were approved in April 2023, and Mathematics SOL were approved in August 2023.

1. History Social Science Standards

The History and Social Science SOL outline an appreciation of the attributes and actions that have made America the world’s exemplar of freedom, opportunity, and democratic ideals. The standards discuss the importance of providing students an in-depth and honest understanding of the complexities of United States, Virginia and world history. The History and Social Science Principles focus on not only the students’ exploration and understanding of history, social science, political, and economic systems and how those intersect, but the important role that they as individuals and collectively play in engaging in the political process to fulfill their civic obligations to maintain our democracy.

2. Mathematics Standards

In Mathematics, the SOL focus on the importance of ensuring that all students master strong foundational skills to ensure that all students can access higher level mathematical coursework

and concepts. The SOL emphasize that students should not only be allowed to accelerate their learning but encouraged to explore various pathways to apply mathematical skills in other contexts and in real-world applications. The standards ensure that all Virginia students will master mathematical content and graduate high school with the knowledge and skills to compete in the workforce of the future.

During the 2024 calendar year, the State Board will review and approve the ELA and Computer Science Standards. These sets of standards will lay additional critical foundations for high expectations for learning across the Commonwealth.

B. Accreditation and Accountability Revision

In Fall of 2022, the Board began discussing a revision to Virginia’s current accreditation and accountability systems following the publication of [Our Commitment to Virginians](#) and the release of the 2022 Nation’s Report Card. These reports showed the Board that Virginia’s students are experiencing declines in both reading and mathematics performance and that the current accreditation system was not adequately setting high expectations for schools and students. In response, the Board held a series of work sessions exploring Virginia’s current accountability system and its difficulties addressing the challenges experienced by students since the pandemic. The work sessions included presentations and discussions with national accountability experts. Additionally, during the summer of 2023, Superintendent of Public Instruction conducted a series of meetings with stakeholder groups on revisions to the accountability system. During those sessions, three themes surfaced: achievement, student growth, and career readiness.

At a special meeting in August 2023, the Board reviewed and discussed options for a new achievement indicator, the measurement of growth, readiness indicators, and the overall accountability system. The purpose of this discussion was to provide VDOE with direction as the regulatory process began. The options for each included the following:

- Achievement: Pure proficiency and achievement index measures
- Growth: [Virginia’s Visualization and Analytics Solution](#) (“VVAAS”)
- Readiness: Chronic absenteeism, early literacy, proficiency in advanced mathematics, and college and career readiness measures

During the August meeting, the Board approved a Notice of Intended Regulatory Action to revise [8VAC20-131](#), which formally started the process for revising the accountability model and increasing transparency on school performance. The Board voted to move forward with **drafting proposed revisions incorporating** the achievement index measure, growth measure, readiness measure (chronic absenteeism and college and career readiness), and a summative measure. These key decisions will provide VDOE with the bearing points to begin drafting the proposed regulations. This new assessment system, based on the October recommendations from the House Bill 585 Working Group, will be vital to the achievement and growth measures in this new accountability system.

In addition, the Board made the decision to separate accountability and accreditation. The Board hopes to develop an accreditation system that focuses on the inputs and programming schools offer and focus the accountability system on the outcome measures through the regulatory process they have launched.

During the winter of 2023 and spring of 2024, the Board will conduct extensive stakeholder engagement activities to gather input from educators, school leaders, families, and the business community, as well as many other stakeholders. The 2023 and 2024 statewide listening sessions will allow diverse stakeholders opportunities to share what they think will allow for a clear and actionable system. The input from these stakeholder activities will inform the development of proposed regulations throughout 2024, with anticipated regulatory approval in the Fall of 2024.

C. College Partnership Laboratory Schools

In July 2023, the Board approved its first College Partnership Laboratory School (“lab school”) application from Virginia Commonwealth University. In November 2023, the Board approved lab school applications from Germanna Community College Future Educators Academy, in partnership with Superintendent’s Region 4 school divisions, and University of Mary Washington Academy of Technology and Innovation, in partnership with Superintendent’s Region 3 school divisions.

Additional applications currently in review by VDOE include Mountain Gateway Community College, Central Virginia Community College, Richard Bland College, James Madison University, and the University of Virginia. These applications will likely be reviewed by the Standing Committee and Board in early 2024.

Additional applicants expected to submit their application to VDOE by the end of the calendar year include Emory and Henry, ODU (Newport News), Ferrum College, and Eastern Shore Community College. Applications are in progress and are expected to be submitted by planning grant awardees University of Lynchburg, Roanoke College, Piedmont Virginia Community College, ODU (Chesapeake), Norfolk State University, and Virginia Union University. A planning grant application for George Mason University in partnership with Frederick and Shenandoah counties is also under consideration. As of November, nearly \$3.5 million of the \$5 million allocated for planning grant funding has been awarded to 18 planning grant applicants.

In addition to VDOE Subject Matter Expert review and feedback, technical assistance and application support is provided to applicants through individual calls and meetings, on-site visits to Lab School applicant locations, and weekly office hours. On-site technical assistance has taken place with Emory and Henry, University of Mary Washington, James Madison University, and Mountain Gateway Community College.

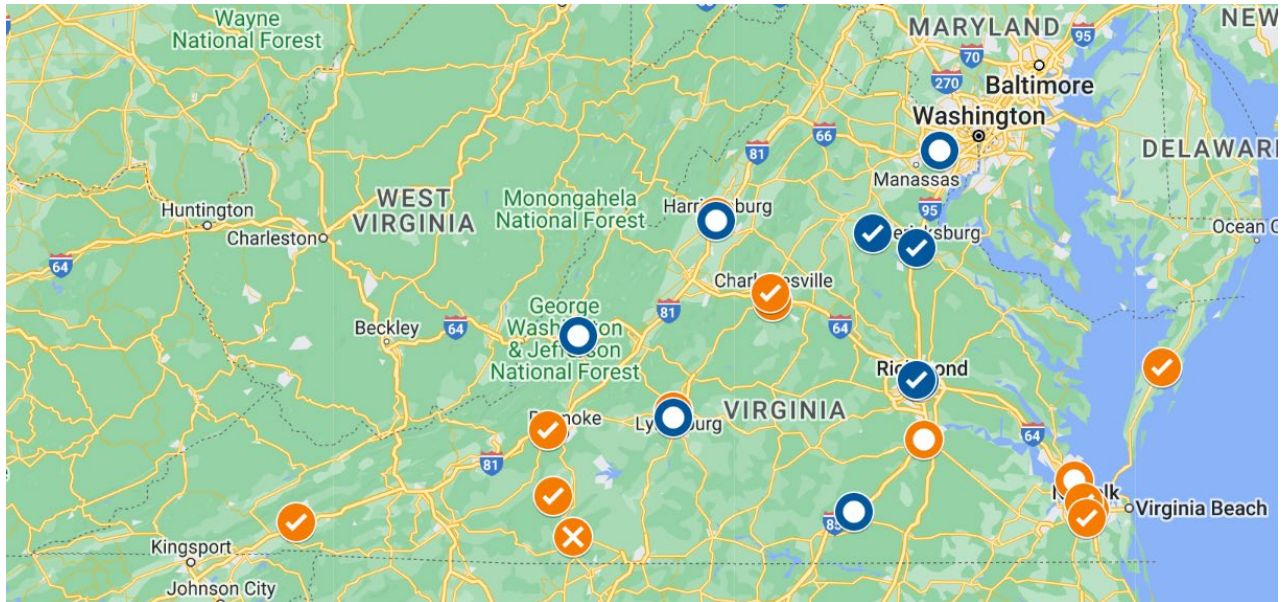
Lab School Pipeline as of November 27, 2023:

| Lab School Approved | Lab School Submitted |
|---|---|
| <ul style="list-style-type: none"><li data-bbox="240 365 659 401"><input checked="" type="checkbox"/> Germanna Community College<li data-bbox="240 428 659 464"><input checked="" type="checkbox"/> University of Mary Washington<li data-bbox="240 491 846 527"><input checked="" type="checkbox"/> Virginia Commonwealth University, Richmon... | <ul style="list-style-type: none"><li data-bbox="889 365 1370 401"><input type="checkbox"/> Central Virginia Community College<li data-bbox="889 428 1240 464"><input type="checkbox"/> George Mason University<li data-bbox="889 491 1256 527"><input type="checkbox"/> James Madison University<li data-bbox="889 554 1414 590"><input type="checkbox"/> Mountain Gateway Community College<li data-bbox="889 617 1406 653"><input type="checkbox"/> Southside Virginia Community College<li data-bbox="889 680 1230 716"><input type="checkbox"/> Virginia Union University |

Planning Grant Approved

- Eastern Shore Community College
- Emory & Henry College
- Ferrum College
- Norfolk State University
- Old Dominion University
- Old Dominion University - Chesapeake
- Piedmont Virginia Community College
- Roanoke College
- University of Lynchburg
- University of Virginia
- Virginia Commonwealth University, Richmon...

Lab School Informational Map as of November 27, 2023:



D. Prescriptions on the Standards of Quality

During 2023, the Board has dedicated significant time to preparing its Prescriptions on the SOQ, as required by Article VIII, Section 2, of the Constitution of Virginia, and § [22.1-18.01](#) of the Code of Virginia. The Board has received public comment—including surveys to division superintendents, parents, and other key stakeholders—and presentations at its meetings.

During the Board’s discussion on SOQ, the Board emphasized the need to look at more flexibility and a greater focus on a funding formula based on individual student needs. The Board’s first prescription will recommend that the General Assembly investigate, model, and develop a plan to move to a student-based funding formula for purposes of determining the required state and local shares of cost for the SOQ.

In addition to flexibility and funding, the Board has considered prescriptions on literacy, math, and learning loss; work-based learning; a statewide system for Individualized Education Plans; educator pipeline; and a modernized data collection system. The Board will vote to adopt prescriptions in December 2023

III. Appendices

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APPENDIX A: CONSTITUTIONAL AND STATUTORY REQUIREMENTS

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

Article VIII, Section 5. Powers and Duties of the Board of Education

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

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

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

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

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

§ 22.1-212.15. Report of public charter schools.

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

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

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

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

A. . . . The superintendent and the school board chairman shall certify to the Board of Education, as a part of certifying compliance with the Standards of Quality, that there is a justification in the Individual Education Program for every student who takes the Virginia Grade Level Alternative. Compliance with this requirement shall be monitored as a part of the special education monitoring process conducted by the Department of Education.

The Board shall report to the Governor and General Assembly in its annual reports pursuant to § 22.1-18 any school division that is not in compliance with this requirement.

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

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

§ 22.1-253.13:8. Compliance.

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

APPENDIX B: SUMMARY OF COMPLIANCE AND NON-COMPLIANCE WITH THE STANDARDS OF QUALITY FOR 2022–2023

A. Legal requirement for reporting compliance

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

B. Compliance and Noncompliance with the Standards of Quality

For the 2022-2023 school year, under the Standards of Quality (SOQ) in effect as of July 1, 2022, 104 school divisions (79 percent) reported full compliance with all provisions of the SOQ, and 28 school divisions (21 percent) reported noncompliance with one or more provisions of the SOQ. If not for school accreditation status, an additional 41 school divisions (31 percent) would have reported full compliance with the SOQ. Ten school divisions maintained fully accredited schools but reported noncompliance with staffing provisions in Standard Two.

Appendix B provides the list of the 104 divisions reporting full compliance with the SOQ. Appendix C provides all reported instances of noncompliance with the SOQ by division.

School Divisions Reporting Noncompliance with the Standards of Quality in 2021-2022

| Standard | Number of Noncompliant Divisions |
|---|----------------------------------|
| Standard One – Instructional Programs | 3 |
| Standard Two – Instructional, Administrative, and Support Personnel | 18 |
| Standard Three – Accreditation | 52 |
| Standard Three – Other Standards and Evaluation | 0 |
| Standard Four – Student Achievement and Graduation Requirements | 1 |
| Standard Five – Quality of Classroom Instruction and Educational Leadership | 6 |
| Standard Six – Planning and Evaluation | 2 |

| | |
|--|---|
| Standard Seven – School Board Policies | 1 |
| Standard Eight – Compliance | 1 |

APPENDIX C: SCHOOL DIVISIONS REPORTING FULL COMPLIANCE WITH THE STANDARDS OF QUALITY FOR 2022–2023

| School Divisions in Full Compliance for 2022-2023 | 2022 - 2023 Was Division Fully Compliant? | 2021 - 2022 Was Division Fully Compliant? | 2020 - 2021 Was Division Fully Compliant? | 2019 - 2020 Was Division Fully Compliant? |
|---|--|--|--|--|
| Albemarle County (002) | Yes | Yes | Yes | No |
| Alexandria City (101) | Yes | No | Yes | Yes |
| Alleghany Highlands (003) | Yes | Yes | Yes | No |
| Appomattox County (006) | Yes | Yes | Ye | Yes |
| Augusta County (008) | Yes | Yes | Yes | Yes |
| Bath County (009) | Yes | Yes | No | Yes |
| Bedford County (010) | Yes | Yes | No | No |
| Bland County (011) | Yes | Yes | No | Yes |
| Botetourt County (012) | Yes | Yes | Yes | Yes |
| Bristol City (102) | Yes | Yes | Yes | No |
| Brunswick County (013) | Yes | Yes | Yes | No |
| Buchanan County (014) | Yes | Yes | Yes | Yes |
| Buckingham County (015) | Yes | Yes | Yes | No |
| Campbell County (016) | Yes | Yes | Yes | Yes |
| Caroline County (017) | Yes | Yes | Yes | No |
| Carroll County (018) | Yes | Yes | Yes | Yes |
| Charles City County (019) | Yes | Yes | Yes | Yes |
| Charlotte County (020) | Yes | Yes | Yes | Yes |
| Chesapeake City (136) | Yes | Yes | Yes | Yes |
| Chesterfield County (021) | Yes | Yes | Yes | Yes |
| Clarke County (022) | Yes | Yes | Yes | Yes |
| Colonial Beach (202) | Yes | Yes | Yes | Yes |
| Colonial Heights City (106) | Yes | Yes | Yes | Yes |
| Cumberland County (025) | Yes | Yes | Yes | Yes |
| Danville City (108) | Yes | No | No | No |
| Dickenson County (026) | Yes | Yes | Yes | Yes |
| Dinwiddie County (027) | Yes | No | Yes | No |
| Fairfax County (029) | Yes | Yes | Yes | No |
| Floyd County (031) | Yes | Yes | Yes | Yes |
| Fluvanna County (032) | Yes | Yes | Yes | Yes |
| Franklin County (033) | Yes | Yes | Yes | No |

| | | | | |
|-----------------------------|-----|-----|-----|-----|
| Frederick County (034) | Yes | Yes | Yes | Yes |
| Galax City (111) | Yes | Yes | Yes | Yes |
| Giles County (035) | Yes | Yes | Yes | Yes |
| Gloucester County (036) | Yes | Yes | Yes | Yes |
| Goochland County (037) | Yes | Yes | Yes | Yes |
| Grayson County (038) | Yes | Yes | Yes | Yes |
| Greene County (039) | Yes | Yes | Yes | Yes |
| Greensville County (040) | Yes | Yes | No | No |
| Halifax County (041) | Yes | Yes | Yes | Yes |
| Hampton City (112) | Yes | Yes | Yes | Yes |
| Hanover County (042) | Yes | Yes | Yes | Yes |
| Harrisonburg City (113) | Yes | Yes | Yes | No |
| Henry County (044) | Yes | Yes | Yes | Yes |
| Hopewell City (114) | Yes | Yes | Yes | No |
| Isle of Wight County (046) | Yes | No | No | Yes |
| King George County (048) | Yes | Yes | Yes | Yes |
| King and Queen County (049) | Yes | Yes | Yes | No |
| Lancaster County (051) | Yes | Yes | Yes | No |
| Lee County (052) | Yes | Yes | Yes | Yes |
| Lexington City (137) | Yes | Yes | Yes | Yes |
| Loudoun County (053) | Yes | Yes | Yes | Yes |
| Louisa County (054) | Yes | Yes | Yes | Yes |
| Lunenburg County (055) | Yes | Yes | Yes | Yes |
| Lynchburg City (115) | Yes | Yes | No | No |
| Manassas City (143) | Yes | Yes | Yes | Yes |
| Manassas Park City (144) | Yes | Yes | Yes | Yes |
| Mathews County (057) | Yes | Yes | Yes | Yes |
| Mecklenburg County (058) | Yes | Yes | No | No |
| Middlesex County (059) | Yes | No | Yes | Yes |
| Montgomery County (060) | Yes | Yes | Yes | No |
| Nelson County (062) | Yes | Yes | Yes | No |
| Newport News City (117) | Yes | Yes | Yes | No |
| Norfolk City (118) | Yes | Yes | Yes | No |
| Northampton County (065) | Yes | Yes | Yes | No |
| Northumberland County (066) | Yes | Yes | Yes | No |
| Nottoway County (067) | Yes | Yes | Yes | No |
| Orange County (068) | Yes | Yes | Yes | Yes |
| Page County (069) | Yes | Yes | Yes | No |
| Patrick County (070) | Yes | No | Yes | Yes |
| Pittsylvania County (071) | Yes | Yes | Yes | Yes |
| Poquoson City (142) | Yes | Yes | Yes | Yes |

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| Portsmouth City (121) | Yes | Yes | Yes | No |
| Powhatan County (072) | Yes | No | Yes | Yes |
| Prince Edward County (073) | Yes | No | No | No |
| Prince George County (074) | Yes | Yes | Yes | Yes |
| Pulaski County (077) | Yes | Yes | Yes | No |
| Radford City (122) | Yes | Yes | Yes | Yes |
| Rappahannock County (078) | Yes | Yes | Yes | Yes |
| Richmond City (123) | Yes | Yes | No | No |
| Richmond County (079) | Yes | Yes | Yes | Yes |
| Roanoke City (124) | Yes | No | Yes | Yes |
| Roanoke County (080) | Yes | Yes | Yes | Yes |
| Rockbridge County (081) | Yes | Yes | Yes | Yes |
| Rockingham County (082) | Yes | Yes | Yes | Yes |
| Russell County (083) | Yes | Yes | Yes | Yes |
| Scott County (084) | Yes | Yes | Yes | Yes |
| Smyth County (086) | Yes | Yes | Yes | Yes |
| Southampton County (087) | Yes | Yes | Yes | Yes |
| Stafford County (089) | Yes | Yes | Yes | Yes |
| Staunton City (126) | Yes | Yes | Yes | No |
| Suffolk City (127) | Yes | Yes | Yes | No |
| Surry County (090) | Yes | Yes | Yes | Yes |
| Sussex County (091) | Yes | Yes | Yes | Yes |
| Tazewell County (092) | Yes | Yes | Yes | Yes |
| Virginia Beach City (128) | Yes | Yes | Yes | Yes |
| Washington County (094) | Yes | Yes | Yes | Yes |
| Waynesboro City (130) | Yes | Yes | Yes | No |
| West Point (207) | Yes | Yes | Yes | Yes |
| Westmoreland County (095) | Yes | Yes | Yes | Yes |
| Williamsburg-James City County (131) | Yes | Yes | Yes | Yes |
| Winchester City (132) | Yes | Yes | No | No |
| Wise County (096) | Yes | Yes | Yes | Yes |
| Wythe County (097) | Yes | Yes | Yes | Yes |

APPENDIX D: SCHOOL DIVISIONS REPORTING NONCOMPLIANCE WITH ONE OR MORE PROVISIONS OF THE STANDARDS OF QUALITY FOR 2022–2023

STANDARD 1: INSTRUCTIONAL PROGRAMS

| Standard 1 Requirement | School Division | 2022 - 2023 Was Division Compliant? | 2021 - 2022 Was Division Compliant? | 2020 - 2021 Was Division Compliant? | 2019 - 2020 Was Division Compliant? |
|---|-----------------|---|--|--|--|
| § 22.1-253.13:1(C) - 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. | Franklin City | NO | YES | YES | YES |
| § 22.1-253.13:1(C) - 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. | Franklin City | NO | YES | YES | YES |
| § 22.1-253.13:1(D)(3)(e) - Career and technical education programs incorporated into the K through 12 curricula that include: As part of each student's academic and career plan, a list of (i) the top | Franklin County | NO | YES | YES | N/A |

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| 100 professions in the Commonwealth by median pay and the education, training, and skills required for each such profession and (ii) the top 10 degree programs at institutions of higher education in the Commonwealth by median pay of program graduates. | | | | | |
| § 22.1-253.13:1(D)(13) – The school division reports the results of the algebra readiness intervention diagnostic tests to the Department of Education on an annual basis. | Franklin County | NO | NO | YES | YES |
| § 22.1-253.13:1(D)(13) – The school division assesses each student who receives algebra readiness intervention services again at the end of that school year. | Franklin County | NO | NO | YES | YES |
| § 22.1-253.13:1(D)(15) – A program of physical activity available to all students in grades kindergarten through five consisting of at least 20 minutes per day or an average of 100 minutes per week during the regular school year and available to all students in grades six through 12 with a goal of at least 150 minutes per week on average during the regular school year. Such program may include any combination of (i) physical education classes, (ii) extracurricular athletics, (iii) recess, or (iv) other programs and physical activities deemed appropriate | Arlington County | NO | YES | YES | YES |

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| <p>by the local school board. Each local school board shall implement such program during the regular school year. Any physical education class offered to students in grades seven and eight shall include at least one hour of personal safety training per school year in each such grade level that is developed and delivered in partnership with the local law-enforcement agency and consists of situational safety awareness training and social media education.</p> | | | | | |
| <p>§ 22.1-253.13:1(D)(15) – A program of physical activity available to all students in grades kindergarten through five consisting of at least 20 minutes per day or an average of 100 minutes per week during the regular school year and available to all students in grades six through 12 with a goal of at least 150 minutes per week on average during the regular school year. Such program may include any combination of (i) physical education classes, (ii) extracurricular athletics, (iii) recess, or (iv) other programs and physical activities deemed appropriate by the local school board. Each local school board shall implement such program during the regular school year. Any physical education class offered to students in grades seven and eight shall</p> | <p>Fauquier County</p> | <p>NO</p> | <p>YES</p> | <p>YES</p> | <p>YES</p> |

