



2022 Annual Report on the Condition and Needs of Public Schools in Virginia

Presented to the Governor and General Assembly

December 1, 2022

VIRGINIA BOARD OF EDUCATION

MEMBERS OF THE VIRGINIA BOARD OF EDUCATION

**MR. DANIEL A. GECKER, PRESIDENT
CHESTERFIELD, VA**

**DR. TAMMY MANN, VICE PRESIDENT
FAIRFAX, VA**

**MRS. GRACE CREASEY
GOOCHLAND, VA**

**DR. PAMELA DAVIS-VAUGHT
BRISTOL, VA**

**MS. SUPARNA DUTTA
FAIRFAX, VA**

**MR. BILL HANSEN
MCLEAN, VA**

**MS. ANNE B. HOLTON
RICHMOND, VA**

**MR. ANDY ROTHERHAM
MADISON, VA**

**DR. H. ALAN SEIBERT
SALEM, VA**

**SUPERINTENDENT OF PUBLIC INSTRUCTION
MRS. JILLIAN BALOW
VIRGINIA DEPARTMENT OF EDUCATION**

TABLE OF CONTENTS

Executive Summary.....	Page 4
Report	
I. The Condition and Needs of Public Education in Virginia.....	Page 5
II. The Board’s Work.....	Page 26
Appendices.....	Page 33
Appendix A: Constitutional and Statutory Requirements	
Appendix B: 2021 Prescribed Standards of Quality	
Appendix C: Summary of Compliance and Non-Compliance with the Standards of Quality (SOQ) for 2021-2022	
Appendix D: School Divisions Reporting Full Compliance with the Standards of Quality for 2021-2022	
Appendix E: School Divisions Reporting Noncompliance with One or More Provisions of the Standards of Quality (SOQ) for 2021-2022	
Appendix F: Charter School Report and Information on Parent and Student Options	
Appendix G: Analysis of School Division Reporting Requirements	
Appendix H: Virtual Virginia Brief	

EXECUTIVE SUMMARY

Article VIII, Section 5 of the *Constitution of Virginia* requires the Virginia Board of Education to make annual reports to the Governor and the General Assembly concerning the condition and needs of public education in the Commonwealth.

Previous annual reports of the Board have noted certain challenges facing Virginia's K-12 public education system. Despite increases in education funding, some required by rebenchmarking and some spent on additional supports and services, the core features of the Board's prescribed Standards of Quality have not been adopted by the General Assembly. The prescribed changes to the SOQs were clear steps to halt and reverse the decline that was evident in the pre-pandemic data.

Newly released data shows that learning losses were accelerated during the pandemic. The post-pandemic National Assessment of Educational Progress (NAEP) data that was recently released should heighten the Commonwealth's sense of urgency to take steps to ensure a high-quality education for all public school students. The NAEP reported the biggest drop in fourth grade reading performance in 30 years and the first-ever drop in math. The learning loss was most severe among low-income and minority students and those whose schools were closed longest.

Similarly, the results from the 2021-2022 administration of the Standards of Learning (SOL) assessments highlight both a long-term downward trend and the impact of the pandemic and prolonged school closures on student learning. Despite one-year gains, student achievement in all subject areas remained below pre-pandemic levels.

The youngest learners in the Commonwealth did not fare well on the Phonological Awareness Literacy Survey (PALS) early literacy assessment, which identifies students at-risk in early reading. The rate of students scoring below the PALS benchmark decreased from Spring 2021 to Spring 2022. However, the 2022 below-benchmark rate remained higher than that of Spring 2019 (pre-pandemic).

In addition, Virginia faces a shortage of staff, including teachers, who enter and remain in Virginia's public schools. This critical shortage predated the pandemic but continues to worsen. For the 2021-2022 school year, there were 2,593 teacher vacancies as of October 2021. For the start of the 2022-2023 school year, there were 3,307 teacher vacancies on the first day of school.

The number of teacher vacancies correlates with the downward trend in Educator Preparation Program (EPP) enrollment. According to the state data, enrollment has decreased from 13,511 students in the 2011-12 academic year to 8,777 in the 2019-2020 academic year.

Early childhood programs are plagued with similar challenges. Compensation for early educators working across publicly funded programs outside of public schools fails to provide a living wage. Direct teacher incentive programs have an impact in reducing teacher turnover.

As the Board moves forward in its work into 2023, there are big challenges facing Virginia's public education system. The Board will focus its efforts on looking for ways to improve student outcomes and make up for the learning loss of the pandemic. The Board will explore the use of multiple measures to better understand student achievement, including discussing the implications of the Standards of Learning, NAEP, and other national assessments. We, as a Board and Commonwealth, need to address the challenge of bringing the cohort of students that was most impacted by the lack of in-person instruction during COVID up to an appropriate level of achievement; this includes our youngest learners. This new challenge is in addition to the previous challenges caused by inadequate and disparate resources.

