2022 ANNUAL REPORT ON THE CONDITION AND NEEDS OF PUBLIC SCHOOLS IN THE VIRGINIA

APPENDICES

Appendix A: Constitutional and Statutory Requirements

Appendix B: Summary of Compliance and Non-Compliance with the Standards of Quality (SOQ) for 2021-2022

Appendix C: School Divisions Reporting Full Compliance with the Standards of Quality for 2021-2022

Appendix D: School Divisions Reporting Noncompliance with One or More Provisions of the Standards of Quality (SOQ) for 2021-2022

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

Appendix F: Analysis of School Division Reporting Requirements

Appendix G: Virtual Virginia Report

APPENDIX A – CONSTITUTIONAL AND STATUTORY REQUIREMENTS

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

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

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

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

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

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

§ 22.1-212.25. Information regarding online courses and virtual programs; report.
… C. Beginning November 1, 2011, and annually thereafter, the Board of Education shall include in its annual report to the Governor and the General Assembly information regarding multidivision online learning during the previous school year. The information shall include but not be limited to student demographics, course enrollment data, parental satisfaction, aggregated student course completion and passing rates, and activities and outcomes of course and provider approval reviews. The November 1, 2011, report shall be an interim progress report and include information on the criteria and processes adopted by the Board and outcomes of provider applications…

§ 22.1-253.13:3. Standard 3. Accreditation, other standards, assessments, and releases from state regulations.
   A. ...The superintendent and the school board chairman shall certify to the Board of Education, as a part of certifying compliance with the Standards of Quality, that there is a justification in the Individual Education Program for every student who takes the Virginia Grade Level Alternative. Compliance with this requirement shall be monitored as a part of the special education monitoring process conducted by the Department of Education. The Board shall report to the Governor and General Assembly in its annual reports pursuant to § 22.1-18 any school division that is not in compliance with this requirement.

§ 22.1-253.13:6. Standard 6. Planning and public involvement.
   A. …In the annual report required by § 22.1-18, the Board shall include an analysis of the extent to which these Standards of Quality have been achieved and the objectives of the statewide comprehensive plan have been met….

§ 22.1-253.13:8. Compliance.
   Noncompliance with the Standards of Quality shall be included in the Board of Education's annual report to the Governor and the General Assembly as required by § 22.1-18.

For Additional Copies

Additional copies of the report are available by contacting the Office of Board Relations at the Virginia Department of Education, P.O. Box 2120, Richmond, VA 23218; phone: 804-225-2540; or e-mail BOE@doe.virginia.gov.

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

APPENDIX B: SUMMARY OF COMPLIANCE AND NON-COMPLIANCE WITH THE STANDARDS OF QUALITY FOR 2021-2022

Legal requirement for reporting compliance

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

Compliance and Noncompliance with the Standards of Quality

For the 2021-2022 school year, under the Standards of Quality (SOQ) in effect as of July 1, 2021, 103 school divisions (78 percent) reported full compliance with all provisions of the SOQ, and 29 school divisions (22 percent) reported noncompliance with one or more provisions of the SOQ. As accreditation was waived for 2021-2022 due to COVID-19, school accreditation did not render any divisions out of compliance; 19 school divisions reported noncompliance with only provisions in Standard Two regarding staffing.

Appendix C provides the list of the 103 divisions reporting full compliance with the SOQ. Appendix D provides the 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	6
Standard Two – Instructional, Administrative, and Support Personnel	24
Standard Three – Accreditation	N/A
Standard Three – Other Standards and Evaluation	0
Standard Four – Student Achievement and Graduation Requirements	1
Standard Five – Quality of Classroom Instruction and Educational Leadership	5
Standard Six – Planning and Evaluation	5
Standard Seven – School Board Policies	3
Standard Eight – Compliance	0

APPENDIX C: SCHOOL DIVISIONS REPORTING FULL COMPLIANCE WITH THE STANDARDS OF QUALITY FOR 2021-2022

School Divisions in Full Compliance for 2021-2022	2021 - 2022 Was Division Fully Compliant?	2020 - 2021 Was Division Fully Compliant?	2019 - 2020 Was Division Fully Compliant?	2018 - 2019 Was Division Fully Compliant?
Albemarle County	Yes	Yes	No	No
Alleghany County	Yes	Yes	No	No
Amelia County	Yes	Yes	No	No
Appomattox County	Yes	Yes	Yes	Yes
Augusta County	Yes	Yes	Yes	No
Bath County	Yes	No	Yes	Yes
Bedford County	Yes	No	No	Yes
Bland County	Yes	No	Yes	Yes
Botetourt County	Yes	Yes	Yes	Yes
Bristol City	Yes	Yes	No	No
Brunswick County	Yes	Yes	No	No
Buchanan County	Yes	Yes	Yes	Yes
Buckingham County	Yes	Yes	No	No
Campbell County	Yes	Yes	Yes	No
Caroline County	Yes	Yes	No	No
Carroll County	Yes	Yes	Yes	Yes
Charles City County	Yes	Yes	Yes	Yes
Charlotte County	Yes	Yes	Yes	Yes
Chesapeake City	Yes	Yes	Yes	No
Chesterfield County	Yes	Yes	Yes	Yes
Clarke County	Yes	Yes	Yes	Yes
Colonial Beach	Yes	Yes	Yes	Yes
Colonial Heights City	Yes	Yes	Yes	Yes
Covington City	Yes	No	No	Yes
Craig County	Yes	Yes	Yes	Yes
Cumberland County	Yes	Yes	Yes	No
Dickenson County	Yes	Yes	Yes	Yes
Fairfax County	Yes	Yes	No	No
Falls Church City	Yes	Yes	Yes	Yes
Fauquier County	Yes	Yes	No	Yes
Floyd County	Yes	Yes	Yes	Yes
Fluvanna County	Yes	Yes	Yes	Yes
Franklin County	Yes	Yes	No	Yes
Frederick County	Yes	Yes	Yes	No
Fredericksburg City	Yes	Yes	No	Yes
Galax City	Yes	Yes	Yes	Yes

School Divisions in Full Compliance for 2021-2022	2021 - 2022 Was Division Fully Compliant?	2020 - 2021 Was Division Fully Compliant?	2019 - 2020 Was Division Fully Compliant?	2018 - 2019 Was Division Fully Compliant?
Giles County	Yes	Yes	Yes	Yes
Gloucester County	Yes	Yes	Yes	Yes
Goochland County	Yes	Yes	Yes	Yes
Grayson County	Yes	Yes	Yes	Yes
Greene County	Yes	Yes	Yes	Yes
Greensville County	Yes	No	No	No
Halifax County	Yes	Yes	Yes	No
Hampton City	Yes	Yes	Yes	No
Hanover County	Yes	Yes	Yes	Yes
Harrisonburg City	Yes	Yes	No	No
Henry County	Yes	Yes	Yes	No
Hopewell City	Yes	Yes	No	No
King George County	Yes	Yes	Yes	Yes
King and Queen County	Yes	Yes	No	No
Lancaster County	Yes	Yes	No	No
Lee County	Yes	Yes	Yes	No
Lexington City	Yes	Yes	Yes	Yes
Loudoun County	Yes	Yes	Yes	Yes
Louisa County	Yes	Yes	Yes	Yes
Lunenburg County	Yes	Yes	Yes	Yes
Lynchburg City	Yes	No	No	No
Madison County	Yes	Yes	Yes	Yes
Manassas City	Yes	Yes	Yes	Yes
Manassas Park City	Yes	Yes	Yes	No
Mathews County	Yes	Yes	Yes	Yes
Mecklenburg County	Yes	No	No	No
Montgomery County	Yes	Yes	No	Yes
Nelson County	Yes	Yes	No	No
Newport News City	Yes	Yes	No	No
Norfolk City	Yes	Yes	No	No
Northampton County	Yes	Yes	No	No
Northumberland County	Yes	Yes	No	Yes
Norton City	Yes	Yes	Yes	Yes
Nottoway County	Yes	Yes	No	No
Orange County	Yes	Yes	Yes	Yes
Page County	Yes	Yes	No	No
Pittsylvania County	Yes	Yes	Yes	No
Poquoson City	Yes	Yes	Yes	Yes
Portsmouth City	Yes	Yes	No	No