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| include at least one hour of personal safety training per school year in each such grade level that is developed and delivered in partnership with the local law-enforcement agency and consists of situational safety awareness training and social media education. | | | | | |
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STANDARD 2: INSTRUCTIONAL, ADMINISTRATIVE, AND PROFESSIONAL SUPPORT PERSONNEL

| Standard 2 Requirement | School Division | 2022 - 2023 Was Division Compliant? | 2021 - 2022 Was Division Compliant? | 2020 - 2021 Was Division Compliant? | 2019 - 2020 Was Division Compliant? |
|---|------------------------|--|--|--|--|
| § 22.1-253.13:2(B) - The school board employs licensed instructional personnel qualified in the relevant subject areas. | Accomack County | NO | YES | YES | YES |
| § 22.1-253.13:2(B) - The school board employs licensed instructional personnel qualified in the relevant subject areas. | Charlottesville City | NO | NO | NO | NO |
| § 22.1-253.13:2(B) - The school board employs licensed instructional personnel qualified in the relevant subject areas. | Highland County | NO | NO | YES | YES |
| § 22.1-253.13:2(B) - The school board employs licensed instructional personnel qualified in the relevant subject areas. | Madison County | NO | YES | YES | YES |
| § 22.1-253.13:2(B) - The school board employs licensed instructional personnel qualified in the relevant subject areas. | Martinsville City | NO | NO | NO | NO |

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| § 22.1-253.13:2(B) - The school board employs licensed instructional personnel qualified in the relevant subject areas. | Petersburg City | NO | NO | NO | NO |
| § 22.1-253.13:2(B) - The school board employs licensed instructional personnel qualified in the relevant subject areas. | Prince William County | NO | NO | YES | YES |
| § 22.1-253.13:2(B) - The school board employs licensed instructional personnel qualified in the relevant subject areas. | Salem City | NO | NO | YES | YES |
| § 22.1-253.13:2(B) - The school board employs licensed instructional personnel qualified in the relevant subject areas. | Warren County | NO | NO | NO | NO |
| § 22.1-253.13:2(B) - The school board employs licensed instructional personnel qualified in the relevant subject areas. | York County | NO | YES | YES | YES |
| § 22.1-253.13:2(C)(iii) - Each school board shall assign licensed instructional personnel in a manner that produces divisionwide ratios of students in average daily membership to full-time equivalent teaching positions, excluding special education teachers, principals, assistant principals, school counselors or certain other licensed individuals as set forth in subdivision H 4, and librarians, that are not greater than the following ratios: 25 to one in grades | Henrico County | NO | YES | NO | NO |

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| <p>four through six with no class being larger than 35 students.</p> | | | | | |
| <p>§ 22.1-253.13:2(C)(iv) - Each school board shall assign licensed instructional personnel in a manner that produces divisionwide ratios of students in average daily membership to full-time equivalent teaching positions, excluding special education teachers, principals, assistant principals, school counselors or certain other licensed individuals as set forth in subdivision H 4, and librarians, that are not greater than the following ratios: 24 to one in English classes in grades six through 12.</p> | <p>Charlottesville City</p> | <p>NO</p> | <p>YES</p> | <p>YES</p> | <p>YES</p> |
| <p>§ 22.1-253.13:2(C) - After September 30 of any school year, anytime the number of students in a class exceeds the class size limit established by this subsection, the local school division shall notify the parent of each student in such class of such fact no later than 10 days after the date on which the class exceeded the class size limit.</p> | <p>Henrico County</p> | <p>NO</p> | <p>NO</p> | <p>NO</p> | <p>YES</p> |

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| Such notification shall state the reason that the class size exceeds the class size limit and describe the measures that the local school division will take to reduce the class size to comply with this subsection. | | | | | |
| § 22.1-253.13:2(F)(ii) – 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 general appropriation act, shall be provided to support 20 full-time equivalent instructional positions in the 2021-2022 school year and thereafter for each 1,000 students identified as having limited English proficiency, which positions may include dual language teachers who provide instruction in English and in a second language. | Amelia County | NO | YES | YES | YES |

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| <p>§ 22.1-253.13:2(F)(ii) – 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 general appropriation act, shall be provided to support 20 full-time equivalent instructional positions in the 2021-2022 school year and thereafter for each 1,000 students identified as having limited English proficiency, which positions may include dual language teachers who provide instruction in English and in a second language.</p> | <p>Culpeper County</p> | <p>NO</p> | <p>YES</p> | <p>YES</p> | <p>YES</p> |
| <p>§ 22.1-253.13:2(H)(3) - Each local school board shall employ, at a minimum, the following full-time equivalent positions for any school that reports fall membership, according to student enrollment: 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</p> | <p>Amherst County</p> | <p>NO</p> | <p>NO</p> | <p>NO</p> | <p>NO</p> |

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| <p>assign librarians to schools within the division according to the area of greatest need, regardless of whether such schools are elementary, middle, or secondary.</p> | | | | | |
| <p>§ 22.1-253.13:2(H)(3) - Each local school board shall employ, at a minimum, the following full-time equivalent positions for any school that reports fall membership, according to student enrollment: 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.</p> | <p>Culpeper County</p> | <p>NO</p> | <p>NO</p> | <p>NO</p> | <p>NO</p> |

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| <p>§ 22.1-253.13:2(H)(3) - Each local school board shall employ, at a minimum, the following full-time equivalent positions for any school that reports fall membership, according to student enrollment: 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.</p> | <p>Fredericksburg County</p> | <p>NO</p> | <p>YES</p> | <p>YES</p> | <p>YES</p> |
| <p>§ 22.1-253.13:2(H)(3) - Each local school board shall employ, at a minimum, the following full-time equivalent positions for any school that reports fall membership, according to student enrollment: 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</p> | <p>New Kent County</p> | <p>NO</p> | <p>NO</p> | <p>YES</p> | <p>YES</p> |

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| <p>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.</p> | | | | | |
| <p>§ 22.1-253.13:2(H)(3) - Each local school board shall employ, at a minimum, the following full-time equivalent positions for any school that reports fall membership, according to student enrollment: 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</p> | <p>Prince William County</p> | <p>NO</p> | <p>NO</p> | <p>NO</p> | <p>NO</p> |

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| <p>schools are elementary, middle, or secondary.</p> | | | | | |
| <p>§ 22.1-253.13:2(H)(4) - Each local school board shall employ, at a minimum, the following full-time equivalent positions for any school that reports fall membership, according to student enrollment: School counselors, one full-time equivalent position per 325 students in grades kindergarten through 12. (May assign school counselors to schools within the division according to the area of greatest need)</p> | <p>Culpeper County</p> | <p>NO</p> | <p>YES</p> | <p>NO</p> | <p>NO</p> |
| <p>§ 22.1-253.13:2(H)(4) - Each local school board shall employ, at a minimum, the following full-time equivalent positions for any school that reports fall membership, according to student enrollment: School counselors, one full-time equivalent position per 325 students in grades kindergarten through 12. (May assign school counselors to schools within the division according to the area of greatest need)</p> | <p>Norton City</p> | <p>NO</p> | <p>YES</p> | <p>YES</p> | <p>YES</p> |

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| <p>§ 22.1-253.13:2(H)(4) - Each local school board shall employ, at a minimum, the following full-time equivalent positions for any school that reports fall membership, according to student enrollment: School counselors, one full-time equivalent position per 325 students in grades kindergarten through 12. (May assign school counselors to schools within the division according to the area of greatest need)</p> | <p>Shenandoah County</p> | <p>NO</p> | <p>NO</p> | <p>YES</p> | <p>YES</p> |
| <p>§ 22.1-253.13:2(J) - Local school boards shall employ two full-time equivalent positions per 1,000 students in grades kindergarten through 12, one to provide technology support and one to serve as an instructional technology resource teacher. 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</p> | <p>Charlottesville County</p> | <p>NO</p> | <p>YES</p> | <p>YES</p> | <p>YES</p> |

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| <p>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.</p> | | | | | |
| <p>§ 22.1-253.13:2(P)(3) - 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. Student support positions, including (i) social work administrative positions not included in subsection O; (ii) school counselor 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 administrative positions</p> | <p>Highland County</p> | <p>NO</p> | <p>YES</p> | <p>YES</p> | <p>YES</p> |
| <p>§ 22.1-253.13:2(P)(4) - Each local school board shall provide those support services that are necessary for the efficient and cost-effective operation and maintenance of its public schools. Instructional personnel support, including professional development positions and library and</p> | <p>Highland County</p> | <p>NO</p> | <p>YES</p> | <p>YES</p> | <p>YES</p> |

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| media positions not included in subdivision H 3. | | | | | |
| § 22.1-253.13:2(P)(4) - Each local school board shall provide those support services that are necessary for the efficient and cost-effective operation and maintenance of its public schools. Technology professional positions not included in subsection J. | Highland County | NO | YES | YES | YES |

STANDARD 3: ACCREDITATION, OTHER STANDARDS, AND EVALUATIONS

| Standard 3 Requirement | School Division | 2022 - 2023 Was Division Compliant? | 2021 - 2022 Was Division Compliant? | 2020 - 2021 Was Division Compliant? | 2019 - 2020 Was Division Compliant? |
|---|------------------------|---|---|---|---|
| § 22.1-253.13:3 - All schools are fully accredited by the Board of Education. | Albemarle County | NO | YES | YES | NO |
| § 22.1-253.13:3 - All schools are fully accredited by the Board of Education. | Alexandria City | NO | YES | YES | YES |
| § 22.1-253.13:3 - All schools are fully accredited by the Board of Education. | Alleghany Highlands | NO | YES | YES | NO |
| § 22.1-253.13:3 - All schools are fully accredited by the Board of Education. | Amherst County | NO | YES | YES | YES |
| § 22.1-253.13:3 - All schools are fully accredited by the Board of Education. | Brunswick County | NO | YES | YES | NO |
| § 22.1-253.13:3 - All schools are fully accredited by the Board of Education. | Buchanan County | NO | YES | YES | YES |
| § 22.1-253.13:3 - All schools are fully accredited by the Board of Education. | Buckingham County | NO | YES | YES | NO |

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| § 22.1-253.13:3 - All schools are fully accredited by the Board of Education. | Caroline County | NO | YES | YES | NO |
| § 22.1-253.13:3 - All schools are fully accredited by the Board of Education. | Charles City County | NO | YES | YES | YES |
| § 22.1-253.13:3 - All schools are fully accredited by the Board of Education. | Charlottesville City | NO | YES | YES | NO |
| § 22.1-253.13:3 - All schools are fully accredited by the Board of Education. | Chesapeake City | NO | YES | YES | YES |
| § 22.1-253.13:3 - All schools are fully accredited by the Board of Education. | Chesterfield County | NO | YES | YES | YES |
| § 22.1-253.13:3 - All schools are fully accredited by the Board of Education. | Danville City | NO | YES | YES | NO |
| § 22.1-253.13:3 - All schools are fully accredited by the Board of Education. | Essex County | NO | YES | YES | NO |
| § 22.1-253.13:3 - All schools are fully accredited by the Board of Education. | Fairfax County | NO | YES | YES | NO |
| § 22.1-253.13:3 - All schools are fully accredited by the Board of Education. | Fauquier County | NO | YES | YES | NO |
| § 22.1-253.13:3 - All schools are fully accredited by the Board of Education. | Franklin City | NO | YES | YES | NO |
| § 22.1-253.13:3 - All schools are fully accredited by the Board of Education. | Franklin County | NO | YES | YES | NO |
| § 22.1-253.13:3 - All schools are fully accredited by the Board of Education. | Frederick County | NO | YES | YES | YES |
| § 22.1-253.13:3 - All schools are fully accredited by the Board of Education. | Fredericksburg City | NO | YES | YES | NO |
| § 22.1-253.13:3 - All schools are fully accredited by the Board of Education. | Grayson County | NO | YES | YES | YES |

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| § 22.1-253.13:3 - All schools are fully accredited by the Board of Education. | Greensville County | NO | YES | YES | NO |
| § 22.1-253.13:3 - All schools are fully accredited by the Board of Education. | Hampton City | NO | YES | YES | YES |
| § 22.1-253.13:3 - All schools are fully accredited by the Board of Education. | Harrisonburg City | NO | YES | YES | NO |
| § 22.1-253.13:3 - All schools are fully accredited by the Board of Education. | Henrico County | NO | YES | YES | NO |
| § 22.1-253.13:3 - All schools are fully accredited by the Board of Education. | Henry County | NO | YES | YES | YES |
| § 22.1-253.13:3 - All schools are fully accredited by the Board of Education. | Hopewell City | NO | YES | YES | NO |
| § 22.1-253.13:3 - All schools are fully accredited by the Board of Education. | Lancaster County | NO | YES | YES | NO |
| § 22.1-253.13:3 - All schools are fully accredited by the Board of Education. | Lee County | NO | YES | YES | YES |
| § 22.1-253.13:3 - All schools are fully accredited by the Board of Education. | Lynchburg City | NO | YES | YES | NO |
| § 22.1-253.13:3 - All schools are fully accredited by the Board of Education. | Manassas City | NO | YES | YES | YES |
| § 22.1-253.13:3 - All schools are fully accredited by the Board of Education. | Montgomery County | NO | YES | YES | NO |
| § 22.1-253.13:3 - All schools are fully accredited by the Board of Education. | Newport News City | NO | YES | YES | NO |
| § 22.1-253.13:3 - All schools are fully accredited by the Board of Education. | Norfolk City | NO | YES | YES | NO |
| § 22.1-253.13:3 - All schools are fully accredited by the Board of Education. | Northampton County | NO | YES | YES | NO |

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| § 22.1-253.13:3 - All schools are fully accredited by the Board of Education. | Nottoway County | NO | YES | YES | NO |
| § 22.1-253.13:3 - All schools are fully accredited by the Board of Education. | Page County | NO | YES | YES | NO |
| § 22.1-253.13:3 - All schools are fully accredited by the Board of Education. | Petersburg City | NO | YES | YES | NO |
| § 22.1-253.13:3 - All schools are fully accredited by the Board of Education. | Portsmouth City | NO | YES | YES | NO |
| § 22.1-253.13:3 - All schools are fully accredited by the Board of Education. | Prince Edward County | NO | YES | YES | NO |
| § 22.1-253.13:3 - All schools are fully accredited by the Board of Education. | Prince William County | NO | YES | YES | YES |
| § 22.1-253.13:3 - All schools are fully accredited by the Board of Education. | Pulaski County | NO | YES | YES | NO |
| § 22.1-253.13:3 - All schools are fully accredited by the Board of Education. | Richmond City | NO | YES | YES | NO |
| § 22.1-253.13:3 - All schools are fully accredited by the Board of Education. | Roanoke City | NO | YES | YES | YES |
| § 22.1-253.13:3 - All schools are fully accredited by the Board of Education. | Shenandoah County | NO | YES | YES | NO |
| § 22.1-253.13:3 - All schools are fully accredited by the Board of Education. | Spotsylvania County | NO | YES | YES | YES |
| § 22.1-253.13:3 - All schools are fully accredited by the Board of Education. | Staunton City | NO | YES | YES | NO |
| § 22.1-253.13:3 - All schools are fully accredited by the Board of Education. | Suffolk City | NO | YES | YES | YES |
| § 22.1-253.13:3 - All schools are fully accredited by the Board of Education. | Warren County | NO | YES | YES | NO |

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| § 22.1-253.13:3 - All schools are fully accredited by the Board of Education. | Waynesboro City | NO | YES | YES | NO |
| § 22.1-253.13:3 - All schools are fully accredited by the Board of Education. | Williamsburg-James City County | NO | YES | YES | YES |

STANDARD 4: STUDENT ACHIEVEMENT AND GRADUATION REQUIREMENTS

| Standard 4 Requirement | School Division | 2022 - 2023 Was Division Compliant? | 2021 - 2022 Was Division Compliant? | 2020 - 2021 Was Division Compliant? | 2019 - 2020 Was Division Compliant? |
|---|------------------------|--|--|--|--|
| § 22.1-253.13:4(C) - The school board awards certificates of program completion to students who complete a prescribed course of study as defined by the school board if they are not eligible to receive a Board of Education-approved diploma. | Prince William County | NO | NO | NO | NO |

STANDARD 5: QUALITY OF CLASSROOM INSTRUCTION AND EDUCATIONAL LEADERSHIP

| Standard 5 Requirement | School Division | 2022 - 2023 Was Division Compliant? | 2021 - 2022 Was Division Compliant? | 2020 - 2021 Was Division Compliant? | 2019 - 2020 Was Division Compliant? |
|--|------------------------|--|--|--|--|
| § 22.1-253.13:5(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 | King William | NO | YES | YES | YES |

| | | | | | |
|---|---------------------------|-----------|-----------|------------|------------|
| <p>Criteria for Teachers, Principals, and Superintendents. Evaluations shall include student academic progress as a significant component and an overall summative rating. Teacher evaluations shall include regular observation and evidence that instruction is aligned with the school's curriculum. Evaluations shall include identification of areas of individual strengths and weaknesses and recommendations for appropriate professional activities. Evaluations shall include an evaluation of cultural competency.</p> | | | | | |
| <p>§ 22.1-253.13:5(D) - Each member of the school board participates annually in high-quality professional development activities at the state, local, or national levels on governance, including, but not limited to, personnel policies and practices; the evaluation of personnel; curriculum and instruction; use of data in planning and decision making; and current issues in education as part of their service on the local board.</p> | <p>Buena Vista County</p> | <p>NO</p> | <p>NO</p> | <p>YES</p> | <p>YES</p> |

| | | | | | |
|--|------------------------|-----------|------------|------------|------------|
| <p>§ 22.1-253.13:5(D) - Each member of the school board participates annually in high-quality professional development activities at the state, local, or national levels on governance, including, but not limited to, personnel policies and practices; the evaluation of personnel; curriculum and instruction; use of data in planning and decision making; and current issues in education as part of their service on the local board.</p> | <p>Craig County</p> | <p>NO</p> | <p>YES</p> | <p>YES</p> | <p>YES</p> |
| <p>§ 22.1-253.13:5(D) - Each member of the school board participates annually in high-quality professional development activities at the state, local, or national levels on governance, including, but not limited to, personnel policies and practices; the evaluation of personnel; curriculum and instruction; use of data in planning and decision making; and current issues in education as part of their service on the local board.</p> | <p>Essex County</p> | <p>NO</p> | <p>NO</p> | <p>YES</p> | <p>YES</p> |
| <p>§ 22.1-253.13:5(D) - Each member of the school board participates annually in high-quality professional development activities at the state, local, or national levels on governance, including, but not limited to, personnel policies and practices; the evaluation of personnel; curriculum and instruction; use of data in</p> | <p>Highland County</p> | <p>NO</p> | <p>NO</p> | <p>NO</p> | <p>YES</p> |

| | | | | | |
|---|---------------------|----|----|-----|-----|
| planning and decision making; and current issues in education as part of their service on the local board. | | | | | |
| § 22.1-253.13:5(D) - Each member of the school board participates annually in high-quality professional development activities at the state, local, or national levels on governance, including, but not limited to, personnel policies and practices; the evaluation of personnel; curriculum and instruction; use of data in planning and decision making; and current issues in education as part of their service on the local board. | King William County | NO | NO | YES | YES |
| § 22.1-253.13:5(D) - Each member of the school board participates annually in high-quality professional development activities at the state, local, or national levels on governance, including, but not limited to, personnel policies and practices; the evaluation of personnel; curriculum and instruction; use of data in planning and decision making; and current issues in education as part of their service on the local board. | Spotsylvania County | NO | NO | YES | YES |

STANDARD 6: PLANNING AND PUBLIC INVOLVEMENT

| Standard 6 Requirement | School Division | 2022 - 2023 Was Division Compliant? | 2021 - 2022 Was Division Compliant? | 2020 - 2021 Was Division Compliant? | 2019 - 2020 Was Division Compliant? |
|---|------------------------|--|--|--|--|
| § 22.1-253.13:6(B)(iii) - The divisionwide comprehensive plan shall include, but shall not be limited to: a forecast of enrollment changes | Buena Vista County | NO | YES | YES | YES |
| § 22.1-253.13:6(B)(iv) - The divisionwide comprehensive plan shall include, but shall not be limited to: 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. | Buena Vista County | NO | YES | YES | YES |
| § 22.1-253.13:6(B)(v) – he divisionwide comprehensive plan shall include, but shall not be limited to: an evaluation of the appropriateness of establishing regional programs and services in cooperation with neighboring school divisions | Arlington County | NO | YES | YES | YES |
| § 22.1-253.13:6(B)(vi) - The divisionwide comprehensive plan shall include, but shall not be | Arlington County | NO | YES | YES | YES |

| | | | | | |
|---|--|--|--|--|--|
| limited to: a plan for implementing such regional programs and services when appropriate; | | | | | |
|---|--|--|--|--|--|

STANDARD 7: SCHOOL BOARD POLICIES

| Standard 7 Requirement | School Division | 2022 - 2023 Was Division Compliant? | 2021 - 2022 Was Division Compliant? | 2020 - 2021 Was Division Compliant? | 2019 - 2020 Was Division Compliant? |
|---|------------------------|---|---|---|---|
| § 22.1-253.13:7(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. | Falls Church City | NO | YES | YES | YES |

STANDARD 8: COMPLIANCE

| Standard 8 Requirement | School Division | 2022 - 2023 Was Division Compliant? | 2021 - 2022 Was Division Compliant? | 2020 - 2021 Was Division Compliant? | 2019 - 2020 Was Division Compliant? |
|--|------------------------|---|---|---|---|
| § 22.1-253.13:8 - The school board provides, as a minimum, the programs and services, as provided in the Standards of Quality, with state and local funds as apportioned by the General Assembly in the appropriation act and to the extent funding is provided by the General Assembly. | Culpeper County | NO | YES | NO | NO |

APPENDIX E: CHARTER SCHOOL REPORT AND INFORMATION ON PARENT AND STUDENT OPTION

Public Charter Schools

Section [22.1-212.15](#) of the Code of Virginia requires the Board of Education to 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.