2022 ANNUAL REPORT

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

THE CONDITION AND NEEDS OF PUBLIC EDUCATION IN VIRGINIA

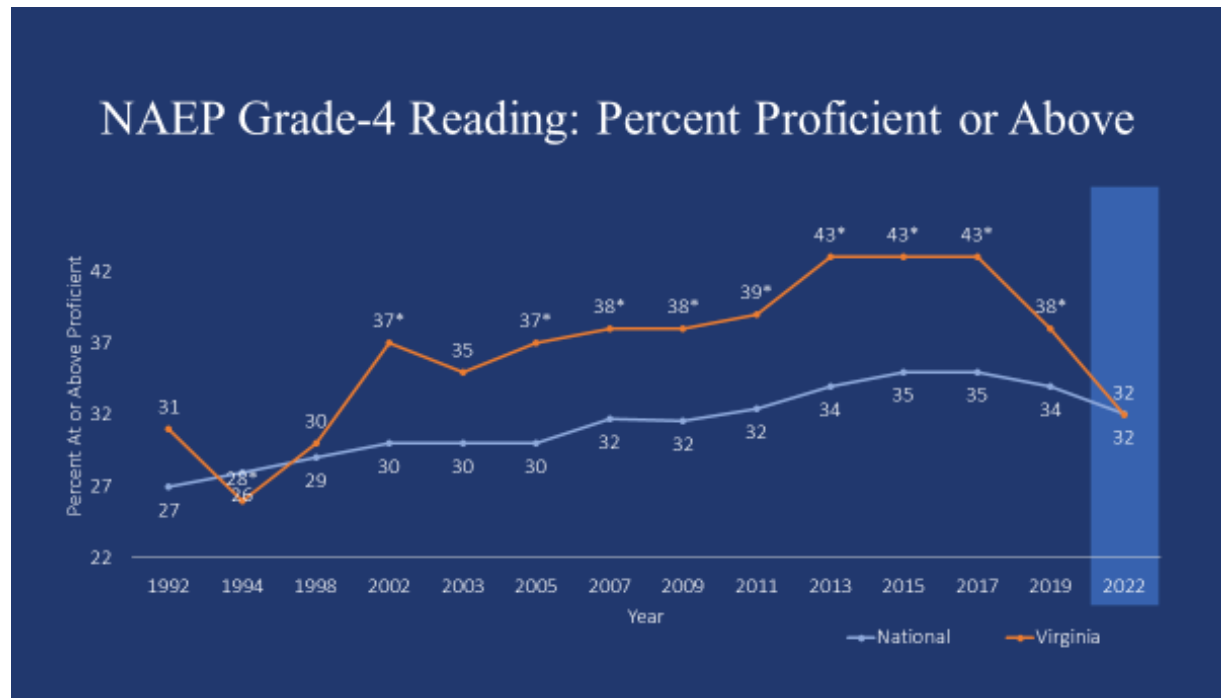
Previous annual reports of the Board have noted certain challenges facing Virginia’s K-12 public education system. These challenges have included the failure to fund the system adequately and the worsening teacher shortage. In our last pre-pandemic report in 2019, we noted “Virginia’s disappointing results on the national tests . . . and asked that certain steps be taken in connection with Standards of Quality (SOQ) prescribed by the Board to deal with the issue. In 2019, the Board stated:

The Board believes in setting high expectations for all students, regardless of who they are or where they live. But as the latest reading scores make clear, Virginia must do more to help young learners attain grade-level proficiency in reading, especially in schools where teachers are challenged by increasing numbers of students whose learning is impacted by poverty, hunger and trauma.

Despite increases in education funding, some required by rebenchmarking and some spent on additional supports and services, the core features of the Board’s prescribed SOQ have not been adopted by the General Assembly. While funding to support implementation of the Virginia Literacy Act made significant progress towards providing funding to support reading specialists there is still progress to be made to reach the Board’s SOQ prescription. The Board’s reading specialist prescription sets a minimum staffing ratio for reading specialists in K-5 determined by the number of students failing third-grade Standards of Learning reading assessments and would provide critical resources to our most in-need schools. Similarly, the Board’s efforts to assist in the retention of teachers and improvement of teaching skills passed through the relevant committees unanimously, but were not funded in the budget. These changes were clear steps to halt and reverse the decline that was evident in the pre-pandemic data. Newly released teacher vacancy data and a Joint Legislative Audit and Review Committee (JLARC) analysis shows that teachers leaving the workforce has accelerated during the pandemic. The post-pandemic NAEP data that was recently released should heighten the Commonwealth’s sense of urgency to take steps to ensure a high-quality education for all public school students.