School Divisions in Full Compliance for 2021-2022	2021 - 2022 Was Division Fully Compliant?	2020 - 2021 Was Division Fully Compliant?	2019 - 2020 Was Division Fully Compliant?	2018 - 2019 Was Division Fully Compliant?
Prince George County	Yes	Yes	Yes	Yes
Pulaski County	Yes	Yes	No	No
Radford City	Yes	Yes	Yes	Yes
Rappahannock County	Yes	Yes	Yes	Yes
Richmond City	Yes	No	No	No
Richmond County	Yes	Yes	Yes	Yes
Roanoke County	Yes	Yes	Yes	Yes
Rockbridge County	Yes	Yes	Yes	Yes
Rockingham County	Yes	Yes	Yes	Yes
Russell County	Yes	Yes	Yes	Yes
Scott County	Yes	Yes	Yes	Yes
Smyth County	Yes	Yes	Yes	Yes
Southampton County	Yes	Yes	Yes	Yes
Stafford County	Yes	Yes	Yes	Yes
Staunton City	Yes	Yes	No	No
Suffolk City	Yes	Yes	No	No
Surry County	Yes	Yes	Yes	Yes
Sussex County	Yes	Yes	Yes	Yes
Tazewell County	Yes	Yes	Yes	Yes
Virginia Beach City	Yes	Yes	Yes	Yes
Washington County	Yes	Yes	Yes	Yes
Waynesboro City	Yes	Yes	No	No
West Point	Yes	Yes	Yes	Yes
Westmoreland County	Yes	Yes	Yes	Yes
Williamsburg-James City County	Yes	Yes	Yes	Yes
Winchester City	Yes	No	No	Yes
Wise County	Yes	Yes	Yes	Yes
Wythe County	Yes	Yes	Yes	Yes

APPENDIX D: SCHOOL DIVISIONS REPORTING NONCOMPLIANCE WITH ONE OR MORE PROVISIONS OF THE STANDARDS OF QUALITY FOR 2021-2022

STANDARD 1: INSTRUCTIONAL PROGRAMS

Standard 1 Requirement	School Division	2021 – 2022 Was Division Compliant?	2020 – 2021 Was Division Compliant?	2019 – 2020 Was Division Compliant?	2018 – 2019 Was Division Compliant?
§ 22.1-253.13:1(C) - Local school boards shall develop and implement a program of instruction that emphasizes proficiency in the use of computers and related technology, computer science and computational thinking, including computer coding.	Danville City	NO	NO	YES	YES
§ 22.1-253.13:1(C) - Local school boards shall develop and implement a program of instruction that emphasizes knowledge and skills needed to qualify for further education, gainful employment, or training in a career or technical field.	Accomack County	NO	YES	YES	YES
§ 22.1-253.13:1(C) - Local school boards shall develop and implement a program of instruction that emphasizes development of the ability to apply such skills and knowledge in preparation for eventual employment and lifelong learning and to achieve economic self-sufficiency.	Accomack County	NO	YES	YES	YES
§ 22.1-253.13:1(D)(3)(a) - The school division has implemented career and technical education programs incorporated into the K through 12 curricula that include knowledge of careers, including, but not limited to, apprenticeships, entrepreneurship and small business ownership, the military, and the teaching profession, and emphasize the advantages of completing school with marketable skills.	Accomack County	NO	YES	YES	YES
§ 22.1-253.13:1(D)(3)(b) - The school division has implemented career and technical education programs incorporated into the K through 12 curricula that include career exploration opportunities in the middle school grades.	Accomack County	NO	YES	YES	YES

Standard 1 Requirement	School Division	2021 – 2022 Was Division Compliant?	2020 – 2021 Was Division Compliant?	2019 – 2020 Was Division Compliant?	2018 – 2019 Was Division Compliant?
§ 22.1-253.13:1(D)(3)(d) - The school division has implemented career and technical education programs incorporated into the K through 12 curricula that includes annual notice on its website to enrolled high school students and their parents of (i) the availability of the postsecondary education and employment data published by the State Council of Higher Education on its website pursuant to § 23.1-204.1 and (ii) the opportunity for such students to obtain a nationally recognized career readiness certificate at a local public high school, comprehensive community college, or workforce center.	Accomack County	NO	YES	YES	YES
	Alexandria City	NO	YES	YES	YES
	Highland County	NO	YES	YES	YES
§ 22.1-253.13:1(D)(3)(e) - The school division has implemented career and technical education programs incorporated into the K through 12 curricula that include, as part of each student's academic and career plan, a list of (i) the top 100 professions in the Commonwealth by median pay and the education, training, and skills required for each such profession and (ii) the top 10 degree programs at institutions of higher education in the Commonwealth by median pay of program graduates.	Accomack County	NO	YES	N/A	N/A
	Alexandria City	NO	YES	N/A	N/A
§ 22.1-253.13:1(D)(4) - The school division has implemented educational objectives in middle and high school that emphasize economic education and financial literacy pursuant to § 22.1-200.03 of the Code of Virginia.	Franklin City	NO	YES	NO	YES
§ 22.1-253.13:1(D)(13) – The parent of each student who receives such reading intervention services is notified before the services begin, and the progress of each such student is monitored throughout the provision of services.	Alexandria City	NO	N/A	N/A	N/A

Standard 1 Requirement	School Division	2021 – 2022 Was Division Compliant?	2020 – 2021 Was Division Compliant?	2019 – 2020 Was Division Compliant?	2018 – 2019 Was Division Compliant?
§ 22.1-253.13:1(D)(13) – The parent of each student who receives such reading intervention services is notified before the services begin, and the progress of each such student is monitored throughout the provision of services.	Essex County	NO	N/A	N/A	N/A
§ 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 City	NO	YES	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 City	NO	YES	YES	YES
§ 22.1-253.13:1(D)(16) – The school division has implemented a program of student services for kindergarten through 12 designed to aid students in their educational, social, and career development.	Franklin City	NO	YES	YES	YES

STANDARD 2: INSTRUCTIONAL, ADMINISTRATIVE, AND PROFESSIONAL SUPPORT PERSONNEL

Standard 2 Requirement	School Division	2021 – 2022 Was Division Compliant?	2020 – 2021 Was Division Compliant?	2019 – 2020 Was Division Compliant?	2018 – 2019 Was Division Compliant?
§ 22.1-253.13:2(B) - The school board employs licensed instructional personnel qualified in the relevant subject areas.	Charlottesville City	NO	NO	NO	YES
§ 22.1-253.13:2(B) - The school board employs licensed instructional personnel qualified in the relevant subject areas.	Highland 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
§ 22.1-253.13:2(B) - The school board employs licensed instructional personnel qualified in the relevant subject areas.	Middlesex County	NO	YES	YES	YES