The Virginia Department of Education collected information on the number of public charter school applications that were reviewed by the Board of Education and subsequently approved or denied by local school boards during 2022-2023.

Seven charter schools in five localities operated for students in the 2022-2023 school year:

1. Community Lab School, Albemarle County
2. Middleburg Community Charter School, Loudoun County
3. Hillsboro Charter Academy, Loudoun County
4. Patrick Henry School of Science and Arts, Richmond
5. Richmond Career Education and Employment Academy, Richmond
6. Green Run Collegiate, Virginia Beach
7. York River Academy, York County

No operating charter schools were closed during the 2022-2023 school year.

In April 2023, the Loudoun County School Board placed Middleburg Community Charter School on probation for failing to take corrective measures to its financial records.

The 2022-2023 accreditation data results, based on 2021-2022 assessments, are below. No charter schools are identified for federal support and improvement.

| School/Division | Accreditation Status |
|---------------------------------|----------------------|
| Community Lab School, Albemarle | Accreditation |

| | |
|---|---------------|
| Middleburg Community Charter, Loudoun | Accreditation |
| Hillsboro Charter Academy, Loudoun | Accreditation |
| Patrick Henry School of Science and Arts, Richmond City | Accreditation |
| Richmond Career Education and Employment Academy, Richmond City | Accreditation |
| Green Run Collegiate, Virginia Beach | Accreditation |
| York River Academy, York | Accreditation |

College Partnership Laboratory Schools

College Partnership Laboratory Schools (or lab schools) are public schools that are designed and initiated by institution of higher education (“IHE”). These schools leverage the resources, expertise, and capacity based at IHEs to provide inventive educational service delivery models to students. While there have been several lab school models implemented in Virginia since the 1950s, the formal statutory framework for lab schools was established through legislation in 2010. This framework sets expectations for governance and accountability, among other requirements, and requires that eligible IHEs seek approval with the Virginia Board of Education (Board) to open a lab school. There have been no lab schools opened in Virginia under this framework.

Governor Youngkin has committed to expanding the number of lab schools in Virginia to increase choice and opportunity, inspire innovation, and promote achievement in preK–12 public education. In line with this vision, during its 2022 Special Session, the General Assembly appropriated \$100 million into the College Partnership Laboratory Fund (“Fund”) to support the development and implementation of new lab schools in the Commonwealth.

The \$100 million appropriation is allotted for the following uses:

- \$5 million for planning grants to support eligible entity in the design of new college lab schools and to assist in drafting and submitting a lab school application to the Board.
- \$20 million for initial start-up grants for approved lab schools to make one-time purchases for expenses necessary to launch a lab school, such as staff recruitment, technology and material purchases, etc.
- \$75 million (or the balance of the fund) for per-pupil operating grants to support ongoing expenses for the operation and maintenance of a lab school.

In August 2022, the Board approved the *Guidelines and Criteria for the Award and Distribution of Planning Grant Funds* set the parameters for how the planning grants (\$5 million) shall be administered, including the process for reviewing requests, how applications will be evaluated and prioritized, permissible expenditures, and accountability measures for the use of the grant funding. Through October 2023, \$3,055,128 in planning grants have been awarded.

In September 2022, the Board approved the *Guidelines and Criteria for the Award and Distribution of Lab School Start-up and Per-Pupil Funding Grants* set the parameters for how the initial start-up costs (\$20 million) and per-pupil operating funding grants (\$75 million) shall be administered, including the process for reviewing requests, how award amounts will be determined, permissible expenditures, and accountability measures for the use of the grant funding.

In July 2023, the Board approved a lab school application from Virginia Commonwealth University, in partnership with CodeRVA high school, which included \$6 million in per-pupil funding from the Fund. In November 2023, the Board approved lab school applications from Germanna Community College Future Educators Academy, in partnership with Superintendent’s Region 4 school divisions, and University of Mary Washington Academy of Technology and Innovation, in partnership with Superintendent’s Region 3 school divisions, both of which included up to \$6 million in per-pupil funding from the Fund. The Board expects to consider applications from 16 additional lab school applicants by June 30, 2024.

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

Academic-Year Governor's Schools

The Virginia Department of Education, in conjunction with localities, sponsors regional Academic-Year Governor's Schools (“AYGS”) that serve high school students during the academic year. The AYGS programs strive to create a community of advanced learners and offer accelerated coursework options. The nineteen Academic-Year Governor's Schools provide students with opportunities to explore specialized focus areas that consider regional needs. The Virginia Department of Education conducts a full evaluation of each AYGS program on a

rotating six-year cycle. Thomas Jefferson High School for Science and Technology, Mountain Vista Governor's School, and Blue Ridge Governor's School had full evaluations completed in 2023. Appomattox Regional Governor's School for Arts and Technology, Southwest Virginia Governor's School, and Piedmont Governor's School will have full evaluations in the spring of 2024.

A. Linwood Holton Governor's School

Serves students in grades 10, 11, and 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 through 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 through 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 and 12 at a single site next to Heritage High School in Lynchburg, Virginia. The following school divisions participate in the Central Virginia Governor's School: city of Lynchburg; and the counties of Amherst, Appomattox, Bedford, and Campbell.

Chesapeake Bay Governor's School for Marine & Environmental Science

Serves students in grades 10, 11, and 12 at three sites – two sites on the campuses of Rappahannock Community College and one site within a Caroline County Public School. The following school divisions participate in the Chesapeake Bay Governor's School: the town of Colonial Beach; the counties of Caroline, Essex, Gloucester, King George, King & Queen, King William, Lancaster, Mathews, Middlesex, New Kent, Northumberland, Richmond, and Westmoreland.

Commonwealth Governor's School

Serves students in grades 9 through 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

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

Jackson River Governor's School

Serves students in grades 11 and 12 at Mountain Gateway 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

Serves students in grades 9 through 12 at a single site at the renovated historic Maggie L. Walker High School in Richmond, Virginia. The following school divisions participate in MLWGS: cities of Colonial Heights, Hopewell, Petersburg, and Richmond; and the counties of Charles City, Chesterfield, Dinwiddie, Goochland, Hanover, Henrico, King & Queen, New Kent, Powhatan, and Prince George.

Massanutten Governor's School for Integrated Environmental Science & Technology

Serves students in grades 11 and 12 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

Serves grades 10, 11, and 12 from the high schools in the city of Winchester and the counties of Clarke, Culpeper, Fauquier, Frederick, Rappahannock, and Warren. The program operates in conjunction with Laurel Ridge Community College at the Middletown and Warrenton sites.

New Horizons Governor's School for Science & Technology

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

Piedmont Governor's School

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

Roanoke Valley Governor's School for Science & Technology

Serves students in grades 9 through 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 and 12 at multiple sites located at Valley Career Technical Center and in the Waynesboro and Staunton area. The following school divisions participate in the Shenandoah Valley Governor's School: cities of Staunton and Waynesboro, and Augusta County.

Southwest Virginia Governor's School for Science, Mathematics & Technology

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

The Governor's School at Innovation Park

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

The Governor's School of Southside Virginia

Serves students in grades 11 and 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

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

Summer Residential Governor's Schools

There are seven (7) Summer Residential Governor's Schools which provide high school juniors and seniors with intensive educational experiences in visual and performing arts, humanities, mathematics, science, and technology, or through mentorships in marine science, medicine and health sciences, or engineering. Each Summer Residential Governor's School focuses on one special area of interest. Students live on a college or university campus for four weeks each summer. During this time, students are involved in classroom and laboratory work, field studies, research, individual and group projects and performances, and seminars with noted

scholars, visiting artists, and other professionals. In the three mentorship programs, students are selected to work side-by-side with research scientists, physicians, and a variety of other professionals. A director and student-life staff provide supervision of students 24 hours per day throughout the program. In the summer of 2023, the medicine and health sciences program did not operate.

Summer Regional Governor's Schools

There are twenty-one (21) Summer Regional Governor's Schools. The Summer Regional Governor's Schools exist in a variety of formats. Most often, groups of school divisions design these programs to meet the needs of their local gifted elementary and middle school students. However, a few programs are designed for 9th, 10th, and 11th grade students. These schools provide exciting opportunities in the arts, sciences, humanities, and in career and technical advancement. The Department of Education approves each Summer Regional Governor's School and evaluates each program as funding permits. Summer Regional Governor's Schools typically are housed at a public school or on the campus of a college, community college, or university. The lengths of programs vary, with some lasting a week or less while others may last three weeks. Most students return to their homes at the end of each day's activities; however, the University of Virginia's College at Wise, Southside, Hanover Regional Governor's School for Career and Technical Advancement, and Valley/Ridge Summer Regional Governor's Schools are residential programs. During the summer of 2023, nineteen of the Summer Regional Governor's School programs operated.

Governor's Science, Technology, Engineering, and Mathematics Academies

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

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

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

There are currently 21 Governor's STEM Academies:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Partnership Members: Chesterfield County Public Schools; American Society of Civil Engineers; VCU School of Engineering; Architecture, Construction, and Engineering of RVA; Brightpoint Community College; Super Radiator Coils; ONYX; Thomas Jefferson National Accelerator Lab; Virginia Space Grant Consortium/NASA; IQ Spectra Inc; HKS; Gilbane; Balzer & Associates; ITAC.

Governor's Career & Technical Education Academy for STEM in Richmond – Richmond City Technical Center

Program Focus: rigorous academic and technical program of study in two career pathways (Engineering and Technology and Therapeutic Services) prepares students for a full range of postsecondary opportunities (two- and four-year colleges), entry level employment, apprenticeships, and the military.

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

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

Program Focus: The academy targets three pathways in three career clusters: Engineering and Technology, Construction, and Food Production and Processing Systems. Students enrolled in the Engineering and Technology pathway will be actively involved with high-tech devices, engineering graphics, mathematical concepts, and scientific principles through engineering design experiences. The Construction pathway will build upon current dual enrollment career

and technical program areas within the Architecture and Construction Cluster with a focus on Green career awareness and training. In the Food Production and Processing Systems pathway, Carroll County Public Schools (CCPS) makes its Agriculture Research Farm and STEM Laboratory available to other partners in the Academy to conduct independent research.

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

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

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

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

The Grassfield High School Governor's STEM Academy – Chesapeake City

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

Partnership Members: Chesapeake City Public Schools; Virginia Commonwealth University, Virginia Tech, Rochester Institute of Technology, City of Chesapeake Economic Development, Lockheed Martin Center for Innovation, NASA Langley Research Center, Phoenix Group, Clark

Nexsen, Girl Scouts of the Colonial Coast, Project Lead the Way, MITRE, Barnes and Noble, VEX Robotics, Southeastern Virginia Food Bank, Lead4Change.org, Cdyne, US Coast Guard Exchange, MI Technical Solutions, AERMOR.

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

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

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

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

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

Partnership Members: Roanoke County Public Schools; Virginia Western Community College; University of Northern Ohio; Universal Technical Institute; Virginia Tech University; Roanoke Regional Partnership; Balzer and Associates, Inc.; Development Initiatives, Inc.; Western Virginia Workforce Development Board; Carilion Biomed Institute; Novozymes; Plastics One; East West DyeCom; General Electric; Wireless Medicare; Lionberger Construction; Precision Steel; Hughes Associates; Carilion Physics; Accellent Cardiology; Spectrum Engineers; AECOM; Hill Studios; Salem Specialties, Inc.; Synchrony; Shenandoah Machine & Maintenance Co., Inc.; Graham-White Manufacturing; Sematco, Inc.; E & W Machine; Valley Machine; J. C. Nordt; Roanoke-Times; Access Advertising; Renaissance Contract Lighting; Gridpoint & Valcom; Salem Red Sox; Roanoke Railyard Dawgs; Carilion Strategic Communication; Roanoke County-Salem Chamber of Commerce; Virginia Career Works; Berglund Center; Greg Roberts Live; Blue Ridge Racing; Jefferson Center; Howards Precision Machining, TW Controls; Ferris Automotive; Mattern and Craig Engineering; Burns McDonnell Engineering; Cundiff Architecture; Froehling and Robertson Engineering; Blue Ridge PBS; Arcet; Overfelt & Son Welding; Lincoln Electric; New Millennium Steel; Thermal Dynamics; Miller Welders; NASCAR; Tread Corporation; Mountain Land Machine; DRP Racing; Berglund Automotive.

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

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

Partnership Members: Bridging Communities Board of Control, New Kent County Public Schools, Charles City County Public Schools, King and Queen County Public Schools, King William County Public Schools, Middlesex County Public Schools, West Point Public Schools, Rappahannock Community College, Town of West Point Town Council, and Dominion Resources.

Lynchburg Regional Governor's STEM Academy – Lynchburg City

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

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

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

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

Partnership Members: Newport News Public Schools, Newport News Shipbuilding, NASA

Langley Research Center, Norfolk State University, Old Dominion University, Jefferson Lab, Mid-Atlantic Regional Maintenance Center (MARMC), Virginia Peninsula Community College, Christopher Newport University, Hampton University, Bryant & Stratton College, Peninsula Council of Workforce Development, Virginia Peninsula Chamber of Commerce, Jacobs Technology, and Pepsi Bottling Group.

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

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

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

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

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

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

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

Program Focus: George C. Marshall High School Governor's STEM Academy offers premium elective programs in engineering and information technology pathways to interested students in grades 9–12. Many students earn valuable industry certifications such as AutoCAD, CompTIA A+, Network +, Server +, Security +, Cisco CCENT, college credit through dual enrollment, and

participate in valuable career experiences through business and industry partnerships. Students work independently and collaboratively in project-based learning environments that encourage finding creative solutions to authentic and complex problems. Engineering projects include building fully functioning robots that compete in VEX and FIRST robotics competitions and using 3- D printers to build prosthetic hands for the e-NABLE organization. Students in information technology build and troubleshoot networks, study software programs such as Ubuntu, Linux, Microsoft Windows, and compete in the CyberPatriot competitions. An active advisory and planning committee comprised of academia from Virginia Tech, George Mason University, Marymount, NVCC, and industry representatives from MITRE, Northrop Grumman and Copper River are committed to building our future STEM workforce.

Partnership Members: Fairfax County Public Schools, Systemic Solutions, George Mason University, Virginia Tech, Tysons Regional Chamber of Commerce, Junior Achievement of Greater Washington, Marymount University, and Cisco Systems.

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

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

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

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

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

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

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

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

Partnership Members: Hampton City Public Schools, XIGAE Architecture, Virginia Tech Hampton Roads Agricultural Research and Extension Center, ECPI College of Technology, Hampton University, New Horizons Regional Education Center, Newport News Shipbuilding, Peninsula Council for Workforce Development, NASA Langley Research Center, and Virginia Peninsula Community College; The Virginia Living Museum, CES Consulting LLC, Virginia Department of Transportation, Centennial Contractors Enterprises Inc.

Governor's STEM Academy at Osbourn High School - Manassas City

Program Focus: This academy provides students the opportunity to explore STEM careers and build knowledge that leads to postsecondary education and career opportunities. The Academy has three pathways: Facility and Mobile Equipment Maintenance, Network Systems/Cybersecurity, and Engineering and Technology.

Partnership Members: Manassas City Public Schools, Aurora Flight Sciences, Lockheed Martin, Micron Technology, Northern Virginia Community College, Cowork LLC/DBA Centerfuse, Manassas Regional Airport; SWIFT, and OmniRide.

Governor's Health Sciences Academies

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

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

Governor's Health Sciences Academies actively partner with employers to design and provide high-quality, dynamic programs. These programs are delivered through comprehensive courses of study that prepare students for successful transition to postsecondary education and careers. These specialty programs include partnerships of public-school divisions, business and industry, health care institutions, higher education institutions, and may include local government, including local workforce and economic development entities. All programs

include significant work-based learning experiences or training beyond the classroom.

There are currently nine Governor's Health Sciences Academies:

Monticello Governor's Health Sciences Academy – Monticello High School

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

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

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

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

Partnership Members: Chesterfield County Public Schools, Chippenham-Johnston Willis Medical Center, Virginia Commonwealth University, Brightpoint Community College, ECPI, Bon Secours Sports Medicine, Sheltering Arms Hospital, St. Francis Hospital, St. Mary's Hospital, Brandermill Woods Retirement Facility, West End Orthopedic, South University, Virginia Commonwealth University.

Falls Church Governor's Health Sciences Academy – Falls Church High School

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

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

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

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

Partnership Members: Fairfax County Public Schools; Northern Virginia Community College Medical Education Campus; Howard University College of Dentistry; Virginia Commonwealth University School of Pharmacy; Columbia University College of Dental Medicine; University of Maryland School of Dentistry; Virginia Dental Association; Inova Health System; Capital Caring Hospice and Palliative Care; Walgreens; INOVA Mt Vernon Hospital; Brother's Brother Foundation; Health Occupation Students of America; Patterson Dental; and Mission of Mercy, Virginia.

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

Program Focus: The program combines rigorous academic coursework and research experience within a challenging and focused environment to prepare Academy students for 21st century

health sciences careers. The program provides expanded options for students' health science literacy and other critical knowledge, skills, and credentials that will prepare them for in-demand, high-wage, and high-skill health sciences careers in Virginia and will provide a comprehensive career readiness curriculum.

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

Hampton City Public Schools Governor's Health Sciences Academy – Bethel High School

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

Partnership Members: Hampton City Public Schools, Virginia Peninsula Community College, ECPI University, Riverside School of Health Careers, Orthopedic and Spine Center, New Horizons Regional Education Center, and Sentara Healthcare.

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

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

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

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

Program Focus: The mission of the Bedford County Governor's Health Sciences Academy is to provide students with a clear educational pathway that will prepare them to meet their career

goals in in-demand, high-wage, and high-skill health sciences careers in Virginia. Each program will provide students with entry-level and college preparatory skills, creating a strong foundation toward attainment of their career/educational goals. Students will gain marketable skills as well as develop strong workplace readiness skills through emphasis placed on the Virginia Workplace Readiness Skills. Students will have access and exposure to 21st century technology resources specific to their program of study.

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

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

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

Partnership Members: Alexandria City Public Schools, The George Washington University School of Medicine and Health Sciences, Northern Virginia Community College, Inova Health Systems, Goodwin House, Woodbine Rehabilitation Center, CVS, STEM for Her, Pathways Mentors, and the Alexandria City Fire and Rescue Department.

APPENDIX F: ANALYSIS OF SCHOOL DIVISION REPORT REQUIREMENTS

BACKGROUND

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

House Bill 196 requires the Board of Education to:

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

House Bill 521 requires the Board of Education to develop:

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

House Bill 2141 requires the Board of Education to develop:

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

ACTIONS

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

the usefulness, timeliness, accuracy and comparability of education data that inform key policy decisions in Virginia.

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

A review of data collections was conducted during August 2022 for the purpose of updating the department’s “Calendar of Data Collections” listing of all data collections required of Virginia Public School divisions. The listing is updated annually by polling Department of Education leadership and other data stewards obtaining any additions, changes, and deletions to the collections.

The [2023–2024 Calendar of Collections](#) was finalized in August 2023 and posted to the Data Collections section of the Virginia Department of Education’s website. The due date, name, website of resources, contact, and frequency, status, and other important information are included for each collection.