In September, the National Assessment of Educational Progress (NAEP) reported the biggest drop in fourth grade reading performance in 30 years and the first-ever drop in math. The

learning loss was most severe among low-income and minority students and those whose schools were closed longest. In Virginia, the 2022 NAEP scores show sharp declines in both reading and mathematics for Virginia’s fourth – and eighth-grade students. For the first time in 30 years, Virginia’s fourth grade students have fallen below the national average in reading and are barely above the national average in math. The average scores of the Commonwealth’s eighth graders also dropped, with statistically significant declines in both reading and math. Virginia began participating in NAEP in 1990, and State NAEP assessments are administered every two years. The 2021 administration of NAEP was postponed to 2022 due to the pandemic.



NAEP Grade-4 Math: Percent Proficient or Above

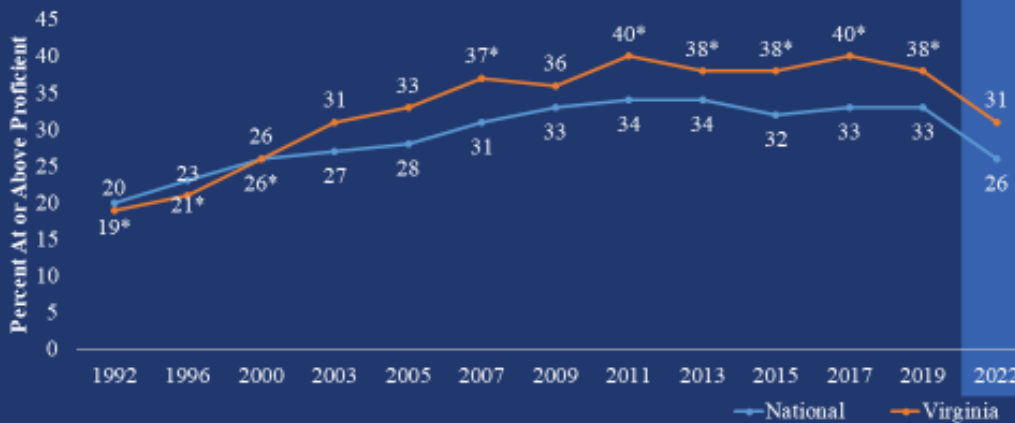


The NAEP mathematics scores also highlighted troubling trends. While the average score of fourth grade students in Virginia was 236, not significantly different from the average score of 235 for public school students across the nation, the score was lower than their average score of 247 in 2019. Similarly for eighth-grade students, the average score in Virginia was 279, higher than the average score of 273 for public school students nationwide, but lower than their average score in of 287 in 2019.

NAEP Grade-8 Reading: Percent Proficient or Above



NAEP Grade-8 Math: Percent Proficient or Above



It is important to note the significant differences in scores among students who are eligible for National School Lunch. For fourth grade reading, the average score for students who are eligible for the National School Lunch program were 37 points lower than those not eligible. In grade 8

reading, the difference is 28 points. For fourth grade mathematics, students eligible for the National School Lunch program average score was 218, while those not eligible scored an average of 249, a 31-point difference. That same 31 point difference can also be seen in grade 8 mathematics with eligible students' average score at 260, and not eligible students' average score at 291.

Staffing Challenges

Virginia faces a shortage of staff, including teachers, who enter and remain in Virginia's public schools. This critical shortage predated the pandemic but continues to worsen. Local school divisions are also experiencing challenges in other staffing areas such as bus drivers and cafeteria workers. The [Positions and Exits Collection \(PEC\)](#) requires the local school board to report the number and type of teacher, other instructional personnel, and support staff vacancies including bus drivers. This new annual data collection, as of October 2021, helps identify critical shortages by geographic area, school division, and subject matter, measures growth and decline of required staffing levels, and evaluates the reason licensed personnel leave the field. For the 2021-2022 school year, there were 2,593 teacher vacancies as of October 2021. For the start of the 2022-2023 school year, there were 3,307 teacher vacancies on the first day of school. An End-of-the-Year (EOY) PEC designed to collect information on the total number of unfilled positions was administered June 30, 2022. Exit survey data from licensed personnel who are no longer employees of the reporting division or regional center were collected in its inaugural administration. Preliminary results indicate that for 2021-2022, 8,944 responses were collected across 130 divisions. The top three reasons for educator exit are as follows: family/personal considerations, such as health, caring for others, career break, or other factors (29.7%); employment in the education field/accepted another job in a Virginia public school division (20.8%), and retirement (18.7%).

A recent JLARC report, *Pandemic Impact on Public K-12 Education*,¹ highlighted the challenges many divisions are facing recruiting and retaining a qualified teacher workforce. According to this JLARC report, local school divisions in Virginia report that the pandemic has made it more difficult to recruit and retain teachers. Ninety-four percent of local school division leadership surveyed indicated it has become more difficult to recruit classroom teachers than it was before the pandemic.² Ninety percent of local school divisions also indicated it has become more difficult to retain classroom teachers.³ Additionally, local school divisions expressed concern about the declining quality of teacher applicants. Statewide teacher data shows local school divisions are relying more on provisionally licensed teachers. The number of provisionally licensed teachers increased 24 percent during the 2021–22 school year compared with the pre-

¹ Joint Legislative Audit and Review Commission (JLARC). *Pandemic Impact on Public K-12 Education*. November 2022. <http://jlarc.virginia.gov/pdfs/reports/Rpt568.pdf>

² Ibid.