Standard 2 Requirement	School Division	2021 – 2022 Was Division Compliant?	2020 – 2021 Was Division Compliant?	2019 – 2020 Was Division Compliant?	2018 – 2019 Was Division Compliant?
§ 22.1-253.13:2(B) - The school board employs licensed instructional personnel qualified in the relevant subject areas.	Patrick County	NO	YES	YES	YES
§ 22.1-253.13:2(B) - The school board employs licensed instructional personnel qualified in the relevant subject areas.	Petersburg City	NO	NO	NO	YES
§ 22.1-253.13:2(B) - The school board employs licensed instructional personnel qualified in the relevant subject areas.	Prince William County	NO	YES	YES	YES
§ 22.1-253.13:2(B) - The school board employs licensed instructional personnel qualified in the relevant subject areas.	Salem City	NO	YES	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(C)(i) - Each school board shall assign licensed instructional personnel in a manner that produces divisionwide ratios of students in average daily membership to full-time equivalent teaching positions, excluding special education teachers, principals, assistant principals, counselors, and librarians, that are not greater than the following ratios: 24 to one in kindergarten with no class being larger than 29 students; if the average daily membership in any kindergarten class exceeds 24 pupils, a full-time teacher's aide shall be assigned to the class.	Henrico County	NO	YES	YES	YES

Standard 2 Requirement	School Division	2021 – 2022 Was Division Compliant?	2020 – 2021 Was Division Compliant?	2019 – 2020 Was Division Compliant?	2018 – 2019 Was Division Compliant?
§ 22.1-253.13:2(C)(i) - Each school board shall assign licensed instructional personnel in a manner that produces divisionwide ratios of students in average daily membership to full-time equivalent teaching positions, excluding special education teachers, principals, assistant principals, counselors, and librarians, that are not greater than the following ratios: 24 to one in kindergarten with no class being larger than 29 students; if the average daily membership in any kindergarten class exceeds 24 pupils, a full-time teacher's aide shall be assigned to the class.	Prince William County	NO	YES	YES	NO
§ 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, counselors, and librarians, that are not greater than the following ratios: 24 to one in English classes in grades six through 12.	Dinwiddie County	NO	YES	YES	YES
§ 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, counselors, and librarians, that are not greater than the following ratios: 24 to one in English classes in grades six through 12.	Franklin City	NO	YES	YES	YES

Standard 2 Requirement	School Division	2021 – 2022 Was Division Compliant?	2020 – 2021 Was Division Compliant?	2019 – 2020 Was Division Compliant?	2018 – 2019 Was Division Compliant?
§ 22.1-253.13:2(C) - After September 30 of the school year, anytime the number of students in a class exceeds the class size limit established by 22.1-253.13:2, the local school division has notified the parent of each student in such class of such fact no later than 10 days after the date on which the class exceeded the class size limit. Such notification states the reason that the class size exceeds the class size limit and describes the measures that the local school division will take to reduce the class size to comply.	Henrico County	NO	NO	YES	YES
§ 22.1-253.13:2(C) - After September 30 of the school year, anytime the number of students in a class exceeds the class size limit established by 22.1-253.13:2, the local school division has notified the parent of each student in such class of such fact no later than 10 days after the date on which the class exceeded the class size limit. Such notification states the reason that the class size exceeds the class size limit and describes the measures that the local school division will take to reduce the class size to comply.	Spotsylvania County	NO	YES	YES	YES
§ 22.1-253.13:2(H)(3) - The local school board employs, at a minimum: Librarians in elementary schools, one part-time to 299 students, one full-time at 300 students; librarians in middle schools, one- half time to 299 students, one full-time at 300 students, two full-time at 1,000 students; librarians in high schools, one half-time to 299 students, one full- time at 300 students, two full- time at 1,000 students.	Amherst County	NO	NO	NO	NO

Standard 2 Requirement	School Division	2021 – 2022 Was Division Compliant?	2020 – 2021 Was Division Compliant?	2019 – 2020 Was Division Compliant?	2018 – 2019 Was Division Compliant?
§ 22.1-253.13:2(H)(3) - The local school board employs, at a minimum: Librarians in elementary schools, one part-time to 299 students, one full-time at 300 students; librarians in middle schools, one- half time to 299 students, one full-time at 300 students, two full-time at 1,000 students; librarians in high schools, one half-time to 299 students, one full- time at 300 students, two full- time at 1,000 students.	Culpeper County	NO	NO	NO	NO
§ 22.1-253.13:2(H)(3) - The local school board employs, at a minimum: Librarians in elementary schools, one part-time to 299 students, one full-time at 300 students; librarians in middle schools, one- half time to 299 students, one full-time at 300 students, two full-time at 1,000 students; librarians in high schools, one half-time to 299 students, one full- time at 300 students, two full- time at 1,000 students.	New Kent County	NO	YES	YES	YES
§ 22.1-253.13:2(H)(3) - The local school board employs, at a minimum: Librarians in elementary schools, one part-time to 299 students, one full-time at 300 students; librarians in middle schools, one- half time to 299 students, one full-time at 300 students, two full-time at 1,000 students; librarians in high schools, one half-time to 299 students, one full- time at 300 students, two full- time at 1,000 students.	Prince Edward County	NO	YES	YES	YES
§ 22.1-253.13:2(H)(3) - The local school board employs, at a minimum: Librarians in elementary schools, one part-time to 299 students, one full-time at 300 students; librarians in middle schools, one- half time to 299 students, one full-time at 300 students, two full-time at 1,000 students; librarians in high schools, one half-time to 299 students, one full- time at 300 students, two full- time at 1,000 students.	Prince William County	NO	NO	NO	YES

Standard 2 Requirement	School Division	2021 – 2022 Was Division Compliant?	2020 – 2021 Was Division Compliant?	2019 – 2020 Was Division Compliant?	2018 – 2019 Was Division Compliant?
§ 22.1-253.13:2(H)(3) - The local school board employs, at a minimum: Librarians in elementary schools, one part-time to 299 students, one full-time at 300 students; librarians in middle schools, one- half time to 299 students, one full-time at 300 students, two full-time at 1,000 students; librarians in high schools, one half-time to 299 students, one full- time at 300 students, two full- time at 1,000 students.	York County	NO	YES	YES	YES
§ 22.1-253.13:2(H)(4) - The local school board employs, at a minimum, one full-time equivalent school counselor 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)	Covington City	NO	YES	YES	YES
§ 22.1-253.13:2(H)(4) - The local school board employs, at a minimum, one full-time equivalent school counselor 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)	Shenandoah County	NO	YES	YES	YES
§ 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.	Accomack County	NO	YES	YES	YES
§ 22.1-253.13:2(M) - The school board, annually, on or before December 31, reports to the public (i) the actual pupil/teacher ratios in elementary school classrooms in the local school division by school for the current school year; and (ii) the actual pupil/teacher ratios in middle school and high school in the local school division by school for the current school year.	Accomack County	NO	YES	YES	YES

Standard 2 Requirement	School Division	2021 – 2022 Was Division Compliant?	2020 – 2021 Was Division Compliant?	2019 – 2020 Was Division Compliant?	2018 – 2019 Was Division Compliant?
§ 22.1-253.13:2(M) - The school board, annually, on or before December 31, reports to the public (i) the actual pupil/teacher ratios in elementary school classrooms in the local school division by school for the current school year; and (ii) the actual pupil/teacher ratios in middle school and high school in the local school division by school for the current school year.	Essex County	NO	YES	YES	YES
§ 22.1-253.13:2(M) - The school board, annually, on or before December 31, reports to the public (i) the actual pupil/teacher ratios in elementary school classrooms in the local school division by school for the current school year; and (ii) the actual pupil/teacher ratios in middle school and high school in the local school division by school for the current school year.	Powhatan County	NO	YES	YES	YES
§ 22.1-253.13:2(M) - The school board, annually, on or before December 31, reports to the public (i) the actual pupil/teacher ratios in elementary school classrooms in the local school division by school for the current school year; and (ii) the actual pupil/teacher ratios in middle school and high school in the local school division by school for the current school year.	Roanoke City	NO	YES	YES	YES
§ 22.1-253.13:2(M) - The school board, annually, on or before December 31, reports to the public (i) the actual pupil/teacher ratios in elementary school classrooms in the local school division by school for the current school year; and (ii) the actual pupil/teacher ratios in middle school and high school in the local school division by school for the current school year.	Suffolk City	NO	YES	YES	YES