The Calendar of Collections for events that occur during the 2023–2024 school year.

| Due Date | Report Name | Report Status | Funding Type | Submission Type | Frequency |
|--------------------|--|---------------|--------------|-----------------|-----------|
| July 31, 2024 | CTE Credentialing Collection (CTECC) | Revised | Both | Electronic | Annually |
| January 31, 2024 | Title I, Part A, Comparability Report | Same | Federal | Electronic | Annually |
| November 2023 | Count of Children Who Are Neglected or Delinquent (Title I, Part D, Subpart 1 and Subpart 2) | Same | Federal | Electronic | Annually |
| November 2023 | 21st Century Community Learning Centers State Evaluation | Same | Federal | Electronic | Annually |
| October 15, 2023 | Driver Education Program Approval | Same | State | Electronic | Annually |
| October 15, 2023 | Laboratory FEE approval | Same | State | Electronic | Annually |
| June 30, 2024 | Driver Education Status Questionnaire | Same | State | Electronic | Annually |
| June 30, 2024 | Wellness Related Fitness Report | Same | State | Electronic | Annually |
| September 29, 2023 | Programs for the Gifted, Annual Report | Same | State | Electronic | Annually |

| | | | | | |
|---|--|---------|---------|------------|----------------|
| July 31, 2024 | Foster Care Enrollment Report | Same | State | Electronic | Annually |
| September 14, 2023 | Annual School Report - Financial Section | Same | State | Electronic | Annually |
| July 22, 2024 | Certification of Adequate Funds Budgeted to Meet Required Local Effort for the Standards of Quality and Local Match Requirements for Certain State Funds | Same | State | Electronic | Annually |
| October 31, 2023 | K-3 Primary Class Size Reduction Program | Same | State | Electronic | Annually |
| July 27, 2024 | Adult Education and Family Literacy Act (Federal) and General Adult Education (State) Programs | Same | Both | Electronic | Annually |
| July 27, 2024 | Integrated English Literacy/Civics Education Program Report | Same | Federal | Electronic | Annually |
| July 31, 2024 | Race to GED Program Report | Same | State | Form | 2 Times a Year |
| April 26, 2024 | Career and Technical Education Financial Report | Revised | State | Electronic | Annually |
| Fall- January 30, 2024 EOY- August 14, 2024 | Secondary Enrollment Demographic Form (SEDF) | Revised | State | Electronic | 2 Times a Year |
| August 25, 2024 | Substitute Tests | Revised | Both | Electronic | Annually |
| Fall SRC - Oct 27, 2023 Spring SRC - April 26, 2024 EOY SRC - July 19, 2024 Summer SRC -Aug 16, 2024 | Student Record Collection | Revised | Both | Electronic | 4 Times a Year |

| | | | | | |
|---|--|---------|---------|------------|---|
| Fall - November 3, 2023 EOY - August 16, 2024 Summer - August 7, 2024 | Positions and Exits Collection | Both | | Electronic | 3 Times a Year |
| Fall - December 22, 2023 EOY - August 14, 2024 | Master Schedule Data Collection also includes IPAL and SEDF | Same | Both | Electronic | 2 Times a Year |
| August 16, 2024 | Educational Registry Application (ERA) | Same | Both | Electronic | Annually |
| Preliminary - Mar 15, 2024 EOY - August 16, 2024 | Student Behavior and Administrative Response Collection | New | Both | Electronic | Optional Monthly Submission/Required Annually |
| Mid-August 2024 | Standards of Quality Compliance Data Collection | Same | State | Electronic | Annually |
| October 1, 2023 | Student Data Collection for Homeless Children & Youth for Subgrantees | Same | Federal | Electronic | Annually |
| November 15, 2023 | Report of Free/Reduced Meal Applications | Same | Federal | Electronic | Annually |
| January 31, 2024 | School Nutrition Programs Semi-Annual Financial Report for July-December | Same | Federal | Electronic | Annually |
| July 1, 2024 | School Nutrition Programs Annual Application | Same | Federal | Electronic | Annually |
| July 31, 2024 | School Nutrition Programs Annual Financial Report for July -June | Same | Federal | Electronic | Annually |
| July 2024 | Coordinated Early Intervening Services Survey | Revised | Federal | Electronic | Annually |
| December 14, 2023 | December 1 Child Count | Revised | Federal | Electronic | Annually |
| December 14, 2023 | Parentally Placed Private School and Homeschooled Students Survey | Revised | Federal | Electronic | Annually |

| | | | | | |
|--|---|---------|---------------|------------|------------------|
| August 15, 2024 | Special Education State Performance Report Indicator Data | Revised | Federal | Electronic | Annually |
| Late January 2024 | Individuals with Disabilities Education Act Maintenance of Effort | Same | State / Local | Electronic | Annually |
| Mid-May 2024 | Special Education Excess Cost | Same | Federal | Electronic | Annually |
| Mid-November 2023 | Special Education Proportionate Set Aside | Same | Federal | Electronic | Annually |
| September 18, 2023 | Homebound Student Services | Same | State | Electronic | Annually |
| September 29, 2023 | Students with Intensive Support Needs Application | New | State | Electronic | Annually |
| Enrollment - Mid-Oct 2023 Late Enrollment - Jan 2024 Projected - Mid-May 2024 | Virginia Preschool Initiative | Revised | State | Electronic | 3 Times per year |
| Projection 1 – March 1 - May 15 Projection 2 – July 1 – August 15 Projected 3 – Sept 1- October 15 | VPI Local Criteria Waiver Application | Same | State | Electronic | 3 Times per year |
| Report- Monthly Certification- August 2024 | Crash/Incident Report & Certification of School Bus Insurance | Same | State | Electronic | Annually |
| October 2023 | Pupil Transportation Report | Same | State | Electronic | Annually |
| August 1, 2024 | School Security Equipment Grant | Revised | State | Electronic | Annually |
| August 30, 2024 | Driver Critical Shortage Survey | New | State | Electronic | Annually |
| June 2024 | Mentor Teacher Program Evaluation & Program Reports | Same | State | Electronic | Annually |
| Fall 2023 | New Teachers Data Collection (NTDC) | Same | State | Electronic | Annually |

| | | | | | |
|---|--|---------|---------|------------|----------|
| Fall 2023 | National Board Certification Incentive Award Report | Same | Both | Electronic | Annually |
| Vacancy- August 2023 - Teacher - April 2024 | STEM Teacher Recruitment and Retention Initiatives | Revised | State | Electronic | Annually |
| Vacancy - August 31, 2023 Teacher - April 2024 | Recruitment Incentive for Public Education | Same | State | Electronic | Annually |
| June 30, 2024 | School Health Services Survey | Same | State | Electronic | Annually |
| Spring 2024 | ESSER, GEER and EANS Annual Report | Same | Federal | Form | Annually |
| September 2023 | Virginia School Survey of Climate and Working Conditions | Same | State | Electronic | Annually |
| December 2023 | Human Subjects Research Report | Same | State | Electronic | Annually |

FINDINGS

A committee comprised of data stewards from 13 school divisions representing each of the eight Superintendent’s Regions provided a:

1. List of each report that your local school division is required to submit to any state agency other than the Board of Education or the Department of Education.
2. List of each report that your local school division is required to submit to the federal government including the name and frequency.

Listing of non-Virginia Department of Education Collections

| Report Name | Report Frequency | Federal Agency or Organization Name | State Agency or Organization Name | Duplicate Reported? |
|--|-------------------------|--|--|----------------------------|
| Elementary – Secondary Staff Information Report (EEO5) | Biannual | Equal Employment Opportunity Commission | | No |
| W2 | Annual | Internal Revenue Service | Virginia Employment Commission | Yes |
| 1096 Federal Forms | Annual | Internal Revenue Service | | No |

| Report Name | Report Frequency | Federal Agency or Organization Name | State Agency or Organization Name | Duplicate Reported? |
|--|--------------------------|---|--|----------------------------|
| 1099-Misc Income | Annual | Internal Revenue Service | | No |
| 941 report (Federal Payroll Tax) | Quarterly | Internal Revenue Service | | No |
| ACA reconciliation -1095 | Annual | Internal Revenue Service | | No |
| IRS Form 720 (Part II, Section 133) PCORI fees | Annual | Internal Revenue Service | | No |
| Form 1095-C, Employer-Provided Health Insurance | Annual | Internal Revenue Service | | No |
| IRS-SSA-CMS Data Match | Voluntary | Internal Revenue Service - Centers for Medicare & Medicaid Services | | No |
| # OSHA 300, 300A | Annual | Occupational Health and Safety Administration | | No |
| Impact Aid Report | Annual | Office of Impact Aid | | No |
| Bureau of Labor Statistics - Employee Wage Report | Annual | US Bureau of Labor Statistics | | No |
| Bureau of Labor Statistics Employee Counts | Once every 10 years | US Bureau of Labor Statistics | | No |
| Census of Governments, Survey of Public Employment and Payroll | Periodically | US Census Bureau | | No |
| # USDA Farm to School Census Data Collection | Annual | US Department of Agriculture | | No |
| USDA surveys | Monthly, at select times | US Department of Agriculture | | |

| Report Name | Report Frequency | Federal Agency or Organization Name | State Agency or Organization Name | Duplicate Reported? |
|---|-------------------------------|---|--|----------------------------|
| Census of Governments, Survey of School Finances | Annual | US Department of Commerce – Economics | | No |
| National Assessment of Educational Progress (NAEP) - testing and population | Annual - for selected schools | US Department of Education - National Center for Education Statistics | | No |
| School Pulse Panel Recurring Survey | Annual for selected schools | US Department of Education - National Center for Education Statistics | | No |
| Civil Rights Data Collection | Biannual | US Department of Education - Office of Civil Rights | | No |
| Nursing Situational Report | Annual | US Department of Health | | No |
| Epi Pen Report | Annual | US Department of Health | | No |
| Vision and Hearing Screening Report | Annual | US Department of Health | Department of Health | No |
| Head Start Program Information Report | Annual | US Department of Health and Human Services - Office of Head Start | | No |
| Freedom of Information Act (FOIA) | As requested | US Department of Justice | Virginia Freedom of Information Act | Yes |
| Directory Information for US Military Recruitment | Annual | US Military Branches | | |
| Broadband Connectivity Capability Survey | Annual | | Appropriations Act (Item 137.G) | No |
| Legally Blind Students | Annual | | Department for the Blind and Vision Impaired | No |

| Report Name | Report Frequency | Federal Agency or Organization Name | State Agency or Organization Name | Duplicate Reported? |
|---|-------------------------|--|---|----------------------------|
| School Safety Inspection Checklist | Annual | | Department of Criminal Justice Services | No |
| VDCJS School Safety Survey | Annual | | Department of Criminal Justice Services | No |
| Virginia School Crisis Management Plan Review and Certification | Annual | | Department of Criminal Justice Services | No |
| Virginia School Survey for Climate and Working Conditions | Annual | | Department of Criminal Justice System | No |
| Communicable Disease Reporting | Daily/Weekly | | Department of Health | No |
| COVID Test Kit Usage | Weekly | | Department of Health | No |
| Daily Absenteeism Rates | Daily | | Department of Health | No |
| Drinking Water Testing | Annual | | Department of Health | No |
| Impact Testing | Biannual | | Department of Health | No |
| Student Immunization Status Report | Annual | | Department of Health | No |
| Syndromic Surveillance | Voluntary | | Department of Health | No |
| VDH School Health Profiles Survey | Annual | | Department of Health | No |
| Administrative Claim Report | Annual | | Department of Medical Assistance Services | No |

| Report Name | Report Frequency | Federal Agency or Organization Name | State Agency or Organization Name | Duplicate Reported? |
|---|------------------|-------------------------------------|---|---------------------|
| Business Cost Report (BCRC) | Annual | | Department of Medical Assistance Services | No |
| Virginia Medicaid Reporting | Quarterly | | Department of Medical Assistance Services | No |
| LearnFare | Weekly | | Department of Social Services | No |
| Medicaid billing (DSS - Virginia) | Monthly | | Department of Social Services | No |
| P-EBT | Monthly | | Department of Social Services | No |
| Child Protective Services | Per Incident | | Department of Social Services and local law enforcement | No |
| VA-16 (Virginia Payroll Tax) | Quarterly | | Department of Taxation | No |
| VA-6 (Virginia Payroll Tax) | Annual | | Department of Taxation | No |
| VEC-FC-21 (Virginia Unemployment Commission) | Quarterly | | Employment Commission | No |
| JLARC Studies | Periodically | | JLARC | No |
| Building Maps | Annual | | Local Police and Fire Departments | No |
| New Hire Report | bi-monthly | | VA New Hire Reporting Center | No |
| Census to the Virginia Project for Children and Youth with Deaf-Blindness | Annual | | VCU - The National Center on Deaf-Blindness (NCDB) | No |

| Report Name | Report Frequency | Federal Agency or Organization Name | State Agency or Organization Name | Duplicate Reported? |
|---|------------------|-------------------------------------|---|---------------------|
| Virginia High School League CEF (Coaches Education) | Annual | | Virginia High School League | No |
| Virginia High School League Offerings | Annual | | Virginia High School League | No |
| Virginia High School League Participation/ATM | Annual | | Virginia High School League | No |
| VRS Snapshot | Monthly | | Virginia Retirement System | No |
| Survey of Individual Self-Insurers-Public | Annual | | Virginia Worker Compensation Commission | No |

CONCLUSION

In response to House Bill 521, the Board of Education will annually survey school divisions about federal government and other state agency reporting, submitting a listing of reports by December 1 of each year.

In response to House Bill 196, the Board of Education will continue its practice of annually reviewing reports that the Department of Education requires of local school divisions, with an emphasis on reports that can be eliminated or consolidated with other reports. The results of this annual review will be reported to the Chairmen of the House Committee on Education and the Senate Committee on Education by November 15 of each year.

In response to House Bill 196 and House Bill 2141, the Board of Education will continue its practice of annually reviewing reports that the federal government and the Department of Education/Board require of local school divisions and understand the drivers for those reports. The emphasis will be on reports that can be eliminated or consolidated and the Board will take actions and make recommendations to that effect. The results of this annual review will be reported to the Chairmen of the House Committee on Education and the Senate Committee on Education by November 15 of each year.

APPENDIX G: STATUS REPORT REGARDING MULTIDIVISION ONLINE PROVIDERS

Background

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

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

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

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

The third application window was opened on January 2, 2013. During that time, four organizations submitted new applications and course correlation documents, and providers

approved in 2011 and 2012 submitted new courses for review and approval. After a thorough review, the four new applicants were approved as multidivision online providers.

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

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

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

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

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

Thirteen of the 21 currently approved organizations offered courses to students in Virginia during the 2017-2018 school year. These organizations submitted monitoring reports in July 2018. After reviewing data from these reports and conducting monitoring interviews with the providers, one primary issue of concern remains: a discrepancy still exists between multidivision online provider course enrollment data submitted by providers and data reported by school divisions in the Master Schedule Collection (MSC). Multidivision online provider data submitted by school divisions continue to include data from providers that are not multidivision online providers. School divisions are including online providers who are only providing courses. Online providers who only provide courses are not multidivision online providers and are not required to be approved as multidivision online providers. Multidivision online providers provide educators in addition to courses.

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

An eleventh 30-day application window opened on January 1, 2020. During that time, there were no new applications submitted. Some providers approved during 2011-2019 submitted new courses for review and approval. After a thorough review, 159 courses submitted from existing providers were approved.

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

A thirteenth 30-day application window opened on January 1, 2022. During that time, there were two new applications submitted. After a thorough review, both new applicants were approved as multidivision online providers. Some providers approved during 2011-2022 submitted new or revised courses for review and approval.

A fourteenth 30-day application window opened on January 1, 2023. During that time, there were two new applications submitted. After a thorough review, both new applicants were approved as multidivision online providers. Some providers approved during 2011-2023 submitted new or revised courses for review and approval.

Three-Year Full Review

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

Activities during the Reporting Period

The following is a list of key activities that occurred between October 1, 2022 and October 1, 2023:

- The application window was opened for 30 days beginning January 1, 2023. There were two new applicants during the application window.

- Of the 170 new or revised SOL (including CTE) courses reviewed, 170 (100 percent) were approved. In addition, 300 elective course titles were submitted for inclusion in the course database. Electives are approved at the local School Board level.
- Providers that were initially approved in 2020 or that completed a three-year review in 2020 completed another three-review process of submitting updated application and course information.
- The Department of Education required approved providers that provided services to complete monitoring reports that detailed their activities in the Commonwealth during the 2022-2023 academic year.
- The Department of Education collected and reviewed monitoring reports from the following providers during the 2022-2023 school year: Accel Online, Accelerate Education; Apex Learning; BYU Independent Study; CCPSOnline – Chesterfield County Public Schools; Edison Learning; EdOptions Academy (Edmentum); Florida Virtual School; Founders Education; Greenways Academy, Hampton City Schools Flex; Imagine Learning (Edgenuity); Imagine Learning (Odysseyware); Middleton Academy; My Virtual Academy; Nextide Academy; Pearson Connections Academy; Proximity Learning; RISE Academy; Schools PLP; Stride, Inc.; Stride Learning Solutions; and VHS Learning.

Data Collection and Monitoring

The Department of Education collects data from three sources: the Master Schedule Collection (MSC), provider monitoring reports, and Department of Education surveys. The MSC data are collected two times a year: in the Fall (data are as of Oct 1st) and the last day of school. The collection includes rosters of students by school, teacher, course and section.

Enrollment Data

Beginning with the 2022-23 school year, the Master Schedule Collection was expanded to include the Multi-division Online Provider to the roster of students by school, teacher, course and section. The table below shows student enrollment (an unduplicated count of students) and student-course enrollment (a duplicated student count of the number of all students in all courses) using the newly collected data. Data from the 2012-2013 school year through 2019-2020 school year may be located in appendices of the associated Board’s Annual Report to the Governor and General Assembly.

| Division | Number of Students in at least one MOP course as reported on the 2020-2021 End-of-Year MSC | Number of Student Enrollments in all courses offered by MOPS in 2020-2021 | Number of Students in at least one MOP course as reported on the 2021-2022 End-of-Year MSC | Number of Student Enrollments in all courses offered by MOPS in 2021-2022 | Number of Students in at least one MOP course as reported on the 2022-2023 End-of-Year MSC | Number of Student Enrollments in all courses offered by MOPS in 2022-2023 |
|-----------------------|--|---|--|---|--|---|
| Accomack County | - | - | 5 | 16 | 40 | 43 |
| Albemarle County | - | - | 42 | 58 | 5 | 6 |
| Alexandria City | - | - | - | - | - | - |
| Alleghany County | - | - | - | - | 3 | 4 |
| Amelia County | - | - | - | - | - | - |
| Amherst County | - | - | - | - | - | - |
| Appomattox County | - | - | 46 | 233 | - | - |
| Arlington County | 20 | 26 | 268 | 447 | 189 | 210 |
| Augusta County | - | - | - | - | - | - |
| Bath County | - | - | - | - | - | - |
| Bedford County | - | - | 2 | 2 | - | - |
| Bland County | - | - | 65 | 379 | 106 | 591 |
| Botetourt County | - | - | - | - | - | - |
| Bristol City | - | - | 107 | 566 | 73 | 360 |
| Brunswick County | - | - | - | - | - | - |
| Buchanan County | - | - | 24 | 107 | 31 | 149 |
| Buckingham County | - | - | - | - | - | - |
| Buena Vista City | - | - | 152 | 400 | - | - |
| Campbell County | - | - | - | - | - | - |
| Caroline County | - | - | - | - | - | - |
| Carroll County | - | - | 65 | 471 | 34 | 139 |
| Charles City County | 24 | 33 | 50 | 50 | 66 | 67 |
| Charlotte County | - | - | - | - | 5 | 12 |
| Charlottesville City | - | - | - | - | - | - |
| Chesapeake City | 38 | 54 | 51 | 78 | 54 | 62 |
| Chesterfield County | - | - | - | - | - | - |
| Clarke County | - | - | - | - | - | - |
| Colonial Beach | - | - | 116 | 125 | 136 | 191 |
| Colonial Heights City | - | - | - | - | - | - |

| Division | Number of Students in at least one MOP course as reported on the 2020-2021 End-of-Year MSC | Number of Student Enrollments in all courses offered by MOPS in 2020-2021 | Number of Students in at least one MOP course as reported on the 2021-2022 End-of-Year MSC | Number of Student Enrollments in all courses offered by MOPS in 2021-2022 | Number of Students in at least one MOP course as reported on the 2022-2023 End-of-Year MSC | Number of Student Enrollments in all courses offered by MOPS in 2022-2023 |
|---------------------|--|---|--|---|--|---|
| Covington City | - | - | - | - | N/A | N/A |
| Craig County | - | - | - | - | 7 | 30 |
| Culpeper County | - | - | 271 | 1,191 | - | - |
| Cumberland County | - | - | - | - | - | - |
| Danville City | - | - | - | - | - | - |
| Dickenson County | - | - | 70 | 343 | 56 | 284 |
| Dinwiddie County | - | - | 52 | 100 | 139 | 163 |
| Essex County | - | - | 276 | 1,333 | - | - |
| Fairfax County | - | - | - | - | - | - |
| Falls Church City | - | - | 3 | 3 | 1 | 1 |
| Fauquier County | - | - | - | - | 62 | 62 |
| Floyd County | - | - | - | - | - | - |
| Fluvanna County | - | - | - | - | - | - |
| Franklin City | - | - | - | - | - | - |
| Franklin County | - | - | - | - | - | - |
| Frederick County | - | - | - | - | - | - |
| Fredericksburg City | - | - | 392 | 421 | 236 | 1,987 |
| Galax City | - | - | 15 | 67 | 10 | 46 |
| Giles County | - | - | 1,412 | 8,087 | 1,276 | 8,617 |
| Gloucester County | - | - | 31 | 101 | 24 | 78 |
| Goochland County | - | - | 10 | 41 | 3 | 3 |
| Grayson County | - | - | 41 | 156 | 34 | 85 |
| Greene County | - | - | - | - | - | - |
| Greensville County | - | - | 58 | 118 | - | - |
| Halifax County | 20 | 83 | 44 | 109 | 58 | 221 |
| Hampton City | - | - | - | - | - | - |
| Hanover County | 218 | 303 | - | - | - | - |
| Harrisonburg City | - | - | - | - | - | - |
| Henrico County | - | - | 220 | 225 | - | - |
| Henry County | - | - | - | - | 49 | 94 |

| Division | Number of Students in at least one MOP course as reported on the 2020-2021 End-of-Year MSC | Number of Student Enrollments in all courses offered by MOPS in 2020-2021 | Number of Students in at least one MOP course as reported on the 2021-2022 End-of-Year MSC | Number of Student Enrollments in all courses offered by MOPS in 2021-2022 | Number of Students in at least one MOP course as reported on the 2022-2023 End-of-Year MSC | Number of Student Enrollments in all courses offered by MOPS in 2022-2023 |
|-----------------------|--|---|--|---|--|---|
| Highland County | 7 | 9 | - | - | - | - |
| Hopewell City | 718 | 798 | - | - | - | - |
| Isle of Wight County | - | - | - | - | - | - |
| King George County | - | - | - | - | - | - |
| King William County | - | - | - | - | 2 | 3 |
| King and Queen County | 239 | 2,349 | 230 | 2,023 | 226 | 1,824 |
| Lancaster County | - | - | 138 | 138 | 150 | 228 |
| Lee County | - | - | 79 | 380 | 38 | 121 |
| Lexington City | - | - | - | - | - | - |
| Loudoun County | 124 | 132 | 425 | 450 | 550 | 601 |
| Louisa County | - | - | - | - | - | - |
| Lunenburg County | - | - | - | - | - | - |
| Lynchburg City | - | - | 135 | 763 | 240 | 1,657 |
| Madison County | - | - | - | - | - | - |
| Manassas City | - | - | - | - | - | - |
| Manassas Park City | - | - | 1 | 1 | 150 | 158 |
| Martinsville City | - | - | - | - | - | - |
| Mathews County | - | - | - | - | - | - |
| Mecklenburg County | - | - | 475 | 3,158 | - | - |
| Middlesex County | - | - | - | - | 27 | 29 |
| Montgomery County | - | - | - | - | - | - |
| Nelson County | - | - | - | - | - | - |
| New Kent County | - | - | - | - | - | - |
| Newport News City | - | - | 15 | 31 | 370 | 505 |
| Norfolk City | - | - | 1,032 | 1,346 | - | - |
| Northampton County | - | - | - | - | - | - |