³ Ibid.

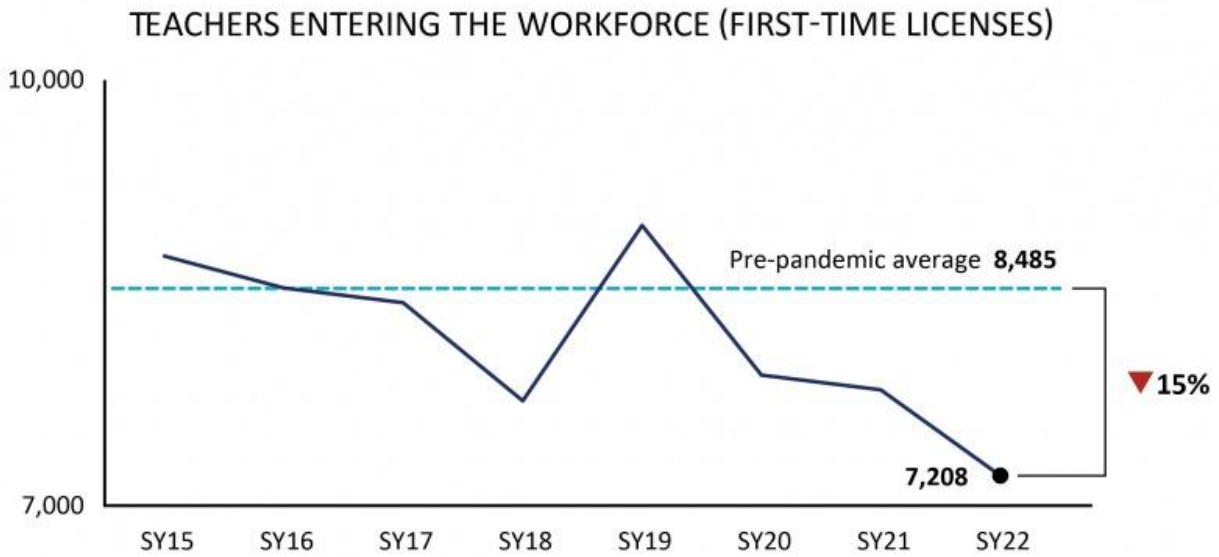
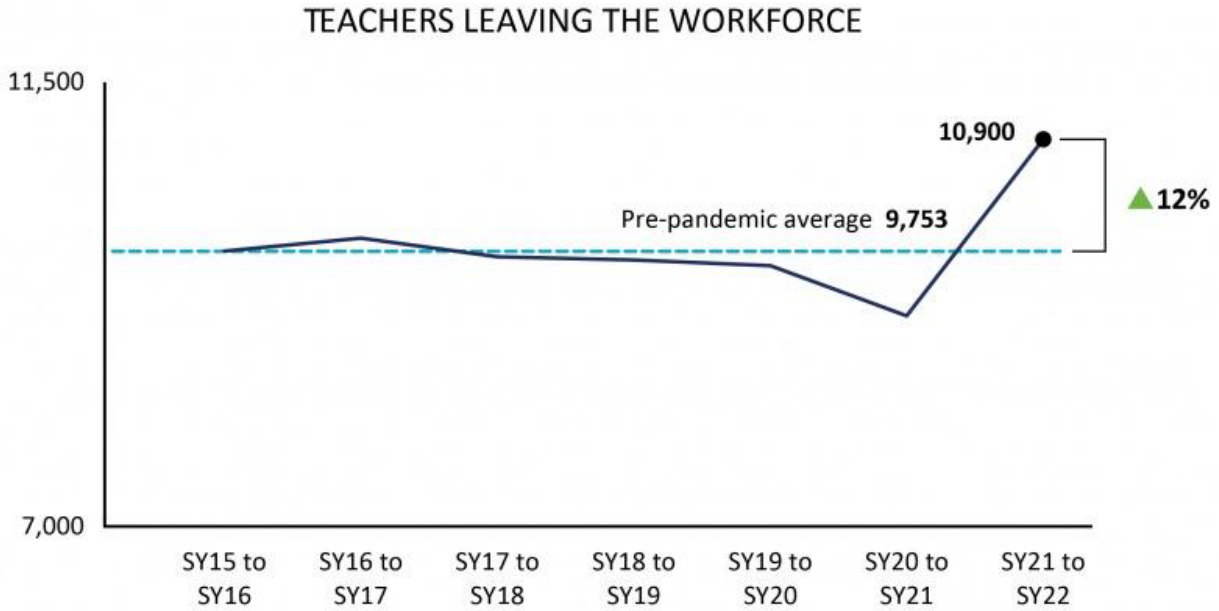
pandemic average.⁴ The number of teachers not fully endorsed in their content area (teaching “out of field”) more than doubled over the same time period.⁵