Standard 2 Requirement	School Division	2021 – 2022 Was Division Compliant?	2020 – 2021 Was Division Compliant?	2019 – 2020 Was Division Compliant?	2018 – 2019 Was Division Compliant?
§ 22.1-253.13:2(O)(4) - Each school board shall provide at least three specialized student support positions per 1,000 students (i.e. school social workers, school psychologists, school nurses, licensed behavior analysts, licensed assistant behavior analysts, and other licensed health and behavioral positions).	Prince William County	NO	YES	YES	YES

STANDARD 3: ACCREDITATION, OTHER STANDARDS, AND EVALUATIONS

Standard 3 Requirement	School Division	2021 – 2022 Was Division Compliant?	2020 – 2021 Was Division Compliant?	2019 – 2020 Was Division Compliant?	2018 – 2019 Was Division Compliant?
§ 22.1-253.13:3 - All schools are fully accredited by the Board of Education.	*Pursuant to a waiver issued by the Superintendent of Public Instruction, accreditation was waived for the 2021-2022 school year.*	N/A	N/A	N/A	N/A

STANDARD 4: STUDENT ACHIEVEMENT AND GRADUATION REQUIREMENTS

Standard 4 Requirement	School Division	2021 – 2022 Was Division Compliant?	2020 - 2021 Was Division Compliant?	2019 - 2020 Was Division Compliant?	2018 - 2019 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	2021 - 2022 Was Division Compliant?	2020 - 2022 Was Division Compliant?	2019 - 2020 Was Division Compliant?	2018 - 2019 Was Division Compliant?
§ 22.1-253.13:5(D) - Each member of the school board participates annually in high-quality professional development activities at the state, local, or national levels on governance, including, but not limited to, personnel policies and practices; the evaluation of personnel; curriculum and instruction; use of data in planning and decision making; and current issues in education as part of their service on the local board.	Buena Vista City	NO	YES	YES	YES
§ 22.1-253.13:5(D) - Each member of the school board participates annually in high-quality professional development activities at the state, local, or national levels on governance, including, but not limited to, personnel policies and practices; the evaluation of personnel; curriculum and instruction; use of data in planning and decision making; and current issues in education as part of their service on the local board.	Essex County	NO	YES	YES	YES
§ 22.1-253.13:5(D) - Each member of the school board participates annually in high-quality professional development activities at the state, local, or national levels on governance, including, but not limited to, personnel policies and practices; the evaluation of personnel; curriculum and instruction; use of data in planning and decision making; and current issues in education as part of their service on the local board.	Highland County	NO	NO	YES	YES

Standard 5 Requirement	School Division	2021 - 2022 Was Division Compliant?	2020 - 2022 Was Division Compliant?	2019 - 2020 Was Division Compliant?	2018 - 2019 Was Division Compliant?
§ 22.1-253.13:5(D) - Each member of the school board participates annually in high-quality professional development activities at the state, local, or national levels on governance, including, but not limited to, personnel policies and practices; the evaluation of personnel; curriculum and instruction; use of data in planning and decision making; and current issues in education as part of their service on the local board.	King William County	NO	YES	YES	YES
§ 22.1-253.13:5(D) - Each member of the school board participates annually in high-quality professional development activities at the state, local, or national levels on governance, including, but not limited to, personnel policies and practices; the evaluation of personnel; curriculum and instruction; use of data in planning and decision making; and current issues in education as part of their service on the local board.	Spotsylvania County	NO	YES	YES	YES

STANDARD 6: PLANNING AND PUBLIC INVOLVEMENT

Standard 6 Requirement	School Division	2021 – 2022 Was Division Compliant?	2020 – 2021 Was Division Compliant?	2019 – 2020 Was Division Compliant?	2018 – 2019 Was Division Compliant?
§ 22.1-253.13:6(B) – Each local school board shall adopt a divisionwide comprehensive, unified, long-range plan based on data collection, an analysis of the data, and how the data will be utilized to improve classroom instruction and student achievement.	Franklin City	NO	YES	YES	YES
§ 22.1-253.13:6(B) – Each local school board shall adopt a divisionwide comprehensive, unified, long-range plan based on data collection, an analysis of the data, and how the data will be utilized to improve classroom instruction and student achievement.	King William County	NO	YES	YES	YES

Standard 6 Requirement	School Division	2021 – 2022 Was Division Compliant?	2020 – 2021 Was Division Compliant?	2019 – 2020 Was Division Compliant?	2018 – 2019 Was Division Compliant?
§ 22.1-253.13:6(B)(iv) - The divisionwide comprehensive plan shall include a plan for projecting and managing enrollment changes including consideration of the consolidation of schools to provide for a more comprehensive and effective delivery of instructional services to students and economies in school operations.	Accomack County	NO	YES	YES	YES
§ 22.1-253.13:6(B)(vii) - The divisionwide comprehensive plan shall include a technology plan designed to integrate educational technology into the instructional programs of the school division, including the school division's career and technical education programs, consistent with, or as a part of, the comprehensive technology plan for Virginia adopted by the Board of Education;	Arlington County	NO	YES	YES	YES
§ 22.1-253.13:6(B)(x) - The divisionwide comprehensive plan shall include a plan for parent and family involvement to include building successful school and parent partnerships that shall be developed with staff and community involvement, including participation by parents.	Franklin City	NO	YES	YES	YES
§ 22.1-253.13:6(B) – A report shall be presented by each school board to the public by November 1 of each odd-numbered year on the extent to which the objectives of the divisionwide comprehensive plan have been met during the previous two school years.	Accomack County	NO	YES	YES	YES
§ 22.1-253.13:6(B) – A report shall be presented by each school board to the public by November 1 of each odd-numbered year on the extent to which the objectives of the divisionwide comprehensive plan have been met during the previous two school years.	Isle of Wight County	NO	YES	YES	YES

Standard 6 Requirement	School Division	2021 – 2022 Was Division Compliant?	2020 – 2021 Was Division Compliant?	2019 – 2020 Was Division Compliant?	2018 – 2019 Was Division Compliant?
§ 22.1-253.13:6(C) – Each public school shall also prepare a comprehensive, unified, long-range plan, which the relevant school board shall consider in the development of its divisionwide comprehensive plan.	Arlington County	NO	YES	YES	YES

STANDARD 7: SCHOOL BOARD POLICIES

Standard 7 Requirement	School Division	2021 - 2022 Was Division Compliant?	2020 - 2021 Was Division Compliant?	2019 - 2020 Was Division Compliant?	2018 - 2019 Was Division Compliant?
§ 22.1-253.13:7(C)(6) - Each local school board shall ensure that policies include information about procedures for addressing concerns with the school division and recourse available to parents pursuant to § 22.1-87.	Arlington County	NO	YES	YES	YES
§ 22.1-253.13:7 - An annual announcement shall be made in each division at the beginning of the school year and, for parents of students enrolling later in the academic year, at the time of enrollment, advising the public that the policies are available in such places.	Alexandria City	NO	YES	YES	YES
§ 22.1-253.13:7 - An annual announcement shall be made in each division at the beginning of the school year and, for parents of students enrolling later in the academic year, at the time of enrollment, advising the public that the policies are available in such places.	Franklin City	NO	YES	YES	YES

STANDARD 8: COMPLIANCE

Standard 8 Requirement	School Division	2020 - 2021 Was Division Compliant?	2019 - 2020 Was Division Compliant?	2018 - 2017 Was Division Compliant?	2017 - 2016 Was Division Compliant?
§ 22.1-253.13:8 - The school board provides, as a minimum, the programs and services, as provided in the Standards of Quality, with state and local funds as apportioned by the General Assembly in the appropriation act and to the extent funding is provided by the General Assembly.	*All divisions reported compliance with Standard 8*	N/A	N/A	N/A	N/A

APPENDIX G – CHARTER SCHOOL REPORT AND INFORMATION ON PARENT AND STUDENT OPTIONS

The Virginia Department of Education collected information on the number of public charter school applications that were reviewed by the Board of Education and subsequently approved or denied by local school boards during 2021-2022.