| Division | Number of Students in at least one MOP course as reported on the 2020-2021 End-of-Year MSC | Number of Student Enrollments in all courses offered by MOPS in 2020-2021 | Number of Students in at least one MOP course as reported on the 2021-2022 End-of-Year MSC | Number of Student Enrollments in all courses offered by MOPS in 2021-2022 | Number of Students in at least one MOP course as reported on the 2022-2023 End-of-Year MSC | Number of Student Enrollments in all courses offered by MOPS in 2022-2023 |
|-----------------------|--|---|--|---|--|---|
| Northumberland County | - | - | - | - | - | - |
| Norton City | - | - | 9 | 35 | 6 | 30 |
| Nottoway County | - | - | 57 | 258 | 67 | 67 |
| Orange County | - | - | 37 | 37 | 438 | 586 |
| Page County | - | - | 57 | 254 | 6 | 12 |
| Patrick County | 308 | 1,232 | 334 | 1,711 | 333 | 1,692 |
| Petersburg City | - | - | - | - | - | - |
| Pittsylvania County | - | - | 42 | 165 | - | - |
| Poquoson City | - | - | 1 | 1 | - | - |
| Portsmouth City | - | - | - | - | 3,018 | 4,202 |
| Powhatan County | 149 | 174 | 454 | 497 | 468 | 543 |
| Prince Edward County | - | - | - | - | - | - |
| Prince George County | 15 | 29 | - | - | 75 | 145 |
| Prince William County | - | - | - | - | - | - |
| Pulaski County | - | - | - | - | 77 | 406 |
| Radford City | 850 | 5,713 | 1,146 | 6,596 | 2,226 | 13,545 |
| Rappahannock County | - | - | - | - | - | - |
| Richmond City | 4,588 | 27,765 | 8 | 8 | 78 | 78 |
| Richmond County | 4 | 8 | - | - | - | - |
| Roanoke City | - | - | 661 | 3,401 | 37 | 189 |
| Roanoke County | - | - | - | - | - | - |
| Rockbridge County | - | - | - | - | - | - |
| Rockingham County | 1 | 1 | 1 | 1 | - | - |
| Russell County | - | - | 52 | 235 | 29 | 85 |
| Salem City | 23 | 135 | 60 | 253 | 23 | 111 |
| Scott County | - | - | - | - | 706 | 7,108 |
| Shenandoah County | - | - | - | - | - | - |

| Division | Number of Students in at least one MOP course as reported on the 2020-2021 End-of-Year MSC | Number of Student Enrollments in all courses offered by MOPS in 2020-2021 | Number of Students in at least one MOP course as reported on the 2021-2022 End-of-Year MSC | Number of Student Enrollments in all courses offered by MOPS in 2021-2022 | Number of Students in at least one MOP course as reported on the 2022-2023 End-of-Year MSC | Number of Student Enrollments in all courses offered by MOPS in 2022-2023 |
|--------------------------------|--|---|--|---|--|---|
| Smyth County | - | - | 107 | 824 | 50 | 222 |
| Southampton County | - | - | 259 | 363 | - | - |
| Spotsylvania County | - | - | 66 | 133 | - | - |
| Stafford County | - | - | 207 | 887 | 491 | 715 |
| Staunton City | 95 | 118 | 145 | 194 | 72 | 86 |
| Suffolk City | - | - | 624 | 1,680 | 231 | 272 |
| Surry County | - | - | - | - | - | - |
| Sussex County | - | - | - | - | - | - |
| Tazewell County | - | - | 17 | 79 | 108 | 766 |
| Virginia Beach City | 548 | 586 | 30 | 40 | 48 | 77 |
| Warren County | - | - | - | - | - | - |
| Washington County | - | - | 210 | 1,365 | 87 | 479 |
| Waynesboro City | - | - | 7 | 7 | 11 | 33 |
| West Point | - | - | - | - | - | - |
| Westmoreland County | - | - | - | - | 50 | 50 |
| Williamsburg-James City County | - | - | - | - | - | - |
| Winchester City | - | - | - | - | - | - |
| Wise County | - | - | 417 | 3,059 | 244 | 1,078 |
| Wythe County | - | - | - | - | - | - |
| York County | - | - | - | - | - | - |

NOTE: Covington City and Alleghany County combined to form Alleghany Highlands in the 2022-2023 school year.

Assessment Data

Assessment data for students who took the Virginia Standards of Learning subject area tests, the Virginia Modified Achievement Standards Test, Virginia Alternative Assessment, and Virginia Grade Level Alternative were collected. The Student Record Collection shows the

participation rates for all students who were required to take one or more of these assessments and who took a virtual course from an approved provider were revised as follows:

- English: 98%
- Mathematics: 98%
- Science: 98%
- History & Social Science: 97%

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

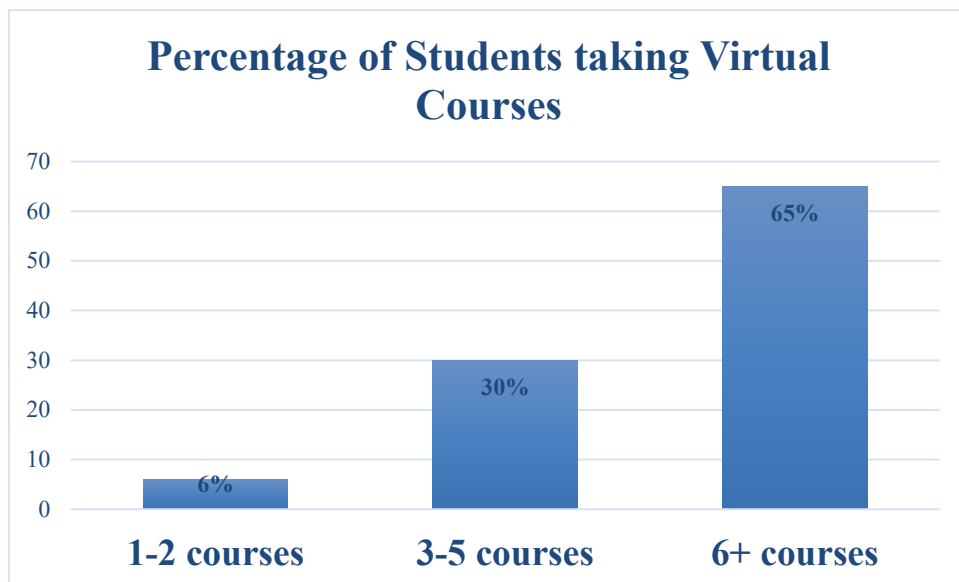
- English: 67%
- Mathematics: 47%
- Science: 55%
- History & Social Science: 54%

Provider Monitoring Issues

The Department of Education collected data regarding issues via the annual Monitoring Report from providers that offered courses during the 2022-2023 school year. No issues were identified with any of the providers.

Department of Education Parental Satisfaction Survey Data

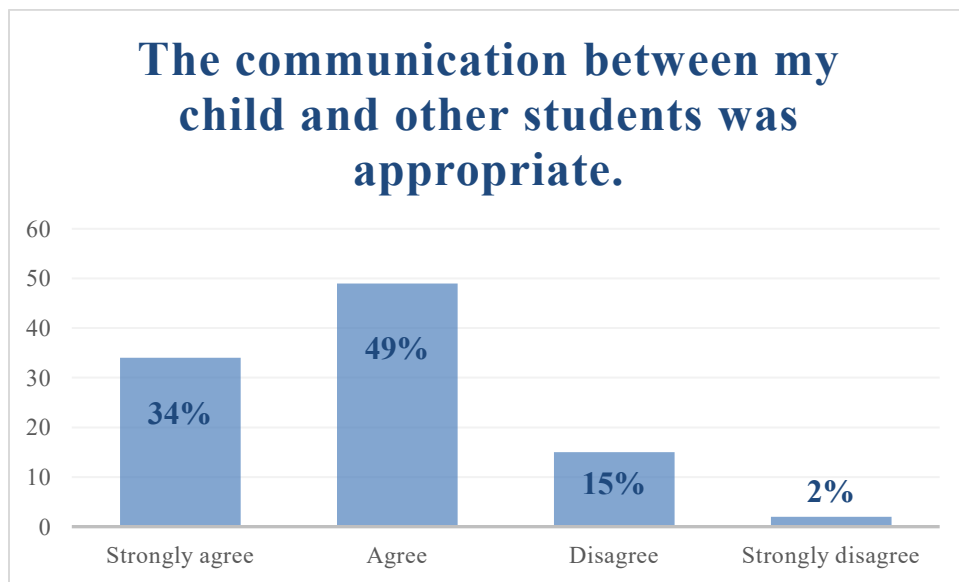
The Department of Education requested all multidivision online providers send program participants links to a parent survey. A total of 1,119 survey responses were received from thirteen of the 22 approved providers who offered instruction during the 2022-2023 school year.



Technical Issues

- Eighty-nine percent (89%) reported that their children often did not have, rarely had, or never had any technical issues with the online courses.
- Eighty-one (81%) 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-seven percent (87%) agreed or strongly agreed that the quality of the online course was good.
- Eighty-seven percent (87%) agreed or strongly agreed that the quality of the course content was good.
- Ninety-five percent (95%) agreed or strongly agreed that their children had been appropriately challenged by the online course.
- Eighty-two percent (82%) agreed that the online course was appropriately personalized to meet the unique needs of their children.

Communication

- Ninety-one percent (91%) agreed or strongly agreed that the frequency of communication with teachers met their children's needs.

- Eighty-four percent (84%) agreed or strongly agreed that the actual communications were productive.
- Eighty-three percent (83%) agreed or strongly agreed that the frequency of communication with other students met their children's needs.

Summary of Approved Providers and Courses

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

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

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

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

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

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

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

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

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

No new applications were received during the 2020 application window.

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

Two applications were received during the 2022 application window and met the criteria for approval: Hampton City Schools Flex and The Coding School.

Two applications were received during the 2023 application window and met the criteria for approval: Accel Online and SchoolsPLP.

Since 2011, the Department of Education has approved a total of 38 multidivision online providers, and there are 24 active providers. The providers were permitted to offer their approved courses listed below during the 2022-2023 school year.

Course Lists

Accelerate Education

<https://accelerate.education>

Virginia Approved SOL Courses

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

Approved Non-SOL / Electives

Accounting
Advanced Drawing
Art Appreciation
Art Careers
Art History
Basic Drawing
Basic Web Design
Beginning Painting

Career Planning
Child Development
Computer Basics
Contemporary Novels
Creative Writing
Digital Media
Digital Photography

Apex Learning

<http://www.apexlearningvs.com>

Virginia Approved SOL Courses

Algebra 1
Algebra 2
Algebra, Functions, and Data Analysis
Biology
Biology II
Chemistry
Civics & Economics
Computer Science Foundations
Earth Science
Economics and Personal Finance
English 10
English 11
English 12
English 9
English Grade 4
English Grade 5
English Grade 6
English Grade 7
English Grade 8
English Grade 9
French I
French II
Geometry
Health Grades 9 and 10
Mathematical Analysis
Mathematics Grade 6

Mathematics Grade 7
Mathematics Grade 8
Physical Education Grades 9 and 10
Physical Science
Physics
Probability & Statistics
Spanish I
Spanish II
Spanish III
United States History: 1865 to the Present
Virginia & U.S. History
Virginia and US Government
World Geography
World History & Geography to 1500
World History and Geography 1500 - Present

CTE Courses

Business Law

Approved Non-SOL / Electives

AP Biology
AP Calculus AB
AP Chemistry
AP Computer Science Principles
AP English Language and Composition
AP Environmental Science
AP Human Geography
AP Language & Composition
AP Macroeconomics
AP Microeconomics
AP Psychology
AP Spanish Language
AP Statistics
AP U.S. Government and Politics
AP U.S. History
Art Appreciation
Creative Writing
Financial Literacy
Liberal Arts Math
Media Literacy
Multicultural Studies
Music Appreciation

Psychology
Reading Skills and Strategies

BYU Independent Study

<http://is.byu.edu>

Virginia Approved SOL Courses

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

Approved Non-SOL / Electives

AP Biology
AP Calculus
Exploring Values, Part 1
Exploring Values, Part 2
Exploring Values, Part 3
Home Gardening
Human Anatomy

CCPSOnline - Chesterfield County Public Schools

<https://mychesterfieldschools.com/ccpsonline/>

Virginia Approved SOL Courses

Algebra 1
Algebra II
Algebra, Functions, & Data Analysis
Biology I
Chemistry I
Earth Science I

Economics & Personal Finance
English Grade 10
English Grade 11
English Grade 12
English Grade 9
Geometry
Health Grade 10
Health Grade 9
Physical Education Grade 10
Physical Education Grade 9
Virginia & U.S. History
Virginia and U.S. Government
World History & Geography to 1500 A.D.
World History & Geography: 1500 A.D. to the Present

CTE Courses

Computer Science Foundations
Marketing

Approved Non-SOL / Electives

Art History
Art I/Art Foundations
Earth Science 2
French I - Regular Course
French II
French III
Health Education - Grade 10 (not Driver Education)
Health Education - Grade 9 (not Driver Education)
Health Education- Grade 10 (not Driver Education)
Health Education- Grade 9
Physical Education - Grade 9
Psychology
Psychology I
Sociology
Spanish 1 - Regular Course
Spanish II
Spanish III

Connections Academy by Pearson

<https://www.pearson.com/us/prek-12/products-services-teaching/online-blended-learning-solutions/connections-learning.html>

Approved Non-SOL / Electives

Algebra I
Algebra II
American Sign Language for Young Learners - Middle School
American Sign Language I
American Sign Language II
Art - Grade 6
Art - Grade 7
Art - Grade 8
Biology I
Chemistry I
Chinese Exploratory (Middle School)
Civics & Economics
Earth Science I
Economics & Personal Finance
English - Grade 10
English - Grade 11
English - Grade 12
English - Grade 6
English - Grade 7
English - Grade 8
English - Grade 9
French I - Regular Course
French II
French III

Approved Non-SOL / Electives

American Sign Language for Young Learners - Elementary School
American Sign Language for Young Learners - Middle School
American Sign Language I
AP Art History
AP Biology
AP Calculus AB

AP Calculus BC
AP Computer Science A
AP Computer Science Principles
AP English Language & Composition
AP English Literature & Composition
AP Environmental Science
AP Government & Politics: United States
AP Macro-Economics, Semester
AP Macroeconomics
AP Micro-Economics, Semester
AP Microeconomics
AP Psychology
AP Spanish Language
AP Spanish Language and Culture
AP Statistics
AP U.S. History
Art History
Biology II - Anatomy/Physiology
Business Mathematics
Calculus
Career Investigations
Chinese (Elementary School)
Chinese Exploratory (Middle School)
Communication Systems
Computer Literacy - not Business or Math
Computer Science Programming
Criminal Justice I
Debate
Design, Multimedia, & Web Technologies
Digital Applications
Earth Science II - Astronomy
Environmental Science
Game Design and Development
Independent Study
Java Programming (Oracle)
Journalism (MS)
Journalism I
Law Related Education
Marine Science
Mathematics - HS Independent Study
Office Administration
Personal Living & Finance
Photography I
Physical Science

Psychology I
Scientific Research & Design
Sociology
Spanish (Elementary School)
Spanish Exploratory
Sports and Entertainment Management
Standardized Test Preparation
Visual Arts - Independent Study

EdOptions Online Academy

<http://www.edoptionsacademy.com/>

Virginia Approved SOL Courses

Algebra 1
Algebra 2
Biology
Chemistry
Civics & Economics
Earth Science
English Grade 10
English Grade 11
English Grade 12
English Grade 6
English Grade 7
English Grade 8
English Grade 9
French I
French II
Geometry
German I
German II
Health Grade 9
Life Science
Mathematics Grade 6
Mathematics Grade 7
Mathematics Grade 8
Physical Education Grade 10
Physical Education Grade 9
Physical Science
Physics
Probability & Statistics
Spanish I

Spanish II
Spanish III
US History to 1865
Virginia & US Government
Virginia & US History
World Geography
World History & Geography 1500-Present
World History & Geography to 1500

CTE Courses

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

Approved Non-SOL / Electives

3D Modeling
Academic Success
Accuplacer Prep-Math
Accuplacer Prep-Reading
Accuplacer Prep-Sentence Skills
ACT Prep English
ACT Prep Mathematics
ACT Prep Reading
ACT Prep Science Reasoning
ACT WorkKeys - Graphic Literacy- Levelled
ACT WorkKeys – Workplace Documents - Levelled
ACT WorkKeys-Applied Mathematics-Levelled
ACT WorkKeys-Comprehensive
ACT WorkKeys-Locating Information, Teamwork, Listening, and Applied Tech-Levelled
ACT WorkKeys-Reading for Information-Levelled
ACT Workkeys-Workplace Documents
ACT WorkKeys-Writing-Levelled
Advanced Reading Skills
Advanced Writing Skills
Advertising & Sales Promotion
African American History

African American Studies
Agriscience 1: Introduction
Agriscience 2: Sustaining Human Life
American Sign Language 1 A
American Sign Language 1 B
American Sign Language 3a: Community and Culture
American Sign Language 3b: Conversations and Culture
Anatomy
Animation 1a: Introduction
Animation 1b: Animating Your Creativity
Anthropology 1
Anthropology 2
AP Biology
AP Calculus
AP Chemistry
AP Computer Science A
AP French
AP Literature and Composition
AP Spanish
AP US History
Archaeology
Art History & Appreciation
Art in World Cultures
Artificial Intelligence
Astronomy
Astronomy 1a: Introduction
Astronomy 1b: Exploring the Universe
ASVAB Prep Mathematics
ASVAB Prep Technology & General Science, Part 1
ASVAB Prep Technology & General Science, Part 2
ASVAB Prep Word Knowledge & Paragraph Comprehension
Biotechnology 1a: Introduction
Biotechnology 1b: Unlocking Nature's Secrets
Biotechnology: Unlocking Nature's Secrets
Business English, Semester A
Business English, Semester B
Career Explorations
Careers in Criminal Justice

Careers in Criminal Justice 1b: Finding Your Specialty
 CASAS Prep Competencies 0-4
 CASAS Prep Competencies 5
 CASAS Prep Competencies 6
 CASAS Prep Competencies 7-8
 CASAS Prep Competencies Adult Secondary Writing Skills
 CASAS Prep Competencies Basic Reading Skills
 CASAS Prep Competencies Basic Writing Skills
 Certified Nurse Aide, Semester A
 Certified Nurse Aide, Semester B
 Coding 1a: Introduction to Programming
 Coding 1b: Programming
 CompTIA A+ 220-1001
 CompTIA A+ 220-1002
 CompTIA A+ 220-901
 CompTIA A+ 220-902
 CompTIA Network+ Certification N10-007, Semester A
 CompTIA Network+ Certification N10-007, Semester B
 Computer Applications & Technology
 Computer Programming IA
 Computer Programming IB
 Computing for College and Careers A
 Computing for College and Careers B
 Concepts of Engineering and Technology
 Consumer Mathematics
 Contemporary World A
 Contemporary World B
 Cosmetology 2: The Business of Skin and Nail Care
 Cosmetology 3a: Introduction to Hair Skills
 Cosmetology 3b: Waving, Coloring, and Advancing Hair Skills
 Creative Writing
 Creative Writing: Unleashing the Core of Your Imagination
 Criminology: Inside the Criminal Mind
 Cybersecurity 1a: Foundations
 Cybersecurity 1b: Defense Against Threats
 Digital Photography 1
 Digital Photography 2
 Drugs & Alcohol (9-12)
 Early Childhood Education 1b: Developing Early Learners
 Environmental Science A/B
 Essential Career Skills
 Exercise Science (10-12)
 Family & Consumer Science
 Family Living and Healthy Relationships
 Financial Algebra, Semester A
 Financial Algebra, Semester B
 First Aid & Safety (10-12)
 Fitness Basics 1 (MS)
 Fitness Basics 2 (MS)
 Fitness Fundamentals 1
 Fitness Fundamentals 2
 Flexibility Training (9-12)
 Food Handler and Food Manager Certifications
 Forensic Science 1: Secrets of the Dead
 Forensic Science 2: More Secrets of the Dead
 Forensics: The Science of Crime
 Forestry and Natural Resources
 Foundations of Green Energy, Semester A
 Foundations of Green Energy, Semester B
 Game Development
 GED Prep Mathematics
 GED Prep Reading Language Arts
 GED Science
 GED Social Studies
 Gothic Literature
 Gothic Literature: Monster Stories
 Great Minds in Science: Ideas for a New Generation
 Group Sports
 Health Science 1 A
 Health Science 1 B
 Health Science 1: The Whole Individual
 Health Science 2 A
 Health Science 2 B
 Health Science 2: Patient Care and Medical Services
 Health Science: Nursing

Health Science: Public Health
HESI Prep
High School Career Discovery
HiSET Prep Language Arts-Reading, Part 1
HiSET Prep Language Arts-Reading, Part 2
HiSET Prep Language Arts-Writing, Part 1
HiSET Prep Language Arts-Writing, Part 2
HiSET Prep Mathematics, Part 1
HiSET Prep Mathematics, Part 2
HiSET Prep Science, Part 1
HiSET Prep Science, Part 2
HiSET Prep Social Studies, Part 1
HiSET Prep Social Studies, Part 2
History of the Holocaust
Holocaust Studies
HOPE
Hospitality & Tourism: Traveling the Globe
Hospitality and Tourism 2a: Hotel and
Restaurant Management
Hospitality and Tourism 2b: Hotel and
Restaurant Management
Human and Social Services 1: Introduction
Human Geography
Integrated Math 1
Integrated Math 2
Integrated Math 3
Integrated Physics & Chemistry
Interior Design
International Business
International Business: Global Commerce in
the 21st Century
Intro to Coaching (10-12)
Intro to Group Sports 1 (MS)
Intro to Group Sports 2 (MS)
Intro to Individual Sports 1 (MS)
Intro to Individual Sports 2 (MS)
Intro to Nursing 1
Intro to Nursing 2
Introduction to Android Mobile App
Development
Introduction to Anthropology
Introduction to Archaeology
Introduction to Astronomy
Introduction to Criminology