The number of teacher vacancies correlates with the downward trend in Educator Preparation Program (EPP) enrollment. According to the state data available through the Title II of the Higher Education Act’s website, enrollment has decreased from 13,511 students in the 2011-2012 academic year to 8,777 in the 2019-2020 academic year. These challenges are compounded by factors related to the pandemic, including increased levels of stress among educators, concerns over safety, and financial burdens exacerbated by the 2020 recession. The relationship between Education Preparation Program (EPP) enrollment and licensure is also worth noting. A similar downward trend in licensure applications has been reported by the VDOE Office of Licensure with overall applications falling from 30,894 in 2015 to 24,778 in 2021.

⁴ Joint Legislative Audit and Review Commission (JLARC). *Pandemic Impact on Public K-12 Education*. November 2022. <http://jlarc.virginia.gov/pdfs/reports/Rpt568.pdf>

⁵ Ibid.

More teachers leaving profession, while fewer teachers are receiving licenses



SOURCE: JLARC analysis of Virginia Department of Education data, 2015–16 to 2021–22.



The 2022 Special Session I of the General Assembly appropriated \$10 million in federal pandemic relief funding to support recruitment efforts for school divisions to fill instructional

positions between August 15, 2022, and November 30, 2022. The Department of Teacher Education and Licensure allocated an additional \$2 million from the unspent Recruitment Incentive for Public Education funds from fiscal year 2022 to bring the total available funds for the Recruitment Incentive for Public Education to \$12 million for fiscal year 2023. The Recruitment Incentive for Public Education (RIPE) data collection is a snapshot of vacancies reported on August 15, 2022. Ninety-four school divisions reported almost 4,000 vacancies. The most significant number of vacancies reported are in Special Education and Elementary Education, which was anticipated given that those are the top two categories in the critical shortage data collection every year. An eligible teacher will receive a \$2,500 incentive award for filling a non-hard-to-staff position, or an incentive award of \$5,000 for a hard-to-staff position as defined by the critical shortage list.

The 2022-2023 Ten Critical Shortage Teaching Endorsement Areas in Virginia are as follows:

1. Elementary Education PreK-6
2. Special Education
3. Middle Education Grades 6-8
4. Career and Technical Education
5. Mathematics Grades 6-12 (including Algebra 1)
6. Science (Secondary)
7. Foreign Language PreK-12
8. English (Secondary)
9. History and social science (secondary)
10. Health and physical education

An *Education Week* analysis of local media reports highlights the acute and widespread effects of staffing shortages nationwide. Nationally, 40% of school division leaders and principals describe their current staff shortages as “severe” or “very severe,” according to a survey conducted by the EdWeek Research Center.⁶ In a nationally representative federal survey released in September, 60% of principals surveyed said that they are struggling to fill non-teaching positions, and 48% report that hiring teachers has been a challenge.⁷ For both instructional and non-instructional positions, more than 6 in 10 principals said their biggest challenge has been finding enough candidates to apply, much less fully qualified candidates.⁸ Subpar wages and benefits, tough work environments and pandemic protocols, and contentious

⁶ Lieberman, Mark. *How Staff Shortages are Crushing Schools*. Education Week, October 15, 2021. <https://www.edweek.org/leadership/how-staff-shortages-are-crushing-schools/2021/10>

⁷ Sparks, Sarah. *What School Staffing Shortages Look Like Now*. Education Week, September 27, 2022. <https://www.edweek.org/leadership/what-school-staffing-shortages-look-like-now/2022/09>

⁸ Sparks, Sarah. *What School Staffing Shortages Look Like Now*. Education Week, September 27, 2022. <https://www.edweek.org/leadership/what-school-staffing-shortages-look-like-now/2022/09>

political disputes are among the factors described as contributing to this critical shortage.⁹ Further, teachers and staff are being asked to take on additional responsibilities due to these vacancies and employees are taking more time off due to quarantine protocols or sickness.