Seven charter schools in five localities operated for students in the 2021-2022 school year:
1. Community Lab School (formerly Murray High School), Albemarle County
2. Middleburg Community Charter School, Loudoun County
3. Hillsboro Charter Academy, Loudoun County
4. Patrick Henry School of Science and Arts, Richmond
5. Richmond Career Education and Employment Academy, Richmond
6. Green Run Collegiate, Virginia Beach
7. York River Academy, York County

As a result of the pandemic, accreditation ratings were waived for all Virginia public schools for the 2021-2022 academic year.

School/Division	Accreditation Status
Community Lab School, Albemarle	Accreditation Waived
Albemarle Community Public Charter, Albemarle (now closed)	Accreditation Waived
Middleburg Community Charter, Loudoun	Accreditation Waived
Hillsboro Charter Academy, Loudoun	Accreditation Waived
Patrick Henry School of Science and Arts, Richmond City	Accreditation Waived

Richmond Career Education and Employment Academy, Richmond City	Accreditation Waived
Green Run Collegiate, Virginia Beach	Accreditation Waived
York River Academy, York	Accreditation Waived

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

Academic-Year Governor's Schools

The Virginia Department of Education, in conjunction with localities, sponsors regional Academic-Year Governor's Schools (AYGS) that serve high school students during the academic year. Curriculum provided in AYGS programs goes beyond courses provided at the local high schools to academic challenge students. Currently, 19 Academic-Year Governor's Schools provide students with acceleration and exploration in areas ranging from the arts, to government and international studies, and to mathematics, science, and technology.

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

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

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

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

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

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

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

Jackson River Governor's School
Serves students in grades 11-12 at 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
Serving students in grades 9 - 12 at a single site at the renovated historic Maggie L. Walker High School in Richmond, Virginia. The following school divisions participate in GSGIS: cities of Colonial Heights, Hopewell, Petersburg and Richmond; and the counties of Charles City, Chesterfield, Dinwiddie, Goochland, Hanover, Henrico, King & Queen, New Kent, Powhatan, Prince George.

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

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

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

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

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

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

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

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

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

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

There are seven Summer Residential Governor's Schools which provide high school juniors and seniors with intensive educational experiences in visual and performing arts; humanities;

mathematics, science, and technology; or through mentorships in marine science, medicine and health sciences, or engineering. Each Summer Residential Governor's School focuses on one special area of interest. Students live on a college or university campus for four weeks each summer. During this time, students are involved in classroom and laboratory work, field studies, research, individual and group projects and performances, and seminars with noted scholars, visiting artists, and other professionals. In the three mentorship programs, students are selected to work side-by-side with research scientists, physicians, and a variety of other professionals. A director and a student-life staff provide supervision of students 24 hours a day, throughout the program. In the summer of 2023, the medicine and health sciences program will not be in operation. A new location for this program will be determined for 2024.

There were also 21 Summer Regional Governor's Schools in 2022. The Summer Regional Governor's Schools exist in a variety of formats. Most often, groups of school divisions design these programs to meet the needs of their local gifted elementary and middle school students. However, a few programs are designed for 9th-11th grade students. These schools provide exciting opportunities in the arts, sciences, humanities, and in career and technical advancement. The Department of Education approves each Summer Regional Governor's School and evaluates each program as funding permits. Summer Regional Governor's Schools typically are housed at a public school or on the campus of a college, community college, or university. The lengths of programs vary, with some lasting a week or less while others may last three weeks. Most students return to their homes at the end of each day's activities; however, the University of Virginia's College at Wise, Southside, Hanover Regional Governor's School for Career and Technical Advancement, and Valley/Ridge Summer Regional Governor's Schools are residential programs. During the summer of 2022, only 18 of the summer programs operated in person while the remaining 3 programs did not operate.

Governor's STEM Academies

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

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

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

There are currently 21 Governor's STEM Academies:

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

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

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

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

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.

<u>Stafford Academy for Technology (STAT) – Brooke Point High School and North Stafford High School </u>

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

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

<u>Loudoun Governor's Career and Technical Academy – Loudoun County, Monroe Technology Center</u>

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Partnership Members: Newport News Public Schools, Newport News Shipbuilding, NASA Langley Research Center, Norfolk State University, Old Dominion University, Jefferson Lab, Mid-Atlantic Regional Maintenance Center (MARMC), Virginia Peninsula Community

College, Christopher Newport University, Hampton University, Peninsula Council of Workforce Development, Virginia Peninsula Chamber of Commerce, Jacobs Technology, and Pepsi Bottling Group.

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

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

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

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

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

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

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

Program Focus: George C. Marshall High School Governor's STEM Academy offers premium elective programs in engineering and information technology pathways to interested students in grades 9-12. Many students earn valuable industry certifications such as AutoCAD, CompTIA A+, Network +, Server +, Security +, Cisco CCENT, college credit through dual enrollment, and participate in valuable career experiences through business and industry partnerships. Students work independently and collaboratively in project-based learning environments that encourage

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

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

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

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

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

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

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

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

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

Program Focus: The Architecture, Environment, and Engineering Governor's STEM Academy will increase rigor in a small learning community of students, relate academic subjects to a career

focus, and work to meet local and regional employer needs while engaging students in rigorous academic and technical STEM coursework. It will be the combination of career and technical education and environmental sciences with a focus relating to STEM, design, aesthetics, function, and sciences.

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

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

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

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

Governor's Health Sciences Academies

There are currently 9 Governor's Health Sciences Academies

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

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

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

There are currently nine Governor's Health Sciences Academies:

<u>Monticello Governor's Health Sciences Academy – Monticello High School</u>

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

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

<u>Chesterfield County Public Schools Governor's Health Sciences Academy – Chesterfield Technical Center, Cosby High School & Monocan High School</u>

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, Virginia Tech, ECPI, Bon Secours Sports Medicine, Sheltering Arms Hospital, St. Francis Hospital, St. Mary's Hospital, Memorial Regional and Richmond Community Hospital, Central Virginia Health Planning Agency, Brandermill Woods Retirement Facility, West End Orthopedic, Medical College of Virginia, and Wauford Group.

<u>Falls Church Governor's Health Sciences Academy – Falls Church High School</u>

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

BACKGROUND

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

House Bill 196 requires the Board of Education to:

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

House Bill 521 requires the Board of Education to develop:

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

House Bill 2141 requires the Board of Education to develop:

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

ACTIONS

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

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

A review of data collections was conducted during August 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 2022 Calendar of Collections was finalized in September 2022 and posted to the Information Management 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 2022-2023 school year.