Introduction to Cybersecurity
Introduction to Finance
Introduction to Forensic Science
Introduction to iOS Mobile App
Development
Introduction to Marine Biology
Introduction to Military Careers
Introduction to Philosophy
Introduction to Social Media
Introduction to Social Media: Our Connected
World
Introduction to Veterinary Science
Introduction to Visual Arts
Introduction to World Religions
Journalism 1a: Introduction
Journalism 1b: Investigating the Truth
Law & Order: Introduction to Legal Studies
Life Skills (7-10)
Life Skills: Navigating Adulthood
Lifetime & Leisure Sports (9-12)
Marine Science: Secrets of the Blue
Medical Terminology
Middle School Career Exploration 2
Middle School Career Explorations
Middle School Exploring Business
Middle School Exploring Health Science
Middle School Exploring Information
Technology
Middle School Fitness
Middle School Health
Middle School Journalism
Middle School Photography 1a: Introduction
Middle School Photography: Drawing with
Light
Middle School World History A/B
Military Careers: Introduction
Music Appreciation
Music Appreciation: The Enjoyment of
Listening
Mythology and Folklore
Mythology and Folklore: Legendary Tales
National Security
Nutrition & Wellness
Nutrition (9-12)

Outdoor Sports
Peer Counseling
Personal and Family Finance
Personal Finance
Personal Health & Fitness
Personal Psychology I: The Road to Self-Discovery
Personal Psychology II: Living in a Complex World
Personal Training Career Prep (10-12)
Personal Training Concepts (9-12)
Philosophy: The Big Picture
Physiology
Precalculus
Principles of Agriculture, Food and Natural Resources
Principles of Education and Training A/B
Principles of Government and
Principles of Health Science A
Principles of Health Science B
Principles of Human Services A/B
Principles of Law, Public Safety, Corrections and Security A/B
Principles of Marketing, Advertising, & Sales A/B
Principles of Public Service: To Serve & Protect
Principles of Transportation, Distribution, and Logistics A/B
Professional Communications
Psychology
Public Administration A/B
Public Speaking
Public Speaking 1b: Finding Your Voice
Reading and Writing for Purpose
Real World Parenting
Renewable Technologies: Introduction
Restaurant Management
Revolutionary Ideas in Science
Robotics IA
Robotics IB
Running (9-12)
SAT Prep: Mathematics
SAT Prep: Reading

SAT Prep: Writing and Language
Social Issues
Social Problems I: A World in Crisis
Social Problems II: Crisis, Conflicts & Challenges
Sociology
Sociology I: The Study of Human Relationships
Sociology II: Your Social Life
Sports Officiating (9-12)
Strength Training (10-12)
Structure of Writing
TABE Prep Language Level A
TABE Prep Language Level D
TABE Prep Language Level E
TABE Prep Language Level L
TABE Prep Language Level M
TABE Prep Mathematics Level A, Part 1
TABE Prep Mathematics Level A, Part 2
TABE Prep Mathematics Level D
TABE Prep Mathematics Level E
TABE Prep Mathematics Level L
TABE Prep Mathematics Level M
TABE Prep Reading Level A
TABE Prep Reading Level D
TABE Prep Reading Level E
TABE Prep Reading Level L
TABE Prep Reading Level M
TASC Prep-Language Arts- Reading Part 1
TASC Prep-Language Arts- Reading Part 2
TASC Prep-Language Arts- Writing Part 1
TASC Prep-Language Arts- Writing Part 2
TASC Prep-Mathematics Part 1
TASC Prep-Mathematics Part 2
TASC Prep-Science Part 1
TASC Prep-Science Part 2
TASC Prep-Social Studies Part 1
TASC Prep-Social Studies Part 2
TEAS Prep-Test of Essential Academic Skills: English
TEAS Prep-Test of Essential Academic Skills: Math
TEAS Prep-Test of Essential Academic Skills: Reading

TEAS Prep-Test of Essential Academic Skills:
Science
The Lord of the Rings: An Exploration of the
Films and Their Literary Influences
Theater, Cinema, and Film Production 1a:
Introduction
Theater, Cinema, and Film Production 1b:
Lights, Camera, Action!
Theatre, Cinema, & Film Production
Veterinary Science: The Care of Animals
Walking Fitness (9-12)
Web Technologies
Women's Studies: A Personal Journey
Through Film
Women's Studies
Workplace and Internship Readiness:
Preparing for Work & Life
World Religions: Exploring Diversity

Edison Learning, Inc.

<http://www.edisonlearning.com>

Virginia Approved SOL Courses

Algebra I
Algebra II
Algebra, Functions, and Data Analysis
Biology
Chemistry
Earth Science (MS)
Earth Science
Economics and Personal Finance
English Grade 10
English Grade 11
English Grade 12
English Grade 9
Geometry
Life Science (MS)
Mathematics - 6th Grade
Mathematics - 7th Grade
Mathematics - 8th Grade
Physical Education (MS)
Physical Education 1 (HS)

Physical Education 2 (HS)
Physical Science (MS)
Physics [Competency Based]
Spanish 1
Spanish 2
Virginia and US Government
Virginia and US History
World Geography
World History 1500-Present

Approved Non-SOL / Electives

Anatomy and Physiology
Astronomy
Biotechnology
Calculus
Computer Engineering
Electrical Engineering
Environmental Science
Epidemiology
Fitness
Forensics
General Math
Genetics
Health
HTML
Internet Safety
Intro to Office Applications
Introduction to Technological
Sciences
JAVA
Life Science
Life Skills
Macroeconomics
Mechanical Engineering
Microeconomics
MS Art History and Appreciation
MS Health and Fitness
MS Music Theory and
Appreciation
MS Problem Solving
Music Theory
Natural Disasters
Physical Science

Pre-Algebra
Pre-Calculus
Psychology
Science of Computing
Sociology
Sports Science
Statistics
Superstars of Science
Trigonometry

Florida Virtual School

<https://login.flvs.net>

Virginia Approved SOL Courses

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

Approved Non-SOL / Electives

(MJ=Middle School; LRC=Learning Recovery Course)
Advance Algebra w/Financial Application
Algebra I (LRC)
Algebra II (LRC)
Algebra Readiness
American Government (LRC)
American History (LRC)
American Sign Language I
American Sign Language II
AP Art History
AP Biology
AP Calculus AB
AP Calculus BC
AP Computer Science A
AP English Comp
AP English Language and Composition
AP English Lit
AP English Literature and Composition
AP Environmental Science
AP Macroeconomics
AP Microeconomics
AP Psychology
AP Statistics
AP United States Government and Politics
Biology (LRC)
Calculus
Chemistry (LRC)
Chinese I
Chinese II
Chinese III
Computer Programming I
Computing for College and Careers
Critical Thinking 6/7
Earth Space Science
Earth Space Science (LRC)
Economics (LRC)
Economics with Financial Literacy
Elementary Art Grade 1
Elementary Art Grade 2
Elementary Art Grade 3
Elementary Art Grade 4
Elementary Art Grade 5

Elementary Art Grade K
Elementary PE Grade 1
Elementary PE Grade 2
Elementary PE Grade 3
Elementary PE Grade 4
Elementary PE Grade 5
Elementary Spanish Grade 1
Elementary Spanish Grade 2
Elementary Spanish Grade 3
Elementary Spanish Grade 4
Elementary Spanish Grade 5
Elementary Spanish Grade K
English I (LRC)
English II (LRC)
English III (LRC)
English IV (LRC)
Fitness Grade 6
Fitness Lifestyle Design
Forensic Science
Geometry (LRC)
Global Studies
HOPE
Journalism
Law Studies
Leadership Skills Development
Liberal Arts Mathematics
Life Management Skills
Marine Science
Middle School Business Keyboarding
Middle School Career Research and Decision Making
Middle School Civics
Middle School Comprehensive Science I
Middle School Computer Science Elective
Middle School Spanish I
Middle School U.S. History
MJ Comprehensive PE Grades 6/7
MJ Comprehensive PE Grades 7/8
MJ Comprehensive Science 2
MJ Comprehensive Science 3
MJ Critical Thinking- Problem Solving- Learning Strategies
MJ Fitness Grade 6
MJ Keyboarding

MJ Language Arts 2
MJ Language Arts 3
MJ Mathematics 1 (LRC)
MJ Mathematics 2 (LRC)
MJ Mathematics 3 (LRC)
MJ Reading 1
MJ Spanish 1
MJ Spanish 2
MJ Spanish 2 v9
MJ U.S. History
Personal Fitness
Personal Fitness- Adaptive IEP or 504 Plan
Physical Science (LRC)
Physics (LRC)
Pre-Calculus
Psychology I
Reading 6/7/8
Reading for College Success
Social Media I
Thinking and Learning Strategies
Web Design I
World History (LRC)

Founders Education

<http://www.founderseducation.net/>

Virginia Approved SOL Courses

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

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

CTE Courses

Economics and Personal Finance

Greenways Academy

<https://www.greenwaysacademy.com/>

Virginia Approved SOL Courses

Algebra 1
Algebra II
Biology I
Chemistry I
Earth Science
English Grade 10
English Grade 11
English Grade 12
English Grade 6
English Grade 7
English Grade 8
English Grade 9
French I - Regular Course
French II
Geometry
German I - Regular Course
German II
Health Education - Grade 9 (not Driver Education)
Health Education - Grade 10 (not Driver Education)
Health Education - Grade 11
Health Education - Grade 12
Life Science
Physical Education Grade 10

Physical Education Grade 9
Physical Science
Physics I
Probability & Statistics
Spanish I - Regular Course
Spanish II
Spanish III
Virginia & US Government

CTE Courses

Computer Science Programming
Digital Media Fundamentals
Information Technology Fundamentals
Principles Of Business & Marketing
Sport, Exercise & Health Science

Approved Non-SOL / Electives

Academic Success
ACT Prep English
ACT Prep Reading
ACT Prep Science Reasoning
ACT Workkeys Graphic Literacy Leveled
ACT Workkeys Workplace Documents Leveled
ACT WorkKeys-Applied Mathematics-Leveled
African American History
African American Studies
American Sign Language I
American Sign Language II
Anatomy
Anthropology
AP Biology
AP Calculus AB
AP Chemistry
AP Computer Science Principles
AP English Literature and Composition
AP US History
Art History
Art in World Cultures
Artificial Intelligence
Biotechnology 1a: Introduction

Biotechnology 1b: Unlocking Nature's Secrets
 Business English, Semester A
 Business English, Semester B
 Career Investigations
 Careers in Criminal Justice 1a: Introduction
 Careers in Criminal Justice 1b: Finding Your Specialty
 Certified Nurse Aide, Semester A
 Certified Nurse Aide, Semester B
 Coding 1a: Introduction to Programming
 Coding 1b: Programming
 Communications
 Computer Programming IA
 Computer Programming IB
 Computing for College and Careers A
 Computing for College and Careers B
 Consumer Mathematics
 Contemporary World Issues
 Cosmetology I
 Cosmetology II
 Cosmetology III
 Creative Writing
 Criminology: Inside the Criminal Mind
 Cybersecurity Fundamentals
 Digital Photography 1aL Introduction
 Digital Photography 1b: Creating Images With Impact
 Digital Photography 2: Discovering Your Creative Potential
 Drugs & Alcohol (9-12)
 Earth Science II - Astronomy
 Engineering Studies
 Environmental Science
 Essential Career Skills
 Family & Consumer Sciences Exploratory III (18 Weeks)
 Family Living and Healthy Relationships
 Financial Mathematics, Semester A
 Financial Mathematics, Semester B
 Fitness Basics 1 (MS)
 Flexibility Training (9-12)
 Forensic Science 1: Secrets of the Dead
 Forensic Science 2: More Secrets of the Dead
 Forensics: The Science of Crime
 Forestry Management
 Foundations of Agriculture, Food, & Natural Resources
 Game Design and Development
 General Music 9-12
 Geometry/Algebra II/Mathematical Analysis - 3 Year Sequence Part I
 Geometry/Algebra II/Mathematical Analysis - 3 Year Sequence Part II
 Geometry/Algebra II/Mathematical Analysis - 3 Year Sequence Part III
 Gothic Literature
 Gothic Literature: Monster Stories
 Great Minds in Science: Ideas for a New Generation
 Health Education Grade 6
 Health Education Grade 7
 Health Education Grade 8
 History of the Holocaust
 Holocaust Studies
 HOPE 1
 HOPE 2
 Hospitality & Tourism 1: Traveling the Globe
 Hospitality & Tourism 2a: Hotel and Restaurant Management
 Hospitality & Tourism 2b: Hotel and Restaurant Management
 Human Geography: Our Global Identity
 Information Technology Fundamentals
 Integrated Physics & Chemistry A
 Integrated Physics & Chemistry B
 Interior Design I
 International Business - Global Commerce in the 21st Century
 Intro to Coaching (10-12)
 Intro to Group Sports 1 (MS)
 Intro to Group Sports 2 (MS)
 Intro to Individual Sports 1 (MS)
 Intro to Individual Sports 2 (MS)
 Intro to Nursing 1
 Intro to Nursing 2
 Introduction to Archaeology

Introduction to Early Childhood Education
 (18 Weeks)
 Introduction to Forensic Science
 Introduction to Marine Biology
 Introduction to Military Careers
 Introduction to Philosophy
 Introduction to Social Media
 Introduction to Veterinary Science
 Introduction to Visual Arts
 Introduction to World Religions
 ISAEP/GED Program
 Journalism I
 Law & Order: Introduction to Legal Studies
 Life Skills (7-10)
 Life Skills (7-10)
 Lifetime & Leisure Sports (9-12)
 Marine Science
 Marketing, Advertising, & Sales
 Mathematical Analysis/Pre-Calculus
 Medical Terminology
 Middle School Career Explorations
 Middle School Journalism
 Middle School Photography 1a: Introduction
 Middle School Photography 1b: Drawing
 with Light
 Middle School World History A/B
 Middle School World History A/B
 Military Careers: Introduction
 Music Appreciation
 Music Appreciation: The Enjoyment of
 Listening
 Mythology and Folklore
 National Security
 Native American Studies: Contemporary
 Perspectives
 Native American Studies: Historical
 Perspectives
 Nutrition (9-12)
 Nutrition & Wellness (18 weeks)
 Outdoor Sports
 Peer Counseling
 Personal and Family Finance
 Personal Finance
 Personal Health & Fitness

Personal Psychology I: The Road to Self-
 Discovery
 Personal Psychology II: Living in a Complex
 World
 Personal Training Career Prep (10-12)
 Personal Training Concepts (9-12)
 Philosophy
 Physical Education - Grade 11/Personal
 Fitness I
 Physical Education - Grade 12/Personal
 Fitness II
 Physical Education-Prior to Secondary
 Physiology
 Principles of Public Service: To Serve &
 Protect
 Principles of Transportation, Distribution,
 and Logistics A
 Principles of Transportation, Distribution,
 and Logistics B
 Programming
 Psychology
 Public Speaking
 Public Speaking
 Real World Parenting
 Revolutionary Ideas in Science
 Robotics
 Robotics
 Running (9-12)
 Safety & First Aid
 SAT Prep: Mathematics
 SAT Prep: Reading
 SAT Prep: Writing and Language
 Social Issues
 Social Media: Our Connected World
 Social Problems I: A World in Crisis
 Social Problems II: Crisis, Conflicts &
 Challenges
 Sociology
 Sport, Exercise & Health Science
 Sports Officiating (9-12)
 Strength Training (10-12)
 Structure of Writing
 TASC Prep-Language Arts- Reading Part 1
 TASC Prep-Language Arts- Reading Part 2

TASC Prep-Language Arts- Writing Part 1
TASC Prep-Language Arts- Writing Part 2
TASC Prep-Mathematics Part 1
TASC Prep-Mathematics Part 2
TASC Prep-Science Part 1
TASC Prep-Science Part 2
TASC Prep-Social Studies Part 1
TASC Prep-Social Studies Part 2
Team Sports
The Lord of the Rings-An Exploration of the
Films and Their Literary Influences
Theatre, Cinema, & Film Production
Walking Fitness (9-12)
Web Technologies
Women's Studies
World Religions: Exploring Diversity

Imagine Learning Edgenuity

<https://www.edgenuity.com/states/virginia-virtual-learning/mopprovider/>

Virginia Approved SOL Courses

Algebra Functions & Data Analysis
Algebra I
Algebra I Honors
Algebra II
Algebra II Honors
Biology
Biology Honors
Chemistry
Chemistry Honors
Chinese 1 (MS)
Chinese 2 (MS)
Chinese I
Chinese II
Earth Science
Earth Science Honors
English 10
English 10 Honors
English 11
English 11 Honors
English 12

English 12 Honors
English 6
English 7
English 8
English 9
English 9 Honors
French 1 (MS)
French 2 (MS)
French I
French I (Odysseyware Version)
French II
French II (Odysseyware Version)
French III
Geometry
Geometry Honors
German 1 (MS)
German 2 (MS)
German I
German II
Health & Personal Wellness
Health 9 (Life Skills)
Health Grade 10
Health Grade 9
Introduction to Computer Science
Language Arts 1 A/B (VA)
Language Arts 2 A/B (VA)
Language Arts 3 A/B (VA)
Language Arts 4 A/B (VA)
Language Arts 5 A/B (VA)
Language Arts K A/B (VA)
Latin 1 (MS)
Latin I
Latin II
Life Science
Math 1 A/B (VA)
Math 2 A/B (VA)
Math 3 A/B (VA)
Math 4 A/B (VA)
Math 5 A/B (VA)
Math K A/B (VA)
Mathematical Analysis
Mathematics 6
Mathematics 7
Mathematics 8

Middle School Civics & Economics
 Middle School U.S. History I (to 1865)
 Middle School US History II (from 1865)
 Physical Education Grade 9
 Physical Science
 Physics
 Physics Honors
 Probability & Statistics
 Science 1 A/B (VA)
 Science 2 A/B (VA)
 Science 3 A/B (VA)
 Science 4 A/B (VA)
 Science 5 A/B (VA)
 Science 6
 Science 7
 Science 8
 Science K A/B (VA)
 Social Studies 1 A/B (VA)
 Social Studies 2 A/B (VA)
 Social Studies 3 A/B (VA)
 Social Studies 4 A/B (VA)
 Social Studies 5 A/B (VA)
 Social Studies K A/B (VA)
 Spanish 1 (MS)
 Spanish 2 (MS)
 Spanish I
 Spanish I (Odysseyware Version)
 Spanish II
 Spanish II (Odysseyware Version)
 Spanish III
 Spanish III (Odysseyware Version)
 Trigonometry
 Virginia & U.S. Government
 Virginia & U.S. Govt. Honors
 Virginia & U.S. History
 Virginia & U.S. History Honors
 World Geography
 World History & Geography I (to 1500)
 World History & Geography I (to 1500)
 Honors
 World History & Geography II (1500 to present)
 World History & Geography II (1500 to present) Honors

CTE Courses

Economics
 Economics & Personal Finance
 Economics & Personal Finance Honors

Approved Non-SOL / Electives

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

Biotechnology 1A
Biotechnology 1B
Business Computer Information Systems
Business Law
Career Explorations
Career Planning and Development
Careers in Allied Health
Careers in Criminal Justice
Careers in Logistics Planning and Management Services
Careers in Marketing Research
Character and Leadership Dev.
Classic Novels & Author Studies (includes 15 novels)
College & Career Readiness
Computer Applications: Office 2016
Concepts in Probability and Statistics
Concepts of Engineering & Technology
Construction Careers
Corrections: Polices and Procedures
Cosmetology 2: The Business of Skin and Nail Care
Cosmetology1: Cutting Edge Styles
Creative Writing
Criminology: Inside the Criminal Mind
Culinary Arts 1A
Culinary Arts 1B
Cybersecurity 1A
Cybersecurity 1B
Digital Photography 1A
Digital Photography 1B
Digital Photography II
Drugs & Alcohol
Early Childhood Education 1A
Early Childhood Education 1B
Engineering and Design
Engineering and Product Development
Environmental Science
Exercise Science
Expository Reading & Writing
Fashion & Interior Design
Fire and Emergency Services
First Aid & Safety
Food Products and Processing Systems

Food Safety and Sanitation
Forensic Science I: Secrets of the Dead
Forensic Science II: More Secrets of the Dead
Forestry and Natural Resources
Fundamentals of Programming and Software Development
Game Design 1A
Game Design 1B
Gothic Literature: Monster Stories
Great Minds in Science: Ideas for a New Generation
Health 1
Health 2
Health 3
Health 4
Health 5
Health K
Health Science Concepts (Anatomy & Physiology)
History of the Holocaust
Hospitality & Tourism 1: Traveling the Globe
Hospitality & Tourism 1: Traveling the Globe
Hospitality & Tourism 2A: Hotel & Restaurant Management
Hospitality & Tourism 2B: Hotel & Restaurant Management
Information Technology Fundamentals
International Business: Global Commerce in the 21st Century
Intro to Communication and Speech
Introduction to Agriculture, Food, and Natural Resources
Introduction to Art
Introduction to Careers in Architecture and Construction
Introduction to Careers in Education and Training
Introduction to Careers in Finance
Introduction to Careers in Government and Public Administration
Introduction to Careers in Manufacturing
Introduction to Careers in the Health Sciences

Introduction to Careers in Transportation, Distribution, and Logistics
Introduction to Coaching
Introduction to Coding
Introduction to Consumer Services
Introduction to Health Science
Introduction to Human Growth and Development
Introduction to Human Services
Introduction to Information Technology Support and Services
Introduction to Law, Public Safety, Corrections, and Security
Introduction to Manufacturing: Product Design & Innovation
Introduction to Military Careers
Introduction to Network Systems
Introduction to Social Media: Our Connected World
Introduction to STEM
Journalism 1A
Journalism 1B
Keyboarding
Law & Order: Introduction to Legal Studies
Law Enforcement Field Services
Literacy and Comprehension I
Literacy and Comprehension II
Marine Science 1A
Marine Science 1B
Marketing and Sales for Tourism and Hospitality
Medical Terminology
Mental Health & Wellness /Elective
Microsoft Office Specialist
Middle School 2D Studio Art 1A
Middle School 2D Studio Art 1B
Middle School Coding 1A
Middle School Coding 1B
Middle School Digital Art & Design 1A
Middle School Digital Art & Design 1B
Middle School Exploring Music 1A
Middle School Exploring Music 1B
Middle School Game Design 1A
Middle School Game Design 1B