In addition to the concerns surrounding the teacher pipeline, it is also important to highlight similar concerns with school leaders. A 2021 nationally representative survey from the National Association of Secondary School Principals (NASSP) found that job satisfaction is at an ultimate low with almost four out of 10 principals expecting to leave the profession in the next three years. Only one-third “strongly agree” with being generally satisfied as principal of their school.¹⁰ This is a significant drop from the 63% who strongly agreed in 2019.¹¹ Twenty-four percent “strongly agree” that they plan to remain a principal until they retire.¹² This figure significantly increases for principals over the age of 55, but it is still only 50%.¹³ The NASSP survey found that the top three factors most likely to cause principals to leave in the next three years are heavy workload (37%), state accountability measures (31%) and the amount of time and effort needed for compliance requirements (30%).¹⁴

Early childhood programs are plagued with similar challenges. Compensation for early educators working in publicly funded programs outside of public schools fail to earn a living wage. In 2021, Virginia conducted a study that revealed that 66% of child care directors reported that staffing was either moderately or very hard, and 52% said staffing challenges made them serve fewer children or turn families away. Virginia has made efforts to address this through 1) direct teacher incentives through RecognizeB5, an educator incentive program that provides funding directly to educators in child care and family day homes, and 2) increasing provider payment rates in the Child Care Subsidy Program. In 2022, the Virginia General Assembly doubled the financial investment in the RecognizeB5 program, enabling the program to increase incentive payments to \$2,500 to each eligible educator. In 2022-2023, approximately 10,000 educators are expected to be eligible for this incentive payment. Overall, this represents a total financial commitment of \$25 million (*\$10 million state funded, \$15 million federal*) for RecognizeB5 in Fiscal Year 2023. A 2019 study of RecognizeB5 found that in child care centers, a \$1,500 financial incentive cut teacher turnover in half, from 30% to 15% at participating publicly funded sites.

⁹ Lieberman, Mark. *How Staff Shortages are Crushing Schools*. Education Week, October 15, 2021. <https://www.edweek.org/leadership/how-staff-shortages-are-crushing-schools/2021/10>

¹⁰ National Association of Secondary School Principals (NASSP), NASSP Survey Signals A Looming Mass Exodus of Principals from Schools, December 8, 2021. <https://www.nassp.org/news/nassp-survey-signals-a-looming-mass-exodus-of-principals-from-schools/>

¹¹ Ibid.

¹² Ibid.

¹³ Ibid.

¹⁴ Ibid.

RecognizeB5 Educator Incentive Program

School Year	Teachers Paid	Total Spent
2019-2020	2,023	\$2,876,000.00
2020-2021	2,669	\$4,969,500.00
2021-2022	5,229	\$9,546,450.00
2022-2023*	10,000	\$25,000,000

**estimates for the current year*

In addition to RecognizeB5, Virginia has recently revised the Child Care Subsidy Program payment rates to better support competitive compensation in the child care industry. In response to the 2022 Appropriation Act, the Virginia Department of Education worked with national experts to develop a best-practice model to set rates based on the cost to meet quality expectations. The model accounts for meeting basic health and safety standards and assumes competitive compensation for educators. Data show that Virginia programs that participate in the CCSP have lower average compensation and, as a result, have more turnover, vacancies and recruitment challenges. In contrast, increasing payment rates enables private providers to be more competitive, attract quality talent, fully staff classrooms, increase retention, and better meet the demand of working families in Virginia. The new rates, based on the cost estimation model, are effective October 1, 2022.

Another factor in recruitment and retention is the working conditions for teachers and staff. We've heard from educators and staff about the challenging work conditions they're facing due to a variety of factors. According to JLARC's recent report, *Pandemic Impact on K-12 Public Education*, nearly three-fourths of teachers reported that their morale is lower since the pandemic.¹⁵ About two thirds reported that they are less satisfied with their job.¹⁶ Teachers cited the following issues as the most serious problems they face in their jobs:

- a more challenging student populations, including behavior issues;
- low pay;
- lack of respect from parents and the public; and
- higher workload because of unfilled vacancies.¹⁷

While the Board does not offer specific recommendations for the hiring of teachers, part of the discussion on staffing challenges must focus on salaries. When compared to similarly educated

¹⁵ Joint Legislative Audit and Review Commission (JLARC). *Pandemic Impact on Public K-12 Education*. November 2022. <http://jlarc.virginia.gov/pdfs/reports/Rpt568.pdf>

¹⁶ Ibid.

¹⁷ Ibid.

professions across the country, Virginia teacher wages are less competitive, earning almost 33% less than their peers in similarly educated professions.¹⁸

As of 2020-2021, Virginia ranks 25th in average salary for K-12 public school teachers, and 29th in average salary for K-12 public school instructional staff.¹⁹ According to the National Education Association's *Rankings of States 2021* report, the average teacher salary in Virginia is \$58,506 while the national average is \$65,293. Comparing teacher salaries to all other occupations, Virginia is 49th in the nation with teachers earning almost 5 percent less.²⁰ During the 2022 session, the General Assembly allocated \$231.8 million in FY23 and \$525.5 million in FY24 for the state share of a 10 percent teacher salary increase - a five percent increase in each year of the biennium - for funded Standards of Quality instructional and support positions. School divisions must provide a minimum 2.5 percent salary increase in FY23 and FY24 in order to access additional state funds through this program in FY24. Additionally, \$130.2 million in funding from the American Rescue Plan Act was appropriated to provide an optional one-time \$1,000 bonus for these positions in FY23.