Due Date	Report Name	Report Status	Funding Type	Submission Type	Frequency
July 31, 2023	CTE Credentialing Collection (CTECC)	Revised	Same	Electronic	Annual
January 2023	Title I, Part A, Comparability Report	Same	Federal	Electronic	Annual
Nov-23	Count of Children Who Are Neglected or Delinquent (Title I, Part D, Subpart 1 and Subpart 2)	Revised	Federal	Electronic	Annual
November 2022	21st Century Community Learning Centers	New	Federal	Electronic	Annual
October 15, 2022	Driver Education Program Approval	Same	State	Electronic	Annual
October 15, 2022	Laboratory FEE approval	Same	State	Electronic	Annual
June 30, 2023	Driver Education Status Questionnaire	Same	State	Electronic	Annual
June 30, 2023	Wellness Related Fitness Report	Same	State	Electronic	Annual
September 30, 2022	Programs for the Gifted, Annual Report	Same	State	Electronic	Annual
July 31, 2023	Foster Care Enrollment Report	Same	State	Electronic	Annual
September 15, 2023	Annual School Report -Financial Section	Same	Both	Electronic	Annual
July 22, 2023	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	Annual
October 31, 2022	K-3 Primary Class Size Reduction Program	Same	State	Electronic	Annual

Due Date	Report Name	Report Status	Funding Type	Submission Type	Frequency
July 29, 2023	Adult Education and Family Literacy Act (Federal) and General Adult Education (State) Programs	Same	Both	Electronic	Annual
July 29, 2023	Integrated English Literacy/Civics Education Program Report	Same	Federal	Electronic	Annual
July 31, 2023	Race to GED Program Report	Same	State	Form	2 Times a Year
April 28, 2023	Career and Technical Education Financial Report	Revised	State	Electronic	Annual
Fall- January 30, 2023 EOY- August 14, 2023	Secondary Enrollment Demographic Form (SEDF)	Revised	State	Electronic	2 Times a Year
August 25, 2023	Substitute Tests	Revised	Both	Electronic	Annual
Fall SRC - October 28, 2022 Spring SRC - April 28, 2023 EOY SRC - July 21, 2023 Summer SRC -August 18, 2023	Student Record Collection	Revised	Both	Electronic	4 Times a Year
Fall - November 4, 2022 End-of-Year - August 11, 2023	Positions and Exits Collection	New	Both	Electronic	2 Times a Year
Fall - January 22, 2023 EOY - August 14, 2023	Master Schedule Data Collection also includes IPAL and SEDF	Same	Both	Electronic	2 Times a Year
August 18, 2023	Educational Registry Application (ERA)	Same	Both	Electronic	Annual
Preliminary - March 3, 2023 EOY - July 28, 2023	Student Behavior and Administrative Response Collection	New	Both	Electronic	Optional Monthly/ Required Annually
Mid-August 2023	Standards of Quality Compliance and Other Certifications Data Collection	Same	State	Electronic	Annual
October 1, 2022	Student Data Collection for Homeless Children & Youth For Subgrantees	Same	Federal	Electronic	Annual
November 15, 2022	Report of Free/Reduced Meal Applications	Same	Federal	Electronic	Annual
January 31, 2023	School Nutrition Programs Semi-Annual Financial Report for July-December	Same	Federal	Electronic	Annual
July 1, 2023	School Nutrition Programs Annual Application	Same	Federal	Electronic	Annual
July 31, 2023	School Nutrition Programs Annual Financial Report for July -June	Same	Federal	Electronic	Annual
July 2023	Coordinated Early Intervening Services Survey	Revised	Federal	Electronic	Annual

Due Date	Report Name	Report Status	Funding Type	Submission Type	Frequency
December 14, 2023	December 1 Child Count	Revised	Federal	Electronic	Annual
December 14, 2023	Parentally Placed Private School and Homeschooled Students Survey	New	Federal	Electronic	Annual
August 15, 2023	Special Education State Performance Report Indicator Data	Revised	Federal	Electronic	Annual
Late January 2023	Individuals with Disabilities Education Act Maintenance of Effort	Same	State/Local	Electronic	Annual
Mid-May 2023	Special Education Excess Cost	Same	Federal	Electronic	Annual
Mid-November 2022	Special Education Proportionate Set Aside	Same	Federal	Electronic	Annual
September 23, 2023	Homebound Student Services	Same	State	Electronic	Annual
September 30, 2023	Students with Intensive Support Needs Application	New	State	Electronic	Annual
Enrollment- Mid-October 2022 Late Enrollment-January 2023 Projected- Mid-May 2023	Virginia Preschool Initiative	Revised	State	Electronic	Annual
Report- Monthly Certification- August 2023	Crash/Incident Report & Certification of School Bus Insurance	Same	State	Electronic	Annual
October 2022	Pupil Transportation Report	Same	State	Electronic	Annual
August 1, 2023	School Security Equipment Grant	Revised	State	Electronic	Annual
August 30, 2023	Driver Critical Shortage Survey	New	State	Electronic	Annual
June 2023	Mentor Teacher Program Evaluation & Program Reports	Same	State	Electronic	Annual
Fall 2022	New Teachers Program Report	Same	State	Electronic	Annual
Fall 2022	National Board Certification Incentive Award Report	Same	Both	Electronic	Annual
Teacher - April 2023 Vacancy - August 2023	STEM Teacher Recruitment and Retention Initiatives	Revised	State	Electronic	Annual
Teacher - November 2022 Vacancy - August 31, 2023	Recruitment Incentive for Public Education	Same	State	Electronic	Annual
June 30, 2023	School Health Services Survey	Same	State	Electronic	Annual
Spring 2023	ESSER and GEER Annual Report	Same	Federal	Form	Annual

FINDINGS

A committee comprised of data stewards from xxx school divisions 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.

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

Listing of non-Virginia Department of Education Collections

Report Name	Report Frequency	Federal Agency or Organization Name	State Agency or Organization Name	Duplicate Reported?
Elementary – Secondary Staff Information Report (EEO5)	Biannual	Equal Employment Opportunity Commission		No
W2	Annual	Internal Revenue Service	Virginia Employment Commission	Yes
1096 Federal Forms	Annual	Internal Revenue Service		No
1099-Misc Income	Annual	Internal Revenue Service		No
941 report (Federal Payroll Tax)	Quarterly	Internal Revenue Service		No
ACA reconciliation -1095	Annual	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

Report Name	Report Frequency	Federal Agency or Organization Name	State Agency or Organization Name	Duplicate Reported?
USDA surveys	Monthly, at select times	US Department of Agriculture		
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
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

Report Name	Report Frequency	Federal Agency or Organization Name	State Agency or Organization Name	Duplicate Reported?
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
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
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

Report Name	Report Frequency	Federal Agency or Organization Name	State Agency or Organization Name	Duplicate Reported?
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 – VIRTUAL VIRGINIA REPORT

Background

The Virtual Virginia (VVA) program provides students, families, educators, and schools across the Commonwealth with K–12 digital and online learning opportunities, including a K–12 instruction program, access to a statewide learning management system (LMS) and digital content, professional learning opportunities, and summer learning.

For nearly four decades VVA has cultivated a proud history of promoting K–12 learning opportunities, access to rigorous courses, high-quality instruction, instructional materials, and blended learning support for students, teachers, and schools throughout the state and nation.

VVA's roots are in providing educational options to students as a complement/supplement 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 course content with the flexibility to meet the needs of students, families, and schools' varied schedules.

The VVA program is committed to supporting 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 low enrollment, lack of access to instructional materials, scheduling conflicts, or a lack of highly qualified K–12 instructors in specific subject areas. Other reasons learners enroll in VVA include a preference for online courses, to raise a previous grade, or to get ahead in meeting graduation requirements.

During the last academic year, VVA supported Virginia public school divisions as they pivoted from emergency remote instruction in 2020–2021 to high-quality K–12 online learning opportunities in Summer Session 2021 and the 2021–2022 academic year. Additionally, VVA provided Virginia public school divisions with continued access to the VVA statewide LMS, digital K–12 course content, and professional learning offerings.

All learners enrolled in K–12 VVA's Summer Session or academic-year 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 Program Participation

VVA learners include not only K–12 students in Virginia, but also educators throughout the Commonwealth. Learners can participate in the VVA program in a number of ways.

1. 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 online courses cover grades K–12 and are available to all students and schools in the Commonwealth during the regular school year.
2. The *VVA Outreach Program* provides the statewide LMS and access to high-quality K–12 digital learning resources, course content, and instructional materials to public school teachers and their students at no cost to school divisions.