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

Renewable Technologies 1A
 Renewable Technologies 1B
 Science and Mathematics in the Real World
 Scientific Discovery and Development
 Scientific Research
 Scratch Coding
 Security and Protective Services
 Small Business Entrepreneurship
 Social and Emotional Success
 Social Problems I: A World in Crisis
 Social Problems II: Crisis, Conflicts, & Challenges
 Sociology
 Software Development Tools
 Sports and Entertainment Marketing
 Sports Officiating
 STEM and Problem Solving
 Strategies for Academic Success
 Sustainable Service Management for Hospitality and Tourism
 Technology and Business
 Test-Prep 6th Grade Mathematics
 Test-Prep 6th Grade Reading
 Test-Prep 7th Grade Civics & Economics
 Test-Prep 7th Grade Mathematics
 Test-Prep 7th Grade Reading
 Test-Prep 8th Grade Science
 Test-Prep ACCUPLACER (includes Sentence Skills, Reading Comprehension, Arithmetic, Elementary Algebra, and Written Summary strands)
 Test-Prep ACT (includes Math, Reading, Writing, English, and Science strands)
 Test-Prep ACT WorkKeys
 Test-Prep EOC SOL 10th Grade Reading
 Test-Prep EOC SOL 10th Grade Writing
 Test-Prep EOC SOL 11th Grade Reading
 Test-Prep EOC SOL 11th Grade Writing
 Test-Prep EOC SOL 9th Grade Reading
 Test-Prep EOC SOL 9th Grade Writing
 Test-Prep EOC SOL Algebra I
 Test-Prep EOC SOL Algebra II
 Test-Prep EOC SOL Biology
 Test-Prep EOC SOL Chemistry

Test-Prep EOC SOL Earth Science
 Test-Prep EOC SOL Geometry
 Test-Prep EOC SOL World Geography
 Test-Prep EOC SOL World History & Geography 1500-Present
 Test-Prep EOC SOL World History & Geography to 1500
 Test-Prep GED (includes Math, Reading, Science, Social Studies, Writing strands)
 Test-Prep SAT (includes Math, Critical Reading, and Writing strands)
 Test-Prep SOL 8th Grade Mathematics
 Test-Prep SOL 8th Grade Reading
 Test-Prep SOL 8th Grade Writing
 Test-Prep Virginia & U.S. History
 Therapeutics: The Art of Restoring and Maintaining Wellness
 Transportation and Tours for the Traveler
 Unlock your Purpose
 Veterinary Science: The Care of Animals
 Virtual Tutor Test-Prep PSAT
 World Religions: Exploring Diversity

Imagine - OdysseyWare Academy

<https://www.edgenuity.com/states/virginia-virtual-learning/mopprovider/>

Virginia Approved SOL Courses

Algebra I
 Algebra II
 Chemistry
 Chemistry I
 Earth Science
 English Grade 10
 English Grade 11
 English Grade 12
 English Grade 6
 English Grade 7
 English Grade 8
 English Grade 9
 French I
 French II

Geometry
Math Grade 6
Math Grade 7
Math Grade 8
Spanish I
Spanish II
Spanish III
Trigonometry
World Geography

Approved Non-SOL / Elective Courses

AP Biology
AP Calculus AB
AP Chemistry
AP Computer Science Principles
AP English Language and Composition
AP Environmental Science
AP Human Geography
AP Language & Composition
AP Macroeconomics
AP Microeconomics
AP Psychology
AP Spanish Language
AP Statistics
AP U.S. Government and Politics
AP U.S. History
Art Appreciation
Creative Writing
Financial Literacy
Liberal Arts Math
Media Literacy
Multicultural Studies
Music Appreciation
Psychology
Reading Skills and Strategies
Sociology
Writing Skills and Strategies

Middleton Academy

<https://catapultlearning.com/middleton-academy/>

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

My Virtual Academy

<https://www.myvirtualacademy.com/>

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

Virginia Approved SOL Courses

Algebra 1
Algebra 2
Chemistry
English Grade 10
English Grade 11
English Grade 12
English Grade 9
French I
French II
Geometry
Health Grade 9
Life Science
Health and Physical Education Level I
Physical Science
Physics
Probability & Statistics
Spanish I
Spanish II
US History to 1865

Virginia & US Government
World History and Geography

Approved Non-SOL / Electives

Advanced Computer Science
Applied Medical Terminology A
Applied Medical Terminology B
Art History and Appreciation
Artificial Intelligence
Audio Video Production A
Audio Video Production B
Business Information Management A
Business Information Management B
Child Development and Parenting A
Child Development and Parenting B
Computer Programming A
Computer Programming B
Consumer Mathematics
Creative Writing
Digital and Interactive Media A
Digital and Interactive Media B
Drafting and Design A
Drafting and Design B
Earth Space Science A
Earth Space Science B
Economics
Education and Training A
Education and Training B
Entrepreneurship A
Entrepreneurship B
Environmental Science A
Environmental Science B
Game Development
Gothic Literature
Government, Law, and Public Safety A
Government, Law, and Public Safety B
Graphic Design and Illustration A
Graphic Design and Illustration B
Health Science 1 A
Health Science 1 B
Health Science 2 A
Health Science 2 B
Integrated Physics and Chemistry A

Integrated Physics and Chemistry B
Introduction to Android Mobile App Development
Introduction to Anthropology
Introduction to Archaeology
Introduction to Astronomy
Introduction to Criminology
Introduction to Culinary Art
Introduction to Cyber Security
Introduction to Fashion Design
Introduction to Finance
Introduction to Forensic Science
Introduction to iOS Mobile App Development
Introduction to Marine Biology
Introduction to Military Careers
Introduction to Philosophy
Introduction to Photography A
Introduction to Photography B
Introduction to Social Media
Introduction to Visual Arts
Introduction to World Religions
Music Appreciation
Mythology and Folklore
Nutrition and Wellness
Personal Finance
Pre-Algebra A
Pre-Algebra B
Pre-Calculus A
Pre-Calculus B
Principles of Agriculture, Food, and Natural Resources A
Principles of Agriculture, Food, and Natural Resources B
Principles of Arts, A/V Technology, and Communications A
Principles of Arts, A/V Technology, and Communications B
Principles of Engineering and Technology A
Principles of Engineering and Technology B
Principles of Hospitality and Tourism A
Principles of Hospitality and Tourism B
Principles of Human Services A
Principles of Human Services B

Principles of Manufacturing A
Principles of Manufacturing B
Principles of Transportation, Distribution,
and Logistics A
Principles of Transportation, Distribution,
and Logistics B
Professional Communications
Psychology
Revolutionary Ideas in Science
Robotics A
Robotics B
Sociology
Sports and Entertainment Marketing
Theatre, Cinema, and Film Production
Web Technologies
Women’s Studies

Nextide Academy

<https://www.nextideacademy.org/contact-nextide-academy/>

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

Virginia Approved SOL Courses

Math 6
Math 7
Math 8
Algebra 1
Algebra 2
Geometry
English 6
English 7
English 8
English 9

English 10
English 11
English 12
Health
Physical Education
Earth & Space Science
Life Science
Physical
Biology
Chemistry
Physics
French
French 2
German 1
German 2
Spanish 1
Spanish 2
Spanish 3
Civics
World
Virginia & US Government
US History
World History

Approved Non-SOL / Electives

Academic Success
World History Survey

Proximity Learning, Inc.

<http://www.proxlearn.com>

Virginia Approved SOL Courses

American Sign Language I
American Sign Language II
Chinese I
Chinese II

CTE Courses

Foundations of Game Design

Approved Non-SOL / Electives

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

R.I.S.E. Hybrid Academy

<https://www.risehybridacademy.com/faculty-staff>

Virginia Approved SOL Courses

Algebra I
Algebra II
English Grade 10
English Grade 11
English Grade 12
English Grade 3
English Grade 4
English Grade 5
English Grade 6
English Grade 7
English Grade 8
English Grade 9

Geometry
Language Arts First Grade
Language Arts Kindergarten
Language Arts Second Grade
Math First Grade
Math Grade 3
Math Grade 4
Math Grade 5
Math Grade 6
Math Grade 7
Math Grade 8
Math Kindergarten
Math Second Grade
Social Studies 2
Social Studies 3
US I: US History to 1865
US II: US History 1865 to the Present
Virginia Studies

Stride Learning Solutions

www.stridelearning.com/learning-solutions.html

Virginia Approved SOL Courses

6–8 General Music
9–12 General Music
Algebra I
Algebra II
Algebra, Functions & Data Analysis
Art 2 ED VA
Art 3 ED VA
Art 4 ED VA
Arts I: Arts Foundation
Biology
Chemistry
Chinese I
Chinese I Fluency
Chinese I MS
Chinese II
Chinese II Fluency
Civics and Economics
Early American Art ED VA

| | |
|----------------------|---------------------------------------|
| Earth Science | Math Grade 6 |
| English Grade 1 | Math Grade 7 |
| English Grade 10 | Math Grade 8 |
| English Grade 11 | Mathematics Grade 1 |
| English Grade 12 | Mathematics Grade 2 |
| English Grade 2 | Mathematics Grade 3 |
| English Grade 3 | Mathematics Grade 4 |
| English Grade 4 | Mathematics Grade 5 |
| English Grade 5 | Mathematics Grade K |
| English Grade 6 | MUS07 Spotlight on Music VA |
| English Grade 7 | MUS08 Spotlight on Music VA |
| English Grade 8 | Music Grade 1 |
| English Grade 9 | Music Grade 2 |
| English Grade K | Music Grade 3 |
| French I | Music Grade 4 |
| French I Fluency | Music Grade 5 |
| French I MS | Music Grade K |
| French II | Physical Education 6 |
| French II Fluency | Physical Education Grade 1 |
| French III | Physical Education Grade 10 |
| Geometry | Physical Education Grade 2 |
| German I | Physical Education Grade 3 |
| German I MS | Physical Education Grade 4 |
| German II | Physical Education Grade 5 |
| Health Grade 1 | Physical Education Grade 7 |
| Health Grade 10 | Physical Education Grade 8 |
| Health Grade 2 | Physical Education Grade 9 |
| Health Grade 3 | Physical Education Grade K |
| Health Grade 4 | Physical Science |
| Health Grade 5 | Physics |
| Health Grade 6 | Science Grade 1 |
| Health Grade 7 | Science Grade 2 |
| Health Grade 8 | Science Grade 3 |
| Health Grade 9 | Science Grade 4 |
| Health Grade K | Science Grade 5 |
| History Grade 1 | Science Grade 6 |
| History Grade 2 | Science Kindergarten |
| History Grade 3 | Spanish I |
| History Kindergarten | Spanish I Fluency |
| Latin I | Spanish I MS |
| Latin I MS | Spanish II |
| Latin II | Spanish II Fluency |
| Life Science | Spanish III |
| Math Analysis | United States History 1865 to Present |

United States History to 1865
Virginia & US Government
Virginia and US History
Virginia Studies
Visual Arts Grade 1
Visual Arts Grade 2
Visual Arts Grade 3
Visual Arts Grade 4
Visual Arts Grade 5
Visual Arts Grade 6
Visual Arts Grade 7
Visual Arts Grade 8
Visual Arts Kindergarten
WLG150 Sign Language
World Geography
World History and Geography 1500 to Present
World History and Geography to 1500

CTE Courses

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

Approved Non-SOL / Electives

Criminology
Public Speaking
AP English Language
AP English Literature
Creative Writing
ENG010 Journalism
AP Art History
AP World History
AP Psychology
Anthropology
Archaeology
AP US Government
AP US History

Contemporary World Issues
HST040-AVT Civics
HST313 Modern U.S. History
Psychology
Social Problems
Social Problems 2
Sociology 1
Sociology 2
AP Statistics
AP Calculus AB
AP Calculus BC
Precalculus
AP Biology
Environmental Science
Forensic Science
AP Environmental Science
Biology II: Anatomy and Physiology
AP Computer Science Principles
AP Computer Science A
TCH036 Computer Science
TCH040 Web Design
Game Design
AP French
AP Spanish
American Sign Language [WLG150 Sign Language)
Service Learning
Sign Language 2

Stride, Inc.

<https://vava.k12.com/>

Virginia Approved SOL Courses

6–8 General Music
9-12 General Music
Algebra I
Algebra II
Algebra, Functions & Data Analysis
Art 2 ED VA
Art 3 ED VA
Art 4 ED VA
Arts I: Arts Foundation

Biology
Chemistry
Chinese I
Chinese I Fluency
Chinese I MS
Chinese II
Chinese II Fluency
Civics and Economics
Early American Art ED VA
Earth Science
English Grade 1
English Grade 10
English Grade 11
English Grade 12
English Grade 2
English Grade 3
English Grade 4
English Grade 5
English Grade 6
English Grade 7
English Grade 8
English Grade 9
English Grade K
French I
French I Fluency
French I MS
French II
French II Fluency
French III
Geometry
German I
German I MS
German II
Health Grade 1
Health Grade 10
Health Grade 2
Health Grade 3
Health Grade 4
Health Grade 5
Health Grade 6
Health Grade 7
Health Grade 8
Health Grade 9
Health Grade K

History Grade 1
History Grade 2
History Grade 3
History Kindergarten
Latin I
Latin I MS
Latin II
Life Science
Math Analysis
Math Grade 6
Math Grade 7
Math Grade 8
Mathematics Grade 1
Mathematics Grade 2
Mathematics Grade 3
Mathematics Grade 4
Mathematics Grade 5
Mathematics Grade K
MUS07 Spotlight on Music VA
MUS08 Spotlight on Music VA
Music Grade 1
Music Grade 2
Music Grade 3
Music Grade 4
Music Grade 5
Music Grade K
Physical Education 6
Physical Education Grade 1
Physical Education Grade 10
Physical Education Grade 2
Physical Education Grade 3
Physical Education Grade 4
Physical Education Grade 5
Physical Education Grade 7
Physical Education Grade 8
Physical Education Grade 9
Physical Education Grade K
Physical Science
Physics
Science Grade 1
Science Grade 2
Science Grade 3
Science Grade 4
Science Grade 5

Science Grade 6
Science Kindergarten
Spanish I
Spanish I Fluency
Spanish I MS
Spanish II
Spanish II Fluency
Spanish III
United States History 1865 to Present
United States History to 1865
Virginia & US Government
Virginia and US History
Virginia Studies
Visual Arts Grade 1
Visual Arts Grade 2
Visual Arts Grade 3
Visual Arts Grade 4
Visual Arts Grade 5
Visual Arts Grade 6
Visual Arts Grade 7
Visual Arts Grade 8
Visual Arts Kindergarten
WLG150 Sign Language
World Geography
World History and Geography 1500 to Present
World History and Geography to 1500

CTE Courses

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

Approved Non-SOL / Electives

Criminology
Public Speaking
AP English Language
AP English Literature

Creative Writing
ENG010 Journalism
AP Art History
AP World History
AP Psychology
Anthropology
Archaeology
AP US Government
AP US History
Contemporary World Issues
HST040-AVT Civics
HST313 Modern U.S. History
Psychology
Social Problems
Social Problems 2
Sociology 1
Sociology 2
AP Statistics
AP Calculus AB
AP Calculus BC
Precalculus
AP Biology
Environmental Science
Forensic Science
AP Environmental Science
Biology II: Anatomy and Physiology
AP Computer Science Principles
AP Computer Science A
TCH036 Computer Science
TCH040 Web Design
Game Design
AP French
AP Spanish
American Sign Language [WLG150 Sign Language)
Service Learning
Sign Language 2

The Virtual High School

<https://vhslearning.org/>

Approved Non-SOL / Electives

101 Ways to Write a Short Story
Academic Writing
Am. Popular Music
American Sign Language 1
American Sign Language 2
American Sign Language 3
Anatomy & Physiology
Animal Behavior & Zoology
AP Art History
AP Biology
AP Calculus AB
AP Calculus BC
AP Chemistry
AP Computer Science A
AP Computer Science Principles
AP Economics
AP Eng. Lang. & Comp.
AP Eng. Lit. & Comp.
AP Environmental Sci.
AP European Hist.
AP French Language and Culture
AP Government & Politics: U.S.
AP Human Geography
AP Latin / Elective
AP Music Theory
AP Physics 1
AP Physics C
AP Psychology
AP Spanish Language and Culture
AP Statistics
AP US History
AP World History
Art History
Art History: Art of the Caribbean Islands
Astronomy Principles
Biochemistry
Bioethics
Biotechnology
Business & Personal Law
CAD
Climate Change
Computational Sci. & Eng. Using Java
Computer Animation with Scratch
Computer Science

Constitutional Law
Creating Art Hist.
Creating Effective PowerPoint Presentations
Creative Writing
Criminology
Cybersecurity / Elective
Democracy in the U.S.
Differential Calculus
Eastern & Western Thought
Economics
Employability Skills
Engineering for Sustainable Energy
Engineering Principles
Entrepreneurship
Environmental Science
Environmental Science Honors
Epidemics
Essay Writing
Evolution & Nature of Science
Fantasy & Science Fiction Short Stories
Film & Literature
Folklore & Literature of Myth, Magic, and Ritual
Forensic Sci.
French Language and Culture
Genes & Disease
Geometry
German Language and Culture
Ghoulies, Ghosties, and Long-Legged Beasties
Glory of Ancient Rome
Hist. of Photography
Holocaust
Horror Writers
Human Body
International Business
Investing in the Stock Market
Italian Language and Culture
Journalism/Digital Age
Kindergarten Apprentice Teacher
Latin 1
Latin 2
Literacy Skills/21st Century
Literature of the World

Mandarin Chinese Language and Culture
Marketing & the Internet
Math and Modern Logic
Math You Can Use In College and Careers
Meteorology
Modern Middle East
MS Business Found.
MS Civics
MS Creative Writing / Elective
MS Engineering
MS Number Theory / Elective
MS Pre-Algebra
MS The Teenage Brain
MS World War II through the Eyes of Dr.
Seuss
Music Listening & Critique
Music: Fund. Of Composition
Mythology
Now What Will You Do?
Nuclear Physics: Science, Technology &
Society
Number Theory
Oceanography
Parenting /21st Century
Peacemaking
Pearl Harbor and the Pacific Theater
Personal Finance
Perspectives in Health
Philosophy I

Physics
Poetry Reading & Writing
Poetry Writing
Portuguese I
Practical Law
Preparing for College
Pre-veterinary Medicine
Programming in Visual Basic
Psych. I
Psych. of Crime
Psychology Honors
Russian Lang. & Culture
Screenwriting Fund.
Shakespeare in Films
Sociology
Spanish Culture & 20th Century Hispanic Lit.
Sports & Society
Statistics
To Kill a Mockingbird
Twentieth Century Women Authors
U.S. Foreign Policy
U.S. Government
Video Game Design Using Game Maker
Web Design
Who Do I Want To Be When I Grow Up?
World Conflict, United Nations Intro
World Religions
Young Adult Lit.

APPENDIX H: VIRTUAL VIRGINIA REPORT

Virtual Virginia Board Report

Virtual Virginia (VVA) has long been an innovation leader in the field of digital learning. For 40 years, VVA has cultivated a proud history of providing access to high-quality online instruction, courses, instructional materials, and learning support for students, teachers, and schools throughout Virginia and the nation. VVA has made digital learning opportunities available to all learners in the Commonwealth with no barriers to enrollment, regardless of each student's academic history or geographic location.

Today, in the VVA program's 40th academic year—just as in the very first year—VVA remains a partner to all Virginia public school divisions. Through these partnerships, VVA provides a variety of educational opportunities to students and educators throughout the Commonwealth, including a K–12 instruction program, access to Virginia's Statewide Learning Management System (LMS) and digital content, professional learning opportunities, and summer learning.

VVA has a longstanding commitment to provide students, families, and public school divisions with options that may otherwise be unavailable to them due to a variety of circumstances at their local school, including but not limited to a lack of highly qualified K–12 instructors in specific subject areas; a lack of access to instructional offerings and high-quality instructional materials; scheduling conflicts; or low enrollment.

Virtual Virginia Program Participation

VVA supports learning in Virginia through several program areas designed for students, adult learners, educators, and other stakeholders throughout the Commonwealth. Participants can engage in the VVA program in a number of ways.

- The *VVA K–12 Instruction Program* offers online courses instructed by highly qualified Virginia public educators who are licensed in Virginia and appropriately endorsed. These K–12 online courses provide instruction in core, elective, advanced placement, and dual enrollment content and are available to all students and schools in the Commonwealth during the regular school year.
- The *VVA Outreach Program* provides the Statewide LMS and access to high-quality K–12 and adult education digital learning resources, course content, and instructional materials to public school teachers and their students at no cost to school divisions.
- The *VVA Professional Learning Program* offers professional development options to Virginia public school educators at no cost to divisions.
- The *VVA Summer Session Program* provides access to online summer courses and enrichment opportunities to learners throughout the state.

All learners enrolled in VVA's 2022–2023 K–12 Instruction or Summer Session course offerings or using the VVA Statewide LMS and course content remained affiliated with their local schools and

remained part of their enrolling schools' membership.

Virtual Virginia K–12 Instruction Program

For decades, tens of thousands of students and their families have used VVA for K–12 digital and online learning. Throughout its history, VVA's K–12 Instruction Program has supported learners wherever they are: in public schools, in their homes, or in traditionally underserved areas throughout the Commonwealth. VVA's roots are in providing K–12 instruction options to Virginia's students as a complement to local public school offerings, and the program has expanded to serve more learners over the years. Through this growth, VVA remains committed to providing high-quality K–12 learning opportunities to support the varied needs and schedules of students, families, and schools.