Impact of Principal Leadership and Support for New Teachers

The impact of principal leadership and support on teacher retention and student achievement cannot be overstated. Principals are the leaders of school improvement, and teachers know the important role that they play inside the classroom and in developing school climate. Teachers often identify the quality of administrative support as more important to their decision to remain in the field than salaries.²¹ Since attrition accounts for nearly 90% of demand for new teachers, combating turnover is incredibly important.²² For schools in challenging environments, typically high-poverty schools, teachers often rate their principals as less effective. Similarly, in the quartile of schools who serve the most students of color, teachers are twice as likely to report severe dissatisfaction with their principals compared to teachers in schools which serve the fewest students of color.²³

¹⁸ Will, Madeline. *The Gap Between Teacher Pay and Other Professions Hits a New High. How Bad Is It?* Education Week. August 22, 2022. <https://www.edweek.org/teaching-learning/the-gap-between-teacher-pay-and-other-professions-hits-a-new-high-how-bad-is-it/2022/08>.

¹⁹ *Rankings of the States 2021 and Estimates of School Statistics 2022*, National Education Association, June 2022. <file:///C:/Users/neq66846/Downloads/2022%20Rankings%20and%20Estimates%20Report.pdf>.

²⁰ Okoren, Nicolle. *Best States for Teacher Pay in 2022*. August 2022. <https://www.business.org/hr/workforce-management/best-us-states-for-teachers/>.

²¹ *Research Brief: The Role of Principals in Addressing Teacher Shortage* (February, 2017). Palo Alto, CA: Learning Policy Institute.

²² Sutchter, L., Darling-Hammond, L. and Carver-Thomas, D. (2016). *A Coming Crisis in Teaching? Teacher Supply, Demand, and Shortages in the U.S.* Palo Alto, CA: Learning Policy Institute.

²³ *Research Brief: The Role of Principals in Addressing Teacher Shortage* (February, 2017). Palo Alto, CA: Learning Policy Institute.

Research has shown that investments in instruction, especially quality teachers and school leaders, leverage the largest gains in student performance.²⁴ One study found that the impact of replacing a below-average elementary school principal with an above-average principal would result in an additional 2.9 months of math learning and 2.7 months of reading learning each year for students in that school.²⁵ It is important to note that the comparison on principal impact versus teacher impact isn't the same because principals' effects on students come largely through their effects on the teachers, including how they recruit, retain, develop, and cultivate teachers and their working conditions.²⁶ For an individual student, a quality teacher is the key, but for a school as a whole, the effectiveness of the principal is more important than the effectiveness of a single teacher.²⁷

As such, teacher induction and mentorship programs are a strategy that can help with both student achievement and retention of new teachers. High-quality mentoring programs have been shown to increase both retention and effectiveness. One study by SRI Education found that if new teachers paired with high-quality, trained mentors and receive frequent feedback, their students may receive the equivalent of up to five months of additional learning.²⁸ Other research indicates that being taught by a teacher in the top quartile of effectiveness for four consecutive years would eliminate achievement gaps between black and white students.²⁹ This is concerning as black students are nearly two times more likely to be assigned an ineffective teacher, and half as likely to be assigned to the most effective teacher.³⁰ These inequities are reflected within different schools in single school divisions and across school divisions.

Local school divisions are required to provide mentor teacher support programs for new teachers. The 2021 Virginia School Survey of Climate and Working Conditions survey asked classroom instructors in their first three years of teaching whether they received any of four different strategies to support new teachers. Respondents were most likely to acknowledge being formally assigned a mentor (87.8%), followed by having formal time to meet with a mentor (49.3%). Classroom instructors were least likely to endorse having a reduced workload (14.8%). There

²⁴ Darling-Hammond (2019) *Investing for Student Success: Lessons from State School Finance Reforms*. Palo Alto, CA: The Learning Policy Institute. <https://learningpolicyinstitute.org/product/investing-student-success-school-finance-reforms-report>.

²⁵ Grissom, Jason A., Anna J. Egalite, and Constance A. Lindsay. 2021. "How Principals Affect Students and Schools: A Systematic Synthesis of Two Decades of Research." New York: The Wallace Foundation. Available at <http://www.wallacefoundation.org/principalsynthesis>.

²⁶ Ibid.

²⁷ Ibid.

²⁸ <https://www.edweek.org/leadership/mentors-for-new-teachers-found-to-boost-student-achievement-by-a-lot/2017/06>

²⁹ Gordon, R., Kane, T. J., & Staiger, D. O. (2006). *Identifying effective teachers using performance on the job*. Hamilton project discussion paper. Washington, DC: Brookings Institution.

³⁰ Sanders, W. L., & Rivers, J. C. (1996). *Cumulative and residual effects of teachers on future student academic achievement*. University of Tennessee Value-Added Research and Assessment Center.

was little variation in types of supports reported in elementary, middle and high schools. Classroom instructors in suburban schools were more likely to endorse each of the new teacher supports than classroom instructors in city or town/rural schools.