3. The *VVA Professional Learning Program* offers professional development options to Virginia public school educators at no cost to divisions.
4. The *VVA Summer Session Program* provides access to online summer courses to learners throughout the state.

Virtual Virginia 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 complement those available in their physical schools.

Virginia public school students may be enrolled in VVA's K–12 Instruction Program courses as supplemental (part-time) or full-time students. In 2021–2022, Virginia public school students comprised 99 percent of the students served by the VVA K–12 Instruction Program. Homeschooled, private school, and out-of-state students may also enroll in VVA courses.

For decades, tens of thousands of students and their families have used VVA for distance and online learning. Throughout its history, VVA has supported learners wherever they are: in public schools, in their homes, and in traditionally underserved areas throughout the Commonwealth. Now, more than ever, students and their families have access to the high-quality digital learning opportunities provided by VVA. In 2021–2022, Virginia public school division participation included 95% of school divisions. Overall, 29,710 students enrolled in VVA K–12 instruction; 20,922 were part-time and the remaining 8,788 were enrolled as full-time students. VVA served 5,360 students in grades K–5 and 24,350 students in grades 6–12.

A public school student must be enrolled in VVA courses by the local school, specifically by the school counselor or school/division coordinator. Each student enrolled in VVA courses remains affiliated with their local public school's average daily membership and is subject to local school policies and procedures. The local enrolling school retains autonomy to provide student services, screeners/diagnostic exams, and SOL assessments per the school/division policies.

For grades K–5, VVA offers school divisions and their learners high-quality, full-time digital instruction. Two cohort start date options are available to support differing school calendars across the Commonwealth. Through this program VVA provides high-quality synchronous instruction by a Virginia-certified teacher of record and access to the VVA LMS with core asynchronous content. Students participate in core instructional activities in reading, writing, mathematics, social studies, science, and STEM. Supplemental lessons are offered in addition to any local school options available.

For grades 6–12, VVA offered 127 online courses taught by Virginia-certified teachers in 2021–2022, an increase in offerings compared to 2020–2021 (111) and 2019–2020 (85). Courses were available in a variety of subject areas, including core academics, AP, world languages, and electives. Two cohort start date options were available for each term to support differing school calendars across the Commonwealth.

Enrolling schools agree to provide an 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 in the program have access to student services, technology, textbooks, and required course materials at no cost.

Students enrolled in VVA courses with a corresponding SOL, AP, or other standardized assessments are tested at the local school. Public schools award letter grades per the local school grade scale and agree to award graduation credit for VVA courses. VVA courses are accessible by students and teachers anywhere with internet access, and course content and resources are available at any time.

VVA courses are delivered online both synchronously and asynchronously, and users enrolled in VVA courses may participate from school, home, or other locations. Courses promote regular interaction among students and teachers, 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.

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 learners can complete all required core academic courses and electives necessary to earn a Standard or Advanced Studies diploma through their enrolling schools.

VVA students can learn online and later return to in-person learning if needed without penalty. They may participate in a VVA course for one day or 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 supplemental (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.

2021–2022 Virtual Virginia K–12 Instruction Program Course Offerings

Computer Science
10011 Computer Science Principles
10012 Computer Science Foundations
10019 AP Computer Science Principles
10022 Middle School Computer Science
10152 Computer Science Programming with Python
10152 (NCTE) Computer Science Programming
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 and Composition
01006 AP English Literature and Composition
01034 English 6
01034 English 6—Credit Recovery
01035 English 7
01035 English 7—Credit Recovery
01036 English 8
01036 English 8—Credit Recovery
01053 World Mythology
01104 Creative Writing

Fine Arts
05114 AP Music Theory
05153 AP Art History
05154 Middle School Art Exploratory

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

History & Social Sciences
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
04053 World History & Geography: 1500 A.D. to the Present—Credit Recovery
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 (Grade 6)
04102 U.S. History to 1865 (Grade 6)—Credit Recovery
04103 U.S. History 1865 to Present (Grade 7)
04103 U.S. History 1865 to Present (Grade 7)—Credit Recovery
04104 AP U.S. History
04151 Virginia & U.S. Government
04151 Virginia & U.S. Government—Credit Recovery
04157 AP U.S. Government & Politics
04158 AP Comparative Government & Politics
04161 Civics & Economics (Grade 8)
04161 Civics & Economics (Grade 8)—Credit Recovery
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

Mathematics
02036 Math 6
02036 Math 6—Credit Recovery
02037 Math 7
02037 Math 7—Credit Recovery
02038 Math 8
02038 Math 8—Credit Recovery
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 and Data Analysis
02902 Algebra Functions and Data Analysis—Credit Recovery

Science
03001 Earth Science I
03001 Earth Science I—Credit Recovery
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
03063 Biology II: Ecology—Credit Recovery
03101 Chemistry I

03101 Chemistry I— Credit Recovery
03102 Chemistry II
03151 Physics I
03158 Life Science 7
03158 Life Science 7— Credit Recovery
03159 Physical Science 8
03159 Physical Science 8—Credit Recovery
03165 AP Physics 1
03166 AP Physics 2
03207 AP Environmental Science
03236 Science 6
03236 Science 6—Credit Recovery

World Languages
24040 Survey of World Languages & Culture
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 & Culture
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 and 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

Grades K–5*
Kindergarten
Grade 1
Grade 2
Grade 3
Grade 4
Grade 5

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

Virtual Virginia K–12 Instruction Program Faculty

VVA faculty are highly qualified teachers and hold Virginia licenses in their subject areas. All VVA faculty are available during daily office hours (Monday through Friday) to communicate with students, 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, synchronous 1:1 instruction, email communications, assignment feedback, and engagement in course discussion boards, in addition to logging in to the VVA learning management system.

Although some 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 2021–2022, VVA employed 436 highly qualified full-time and adjunct licensed Virginia teachers. This was an increase in the number of teachers compared with 2020–2021 (177) and 2019–2020 (94).

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 (NSQ) from September through June. Topics included communication, synchronous instruction engagement, collaboration, building community, differentiation, and targeted educational technology. Additionally, each faculty member participated in at least one Professional Learning Community (PLC), meeting monthly as a group. Ongoing work accomplished by PLCs targeted the following national standards:

- Student Support and Engagement *(NSQ A.2, D.1–7)*
- AP Courses: Alignment and Learner Outcomes *(NSQ: A.2, G.4–7)*
- SOL Courses: Alignment and Learner Outcomes *(NSQ: A.2, F.3, G.4–7)*
- World Languages Proficiency (*NSQ: A.2, C.1–5, G.4)*
- Curriculum Development and Course Review *(NSQ: A.2, H.1–6)*
- Mentorship/Induction to VVA *(NSQ: A.1–9, B1–4)*

Virtual Virginia Outreach Program

The VVA Outreach Program is designed to assist Virginia public school teachers and students by providing access to digital learning resources that can be incorporated via the statewide LMS. Each Virginia public school division has access to its own instance of the statewide LMS at no cost, plus free access to VVA and LMS support teams.
Access to the statewide LMS expanded in 2021–2022 to serve up to 1.4 million learners and can accommodate all public school students and educators in the Commonwealth. School divisions integrate local student information systems with the VVA LMS to roster classes and transfer grades at no cost. In addition, VVA provides a dedicated space within the platform for school divisions to curate, create, edit, and share course content with other divisions.

Virginia public school divisions can import more than 100 K–12 course resources and online learning modules to the LMS at no cost. Annually updated by Virginia public educators, content includes instructor guides, fully developed lessons with interactive practice and assessments, and question banks. 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 is aligned to the Virginia SOLs, and AP course content is developed according to the College Board's curricular guidelines. Participating public school educators are enrolled in VVA's statewide Professional Learning Network (PLN) and may participate in workshops and statewide webinars.