In 2022–2023, K–12 students were enrolled through Virginia public school divisions, private schools, homeschools, and globally outside the Commonwealth. Now, more than ever, students and their families have access to the high-quality digital learning opportunities provided by VVA. In the 2022–2023 academic year, 95% of Virginia public school divisions participated in the K–12 Instruction Program. VVA partners with students, families, and Virginia public school divisions to ensure learners in grades K–12 have access to high-quality synchronous instruction, online asynchronous course content, and opportunities that supplement those available in their physical schools.

Students may be enrolled in VVA's K–12 Instruction Program courses as part-time or full-time students. Each public school student enrolled in VVA courses remains affiliated with their local public school's average daily membership and is subject to local school policies and procedures. The local enrolling school retains autonomy to provide student services, screeners/diagnostic exams, and SOL assessments per the school/division policies.

VVA provides a full-time option for students in grades K–12 who wish to complete most or all of their required courses online. Students can enroll in VVA full-time through their local public schools and receive online instruction by VVA's highly qualified, Virginia-certified teachers. Full-time VVA learners can complete all required core academic courses and electives to earn Standard or Advanced Studies diplomas through their enrolling schools.

While the number of full-time online learners enrolled in VVA has grown this year compared to that of pre-pandemic years, the annual majority of students enrolled in the VVA K–12 Instruction program are part-time online learners, who participated in VVA courses during their school day schedule. Overall in the 2022–2023 academic year, 14,162 students enrolled in VVA K–12 instruction; 12,296 were part-time and 1,866 were enrolled as full-time students. VVA served 1,046 students in grades K–5 and 13,116 students in grades 6–12.

Table 1. YOY VVA K–12 Instruction Program Full-Time and Part-Time Enrollment

| Academic Year | Total Students | FT Online Students | Percentage FT | PT Online Students | Percentage PT |
|----------------------|-----------------------|---------------------------|----------------------|---------------------------|----------------------|
| 2022–2023 | 14,162 | 1,866 | 13% | 12,296 | 87% |
| 2021–2022 | 29,710 | 8,788 | 30% | 20,922 | 70% |
| 2020–2021 | 14,939 | 924 | 6% | 14,015 | 94% |

VVA K–12 courses are delivered online both synchronously and asynchronously, and users enrolled in VVA courses may participate from school, home, or other locations. Courses promote regular interaction among students and instructors, and the course content is media-rich, interactive, engaging, and designed to address different learning styles. Additionally, VVA courses include readings, discussion forums, written assignments, media, student presentations and projects, case studies, simulations, virtual lab assignments, models, interactive assignments, and opportunities for student–teacher and student–student collaboration.

For grades K–5, VVA offers school divisions and their learners access to high-quality, full-time digital instruction. Through this program VVA provides high-quality synchronous instruction by a Virginia-certified instructor of record and access to the VVA LMS with core asynchronous content. Students may participate in core instructional activities in reading, writing, mathematics, social studies, science, and STEM. Supplemental lessons are offered in art, dance, computer science, music, physical education, and world languages, in addition to local school options.

For grades 6–12, VVA offered 153 online courses taught by Virginia-certified teachers in 2022–2023, an increase in offerings compared to 2021–2022 (127), 2020–2021 (111), and 2019–2020 (85). Courses were available in a variety of subject areas, including core academics, AP, dual enrollment, world languages, career and technical education, and electives.

Enrolling schools agree to provide a supervising adult mentor, a school counselor of record, and the required resources and student services necessary for each student to be a successful online learner. Local schools ensure that students enrolled in the VVA program have access to student services, technology, textbooks, and required course materials at no cost. Students enrolled in VVA courses with corresponding SOL, AP, or other standardized assessments are tested at the local school. Public schools award course letter grades per the local school grade scale and agree to award graduation credit for VVA courses. VVA courses are accessible by students and instructors anywhere with internet access, and course content and resources are available at any time.

Additionally, if needed, students enrolled in VVA courses have the opportunity to learn part of their year online and later return to in-person learning. They may participate in a VVA course for only one day or up to 180 days, providing flexibility that facilitates student success. At any time

during the school year, eligible full-time students are given the ability to withdraw below full-time status, remain in other VVA courses, and retain part-time status while completing remaining VVA courses. Although students may exit VVA courses at any time, most students remain enrolled and complete VVA courses.

2022–2023 Virtual Virginia K–12 Instruction Program Course Offerings

Career & Technical Education

12051 Principles of Business and Marketing
12151 Make it Your Business
12162 Digital Economy Skills
14001 Health & Medical Sciences Exploratory
14001 Introduction to Health & Medical Sciences
18001 Agriscience Exploration (Grade 7)
18001 Introduction to Agriscience (Grade 6)
19153 Introduction to Early Childhood Education
19251 Family & Consumer Sciences Exploratory III
19258 Career Investigations
19903 Family & Consumer Sciences Exploratory I
19904 Family & Consumer Sciences Exploratory II

Computer Science

10011 Computer Science Principles
10012 Computer Science Foundations
10012 Middle School Computer Science (Grade 6)
10012 Middle School Computer Science (Grades 7–8)
10019 AP Computer Science Principles
10152 Computer Science Programming with Java
10152 Computer Science Programming with Python
10157 AP Computer Science A

English

01001 English 9
01001 English 9, Credit Recovery
01002 English 10
01002 English 10, Credit Recovery
01003 English 11
01003 English 11, Credit Recovery
01004 English 12
01004 English 12, Credit Recovery
01005 AP English Language & Composition
01006 AP English Literature & Composition

01008 Introduction to the English Language (ESOL I)
01034 English 6
01035 English 7
01036 English 8
01069 World Mythology
01104 Creative Writing
11101 Journalism I

Fine Arts

05114 AP Music Theory
05136 General Music (Grade 6)
05153 AP Art History
05154 Middle School Art Exploratory
05154 Visual Art & Design I
05186 Visual Arts (Grade 6)

Health & PE

08052 Health & PE 9 (not Driver Education)
08110 Health & PE 6
08111 Health & PE 7
08112 Health & PE 8
08999 Health & PE 10 (not Driver Education)

History & Social Studies

04001 World Geography
04004 AP Human Geography
04052 World History & Geography to 1500 A.D.
04052 World History & Geography to 1500 A.D., Credit Recovery
04053 World History & Geography: 1500 A.D. to the Present
04056 AP European History
04067 AP World History: Modern
04101 Virginia & U.S. History
04101 Virginia & U.S. History, Credit Recovery
04102 U.S. History to 1865
04103 U.S. History: 1865 to Present
04104 AP U.S. History
04151 U.S. Government & Politics
04151 Virginia & U.S. Government, Credit Recovery
04151 Virginia & U.S. Government
04157 AP U.S. Government & Politics
04158 AP Comparative Government & Politics
04161 Civics & Economics (Grade 8)

04203 AP Microeconomics
04204 AP Macroeconomics
04205 AP Economics
04249 Economics
04254 Psychology
04256 AP Psychology
04908 African American History
19262 Economics & Personal Finance
19262 Personal Finance

Math

02036 Mathematics 6
02037 Mathematics 7
02038 Mathematics 8
02052 Algebra I
02052 Algebra I, Credit Recovery
02056 Algebra II
02056 Algebra II, Credit Recovery
02072 Geometry
02072 Geometry, Credit Recovery
02103 Trigonometry
02104 Pre-Calculus/Mathematical Analysis
02124 AP Calculus AB
02125 AP Calculus BC
02203 AP Statistics
02902 Algebra, Functions & Data Analysis
02902 Algebra, Functions & Data Analysis, Credit Recovery

Science

03001 Earth Science I
03001 Earth Science I, Credit Recovery
03003 Environmental Science
03004 Earth Science II: Astronomy
03005 Earth Science II: Oceanography
03051 Biology I
03051 Biology I, Credit Recovery
03053 Biology II: Anatomy/Physiology
03056 AP Biology
03063 Biology II: Ecology
03101 Chemistry I
03151 Physics I
03158 Life Science 7
03159 Physical Science 8

03165 AP Physics 1
03166 AP Physics 2
03207 AP Environmental Science
03236 Science 6

World Languages

24040 Survey of World Languages & Cultures
24052 Spanish I
24053 Spanish II
24054 Spanish III
24055 Spanish IV
24064 AP Spanish Language & Culture
24065 AP Spanish Literature & Culture
24102 French I
24103 French II
24104 French III
24105 French IV
24114 AP French Language
24152 Italian I
24252 German I
24253 German II
24254 German III
24342 Latin I
24343 Latin II
24344 Latin III
24345 Latin IV
24355 AP Latin
24402 Chinese I
24403 Chinese II
24404 Chinese III
24405 Chinese IV
24414 AP Chinese Language & Culture
24752 Arabic I
24753 Arabic II
24754 Arabic III
24852 American Sign Language I
24853 American Sign Language II
24854 American Sign Language III

Dual Enrollment

01103 College Composition I (ENG 111)
01103 College Composition II (ENG 112)
02104 Pre-Calculus I (MTH 161)

03003 General Environmental Science I (ENV 121)
04101 United States History Since 1865 (HIS 122)
04101 United States History to 1877 (HIS 121)
05151 Art Appreciation (ART 100)
10109 Introduction to Network Concepts (ITN 101)
10109 Network Security Basics (ITN 260)
10109 Software Design (ITP 100)
10302 Microcomputer Operating Systems (ITN 106)
10302 Personal Computer Hardware & Troubleshooting (ITN 107)

Grades K–5*

Kindergarten
Grade 1
Grade 2
Grade 3
Grade 4
Grade 5

GOALS

SOL Foundational Skills (all core subject areas)
SOL Test Prep Skills (all core subject areas)
Spanish, Grades K–5

**Each grade includes Math, Reading, Writing, Science, Social Studies, and STEM*

Virtual Virginia K–12 Instruction Program Faculty

VVA K–12 faculty are highly qualified instructors and hold Virginia licenses in their subject areas. All VVA faculty are available during daily office hours (Monday through Friday) to communicate with students, families, and stakeholders and provide regular instructional opportunities throughout the day. VVA faculty support daily student engagement through a variety of formats, including daily synchronous instruction sessions, small-group and 1:1 synchronous instruction, email communications, assignment feedback, and engagement in course discussion boards, in addition to engagement on the VVA LMS.

Although some VVA instructors may live beyond Virginia’s borders, all VVA instructors are licensed in Virginia and appropriately endorsed for the course(s) and grade level(s) they teach. In 2022–2023, VVA employed 145 highly qualified full-time and adjunct licensed Virginia instructors. This represents a decrease in the overall number of teachers employed during the pandemic in 2021–2022 (436) and 2020–2021 (177) but an overall increase in 2019–2020 (94), prior to the pandemic.

VVA faculty participate in regular professional development in addition to prescribed professional development aligned to their subject areas or teaching assignments. Faculty participated in online training in the LMS and related instructional tools at the beginning of August before courses began. Faculty completed monthly program-level professional development aligned to the National Standards for Quality Online Teaching from September through June. Topics included communication, synchronous instruction engagement, collaboration, building community, differentiation, targeted educational technology, and using data from MasteryConnect to drive instructional decision-making. Additionally, each full-time faculty member participated in at least one professional learning community (PLC).

Virtual Virginia Outreach Program

The VVA Outreach Program is designed to assist Virginia public school students and educators by providing access to Virginia standards-aligned digital learning resources that can be incorporated via the Statewide LMS. All Virginia public school divisions have access to their own instance of the Statewide LMS at no cost.

As of 2023–2024, Virginia public school divisions are able to import VVA Outreach digital resources and learning modules for 109 courses for grades K–8, 118 courses for grades 9–12, and 9 adult education courses into the LMS at no cost. Annually updated by Virginia public school educators, Outreach Program digital content includes instructor guides and fully developed modules of lessons with interactive practice, videos, assessments, and question banks.

All VVA Outreach digital resources are aligned with appropriate state and/or national standards and are designed according to National Standards for Quality Online Courses and Quality Matters course design standards. All K–5 content is aligned with the Virginia Standards of Learning (SOLs) and Virginia’s Comprehensive Instructional Program (CIP). For grades 6–12, content for core academic and world language courses are aligned to the Virginia SOLs, and AP course content is developed according to the College Board’s curricular guidelines.

In addition, VVA provides division personnel with Statewide LMS and Outreach Program training and support at no cost. School divisions may integrate local student information systems with the Statewide LMS to support rostering and interoperability of other division platforms, services, and tools. In addition, school divisions may develop their own content and share with other divisions via the Statewide LMS.

Virtual Virginia Professional Learning Program

VVA’s Professional Learning Program empowers Virginia’s educators to explore new instructional practices with the flexibility to achieve more—all at their own pace. VVA offers a growing catalog of online professional learning opportunities for all Virginia public school educators at no cost.

Professional learning offerings are offered synchronously and asynchronously. Professional learning courses have timelines and benchmarks, but participants have the flexibility to work at their own pace between the benchmarks. Virginia public school educators may enroll in VVA

professional learning offerings throughout the school year. Educators may self-enroll or be enrolled by a local school counselor, a school administrator, or the division central office. Public schools retain the autonomy to award any professional development time based on the local scale for participation or completion.

In the 2022–2023 academic year, VVA continued to support educators by expanding and enhancing the catalog of professional learning offerings for educators. Over the year, there were 16,158 enrollments in VVA professional learning offerings, including the following collaborations:

- courses on educator wellness and teacher success developed in partnership with the Comprehensive Instructional Program;
- intensive, six-week facilitated professional learning courses about blended learning, assessment-driven instruction, project-based learning, data analysis, inquiry in the science classroom, and collaboration in the digital classroom;
- partnership with CodeVA to offer over a dozen professional learning courses on programming, computer science standards integration, and STEM;
- partnership with the Virginia Council on Economic Education to offer an AP Economics summer institute for teachers;
- three resource hub courses in partnership with the VDOE (world languages, English language learners, and high-quality work-based learning);
- Coaching Life Skills Through Sport professional learning course in partnership with the Virginia High School League; and
- expanded microcredential and module-based course offerings in partnership with VASCD, including topics like building classroom community and using routines and procedures to strengthen learning.

In addition, VVA and the VDOE’s Office of Career, Technical, and Adult Education developed and launched nine VVA Outreach course resources for use by adult education instructors throughout the Commonwealth. These resources incorporate the College and Career Readiness (CCR) standards, provide ample check-for-understanding opportunities for students, and are designed to be scalable for use in any online or blended learning format. Three courses each are available for English language arts, mathematics, and English language learners.

VVA Professional Learning provided Statewide LMS training and support regionally and throughout the state through a variety of opportunities, including the following:

- Throughout 2022–2023, the VVA Statewide LMS Success program provided structured, role-specific pathways to learn about and master the LMS. Participants completed training based on their LMS user roles (K–12 instructors, Statewide LMS administrators, school/division leaders, and school/division support personnel). Each role’s pathway was divided into three levels, and a digital badge was awarded at the successful completion of each level.
- In the summer of 2022, VVA’s Sizzlin’ Summer Series featured webinars in which educators learned best practices in utilizing the Statewide LMS and other technology for

in-person learning.

- The Statewide LMS Admin Webinar Series also ran during summer 2022. This series of online workshops featured best practices and free tools for technology leaders at Virginia public schools and divisions to use in the Statewide LMS as a local administrator.
- VVA hosted the Blue Skies Blended Learning Workshop Series during the spring of 2023. Designed specifically for K–12 educators at Virginia public schools and divisions, the free online workshops guided participants in learning how to incorporate blended learning methods into their professional practice and leverage the VVA Statewide LMS in face-to-face instruction.

Virtual Virginia Summer Session Program

In addition to the academic-year K–12 instructional offerings, VVA provides Summer Session options for students in grades K–12 throughout the Commonwealth. VVA’s Summer Session Program is available to public school, private school, and homeschooled students in Virginia and beyond.

VVA’s K–5 Summer Enrichment Camps provided younger learners with high-quality synchronous and asynchronous enrichment instruction in a variety of subjects: arts and crafts, computer science, dance, and world languages (American Sign Language, Chinese, French, German, Japanese, and Spanish).

The VVA Summer Session Program for grades 6–12 offered learners the opportunity to choose from courses in core and elective content areas for summer instruction. VVA also offered credit recovery courses in English, mathematics, science, and social studies. VVA instructors provided daily synchronous and asynchronous instruction via the VVA LMS during two six-week sessions. VVA Summer Session is an opportunity for students in grades 6–12 to meet graduation requirements or to free up time in their course schedules for the upcoming school year. Two cohorts are available to support varying school division summer break calendars.

In Summer Session 2023, 5,916 students enrolled in grades K–12. The Summer Session enrollment fee for students in grades K–5 was \$75 per student, per camp, and the Summer Session enrollment fee for students in grades 6–12 was \$200 per student, per course for credit recovery courses and \$375 per student, per course for all other courses. Below is a summary of year-over-year VVA Summer Session enrollment.

Table 2. YOY VVA Summer Session Enrollment

| VVA Summer Session | K–12 Students Enrolled |
|--------------------|------------------------|
| 2023 | 5,916 |
| 2022 | 5,424 |
| 2021 | 3,720 |

Virtual Virginia’s State and National Role in Online and Blended Learning

VVA Professional Learning hosted the third annual virtual Blended Learning Conference on February 25, 2023. The conference, titled “The Perfect Blend,” was a free, one-day conference for public school educators nationwide. More than 1,800 educators registered for this one-of-a-kind professional learning experience presented by VVA. The conference offered sessions under the following topics:

- Blended Learning
- Brain-Based Learning
- Collaborative Learning
- Student Collaboration
- Critical Thinking Skills
- Ed Tech Tool Showcase
- Family/Community Engagement
- Instructional Mentoring/Coaching
- Personalized Learning Pathways / Differentiated Instruction
- Project-Based Learning
- School and/or Division Leadership
- Student Engagement Strategies
- Student Voice and Choice
- Universal Design for Learning (UDL)

VVA continues to serve as a board member of the Virtual Learning Leadership Alliance (VLLA), the national association of online education programs that provides collegial support and collaborative opportunities to the individual members and member organizations. Members of VVA staff serve as leaders of the VLLA and benefit through the sharing of resources, services, and expertise among some of the most innovative U.S. digital education programs.

VVA is a key contributing member of the ongoing project with the National Standards for Quality (NSQ) Online Learning to regularly update openly licensed standards and indicators to help evaluate and improve online courses, teaching, and programs. VVA is part of the team that provides oversight and leads a broad-based community effort to keep the standards current and

relevant.

2022–2023 Department of Education VVA Survey Data

In partnership with the Virtual Virginia program, the Virginia Department of Education (VDOE) administers feedback surveys each year to students participating in Virtual Virginia courses, parents and families of enrolled students, and the personnel supporting the program at participating schools and divisions.

The 2022–2023 summary results presented in this report reflect 1,555 responses from students, 817 responses from parents/families, and 168 responses from staff at Virginia public school divisions.

Table 3. YOY Reasons for Virtual Virginia Course Participation

| Reason for Participation | Student Responses | | | Parent/Family Responses | | |
|--|-------------------|-----------|-----------|-------------------------|---------|---------|
| | 2022-23* | 2021-22** | 2020-21** | 2022-23 | 2021-22 | 2020-21 |
| To get ahead | 25% | 28% | 44% | 27% | 28% | 32% |
| Prefer/ interest in virtual courses | 37% | 50% | 31% | 27% | 58% | 23% |
| Scheduling conflict | 12% | 17% | 28% | 8% | 12% | 26% |
| Course not offered at school | 16% | 33% | 39% | 16% | 26% | 49% |
| To catch up | 6% | 9% | 8% | 4% | 10% | 6% |
| To raise a previous grade | 4% | 6% | 3% | 3% | 6% | 3% |

**Percentage of total student responses*

***Percentage of student respondents selecting each reason*

Students reported high overall satisfaction with their VVA experience on a variety of factors. Most students agreed they had the time-management skills (84%) and responsibility/self-direction (89%) needed to complete their virtual courses. Eighty-eight percent of students reported being comfortable using the online tools and software required for their VVA courses. Seventy-seven percent of students said they would feel comfortable taking another online course.

Among parents/families of VVA students, 95% expressed satisfaction with the availability of courses offered by VVA, and 80% agreed that VVA courses are of good quality. Most parents/families felt their children were appropriately challenged by VVA courses (78%) and would enroll their children in VVA courses again (82%). Seventy-six percent of parents/families agreed that the frequency of communication with VVA teachers met their children's needs.

Staff at schools and divisions were overwhelmingly positive in their satisfaction with VVA courses. Ninety-nine percent of respondents were pleased with the availability of VVA course offerings, 98% were satisfied with the curriculum alignment of VVA courses and the rigor of course content, and 92% said they were satisfied with VVA's ability to meet the needs of all types of learners. In addition, most staff reported satisfaction with the support VVA provides to schools (96%) and to students (94%).

Survey summaries are provided below.

- Students enrolled in VVA courses shared the following:
 - 89% of students said they felt prepared for the responsibility and self-direction that online courses require
 - 88% of students were comfortable using online tools and software for their VVA courses
 - 84% of students said they had the time management skills to be successful in the online course
 - 77% of students said they would feel comfortable taking another online course

- Parents/families of VVA students shared the following:
 - 95% of parents/families expressed satisfaction with the availability of courses offered by VVA
 - 82% of parents/families would enroll their children in VVA courses again
 - 80% of parents/families agreed that VVA courses are of good quality
 - 78% of parents/families felt their children were appropriately challenged by VVA courses
 - 76% of parents/families agreed that the frequency of communication with VVA teachers met their children's needs

- School and division staff shared the following:
 - 99% of school/division staff were pleased with the availability of VVA course offerings
 - 98% of school/division staff were satisfied with the curriculum alignment of VVA courses
 - 98% of school/division staff reported satisfaction with the rigor of VVA course content
 - 96% of school/division staff said they were satisfied with the support VVA provides to schools
 - 94% of school/division staff were satisfied with the support VVA provides to students
 - 92% of school/division staff said they were satisfied with VVA's ability to meet the needs of all types of learners.



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