Virtual Virginia Professional Learning Program

VVA's Professional Learning Program empowers 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 professional learners have the flexibility to participate and 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.

The VVA Professional Learning Network (PLN), built within the statewide LMS, is a dedicated space for teachers utilizing the VVA Outreach Program to collaborate and communicate with one another regarding how to best incorporate online learning resources into their instructional practices. This online community is designed to assist Virginia public school educators by providing concise, targeted modules, training webinars, moderated discussion forums, live training sessions, and support. Additionally, VVA employs a school support team whose mission is to assist teachers across the Commonwealth as they embrace online and blended learning.

In the 2021–2022 academic year, VVA continued to support educators by expanding and enhancing the catalog of offerings for educators. This year's expansion included:

- courses on cognitive and collaborative instructional strategies;
- updated courses on implementation and use of Canvas LMS components;
- a series of courses on high-leverage instructional practices in partnership with the Training and Technical Assistance Center (TTAC) at George Mason University;
- an expanded partnership with the Virginia Association for Supervision and Curriculum Development (VASCD) to offer several self-paced, asynchronous learning modules in addition to the 18 microcredential courses that focus on specific topics, practices, and skill sets;
- a strengthened partnership with the Virginia Department of Education to develop facilitated learning opportunities in STEM, including a data science course and a series of

math institutes to reinforce various differentiation strategies and tools to deepen student understanding of mathematics.

VVA also partnered with the VDOE's Office of Career, Technical, and Adult Education to develop and distribute nine outreach resource courses for use by adult education instructors throughout the Commonwealth. These courses cover 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 were developed for English language arts, mathematics, and English language learners.

VVA also hosted its second annual virtual Blended Learning Conference on February 5, 2022. The conference, titled "Recipes for Success: Gather. Measure. Blend. Repeat," was a free, one-day conference for Virginia public school educators. More than 1,000 registered educators participated in this one-of-a-kind professional learning experience presented by VVA, the Virginia Society for Technology in Education (VSTE), and Canvas by Instructure. The conference offered workshops under the following topics:

- Student Voice and Choice Strategies
- Station Rotation Strategies
- Personalized Learning Pathways
- Ed Tech Tool Showcase
- Engagement Strategies (for both students and teachers)
- Instructional Leadership
- Professional Learning
- Universal Design for Learning
- The "Five Cs" of a Virginia Graduate

Virtual Virginia Summer Session Program

In addition to its academic-year K–12 instructional offerings, VVA provides Summer Session courses to 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 and beyond. A local public school may enroll as many Summer Session students as needed, and the public school is provided autonomy to decide how often students must be present at the school during the Summer Session.

VVA's K–5 Elementary Summer Enrichment Program provided younger learners high-quality synchronous and asynchronous core enrichment instruction during two summer cohorts. Enrichment instruction covered mathematics, reading, language arts, STEM, coding, Chinese, French, and Spanish.

VVA's Grades 6–12 Summer Session Program offered learners the opportunity to choose from more than 90 courses in core and elective content areas for summer instruction. VVA also offered 28 credit recovery courses in English, mathematics, science, and social studies. VVA instructors provided daily synchronous and asynchronous instruction via the VVA LMS during a six-week session.

In Summer Session 2022, 5,424 students enrolled in grades K–12, with 99 total enrollments in K–5 enrichment; 344 total enrollments in credit recovery for grades 6–12; and 4,981 total enrollments in core and elective courses for grades 6–12. The Summer Session enrollment fee for students in grades K–5 was $75 per enrollment, and the Summer Session enrollment fee for students in grades 6–12 was $375 per course. To enroll in a VVA summer course for grades 6–12, the local school counselor or parent/guardian must enroll each student, and the local public school must agree to award the assigned credit for the course.

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

VVA continues to serve as a board member of the Virtual Learning Leadership Alliance (VLLA), the national association of online education programs that 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 digital education programs in the United States.

The VLLA maintains a partnership with Quality Matters to revise and promote the National Standards for Quality (NSQ) Online Learning. VVA was a key contributing member of the project to provide the K–12 online and blended learning community with an updated set of openly licensed standards and indicators to help evaluate and improve online courses, teaching, and programs. Experts from the field of online and blended learning—including VVA staff—utilized an extensive, collaborative revision process to update and publish the latest edition of the NSQ for Online Programs, Online Teaching, and Online Courses.

2021–2022 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. Surveys are administered through a survey link sent by Virtual Virginia each semester.

The 2021–2022 summary results presented in this report reflect 2,547 responses from students, 1,394 responses from parents/families, and 480 responses from staff at 96 Virginia public school divisions.

Among the reasons reported for VVA course participation (see Table 1), a preference for virtual courses saw the greatest growth in 2021–2022 over previous years for both students (50%) and parents/families (58%).

Table 1. Reasons for Virtual Virginia Course Participation

Reason for Participation	Student Responses			Parent/Family Responses		
	2021-2022	2020-2021	2019-2020	2021-2022	2020-2021	2019-2020
To get ahead	28%	44%	73%	28%	32%	61%
Prefer/interest in virtual courses	50%	31%	25%	58%	23%	18%
Scheduling conflict	17%	28%	25%	12%	26%	25%
Course not offered at school	33%	39%	16%	26%	49%	31%
To catch up	9%	8%	13%	10%	6%	8%
To raise a previous grade	6%	3%	2%	6%	3%	4%

Students reported high overall satisfaction with their VVA experience on a variety of factors.

Ninety-five percent of students who responded to the survey agreed that they had the reading skills necessary to be successful in their virtual courses. Most students agreed they had the time-management skills (81%) and responsibility/self-direction (87%) needed to complete their virtual courses. Ninety percent of students reported being comfortable using the online tools and software required for their VVA courses.

In terms of communication and support, 88% of students agree that their VVA instructors communicated with them about their course progress, and 87% say they were able to get help in their VVA courses when they needed it. Students also tended to find their online courses more challenging than similar face-to-face courses (70%). Seventy-seven percent of students say they would feel comfortable taking another online course.

Among parents/families of VVA students, 93% expressed satisfaction with the availability of courses offered by VVA, and 86% agree that VVA courses are of good quality. Most parents/families felt their children were appropriately challenged by VVA courses (85%) and would enroll their children in VVA courses again (78%). Eighty-six percent of parents/families agree 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-seven percent of respondents are pleased with VVA's course offerings, 95% are

satisfied with the curriculum alignment of VVA courses, and 94% are satisfied with the rigor of VVA course content.

Survey summaries are provided below.

- Students enrolled in VVA courses shared the following:

  - 95% of students say they had the reading skills to be successful in the course
  - 90% of students are comfortable using online tools and software for their VVA courses
  - 88% of students agree that their VVA instructors communicated with them about their course progress
  - 87% of students say they are able to get help in their VVA courses when they need it
  - 87% of students say they felt prepared for the responsibility and self-direction that online courses require
  - 81% of students say they had the time management skills to be successful in the online course
  - 77% of students say they would feel comfortable taking another online course
  - 70% of students found their online courses more challenging than similar face-to-face courses

- Parents/families of VVA students shared the following:

  - 93% of parents/families expressed satisfaction with the availability of courses offered by VVA
  - 86% of parents/families agree that VVA courses are of good quality
  - 86% of parents/families agree that the frequency of communication with VVA teachers met their children's needs
  - 85% of parents/families felt their children were appropriately challenged by VVA courses
  - 78% of parents/families would enroll their children in VVA courses again

- School and division staff shared the following:

  - 97% of school/division staff are pleased with VVA course offerings
  - 95% of school/division staff are satisfied with the curriculum alignment of VVA courses
  - 94% of school/division staff are satisfied with the rigor of VVA course content