The Board’s prescribed Standards of Quality would expand teacher mentor programs, develop teacher leader programs, and implement a statewide principal mentorship program. The prescribed SOQ incorporate the elements which studies have shown will increase teacher effectiveness and therefore improve both student outcomes and the retention rate for teachers. Studies have also shown the significant impact that quality building leadership has on student outcomes.

Student Achievement

The results from the 2021-2022 administration of the Standards of Learning (SOL) assessments highlight both a long-term downward trend in elementary reading and the impact of the pandemic and prolonged school closures on student learning. Despite one-year gains, student achievement in all subject areas remained below pre-pandemic levels. The 2021-2022 school year marked the return to in-person learning for all 132 Virginia school divisions and the return to normal levels of student participation in the state testing program.

In mathematics, 66% of students overall passed, compared with 82% before the pandemic. Gaps between pre-pandemic math performance and achievement in 2021-2022 were much wider among Black students, Hispanic students, economically disadvantaged students, English learners and students with disabilities.

Mathematics: Overall Percentage Passing Pre-Pandemic vs. 2021-2022			
Student Group	2018-2019	2021-2022	Gap
All Students	82%	66%	-16 points

Mathematics: Student Groups Percentage Passing Pre-Pandemic vs. 2021-2022			
Student Group	2018-2019	2021-2022	Gap
Asian	94%	86%	-8 points
Black	70%	49%	-21 points
Economically Disadvantaged	72%	52%	-20 points
English Learners	59%	36%	-23 points
Hispanic	74%	53%	-21 points
Students with Disabilities	55%	39%	-16 points
White	88%	76%	-12 points

Seventy-three percent of students pass the SOL reading assessment, five points below the pre-pandemic pass rate in 2018-2019. Gaps between pre-pandemic performance and reading

achievement in 2021-2022 were wider for Hispanic students and economically disadvantaged students.

Reading: Overall Percentage Passing Pre-Pandemic vs. 2021-2022			
Student Group	2018-2019	2021-2022	Gap
All Students	78%	73%	-5 points

Reading: Percentage Passing Pre-Pandemic vs. 2021-2022			
Student Group	2018-2019	2021-2022	Gap
Asian	89%	88%	-1 point
Black	65%	60%	-5 points
Economically Disadvantaged	65%	59%	-6 points
English Learners	35%	32%	-3 points
Hispanic	66%	60%	-6 points
Students with Disabilities	47%	43%	-4 points
White	85%	82%	-3 points

A Virginia Department of Education analysis of statewide data shows a strong correlation between in-person instruction during 2020-2021 and higher achievement on the 2021-2022 SOLs. For example, 69% of students who experienced in-person instruction for nearly all of 2020-2021, and 62% of students who experienced in-person instruction for most of 2020-2021 passed their 2021-2022 math tests, compared with 39% and 37% who experienced nearly all or mostly remote instruction, respectively.

Mathematics: 2020-2021 Instruction and Percentage and Number Passing in 2021-2022		
Instruction in 2020-2021	2021-2022 Percent Passing	2021-2022 Number Passing
Nearly All In-Person	69%	587,870
Mostly In-Person	62%	33,179
Nearly All Remote	39%	12,889
Mostly Remote	37%	1,485

In reading, 75% of students who experienced in-person instruction for nearly all of 2020-2021, and 69% of students who experienced in-person instruction for most of 2020-2021 passed in 2021-2022, compared with 58% and 52% who experienced nearly all or mostly remote instruction, respectively.

Reading: 2020-2021 Instruction and Percentage and Number Passing in 2021-2022		
Instruction in 2020-2021	2021-2022 Percent Passing	2021-2022 Number Passing
Nearly All In-Person	75%	569,848
Mostly In-Person	69%	32,253
Nearly All Remote	58%	12,755

Mostly Remote	52%	1,472
---------------	-----	-------

With the exception of writing, students overall and students in all demographic groups showed improvement in 2021-2022, compared with performance during 2020-2021.

Mathematics: Percentage Passing			
Student Group	2018-2019	2020-2021	2021-2022
All Students	82%	54%	66%
Asian	94%	79%	86%
Black	70%	34%	49%
Economically Disadvantaged	72%	37%	52%
English Learners	59%	21%	36%
Hispanic	74%	38%	53%
Students with Disabilities	55%	31%	39%
White	88%	64%	76%

Reading: Percentage Passing			
Student Group	2018-2019	2020-2021	2021-2022*
All Students	78%	69%	73%
Asian	89%	85%	88%
Black	65%	54%	60%
Economically Disadvantaged	65%	54%	59%
English Learners	35%	24%	32%
Hispanic	66%	54%	60%
Students with Disabilities	47%	40%	43%
White	85%	78%	82%

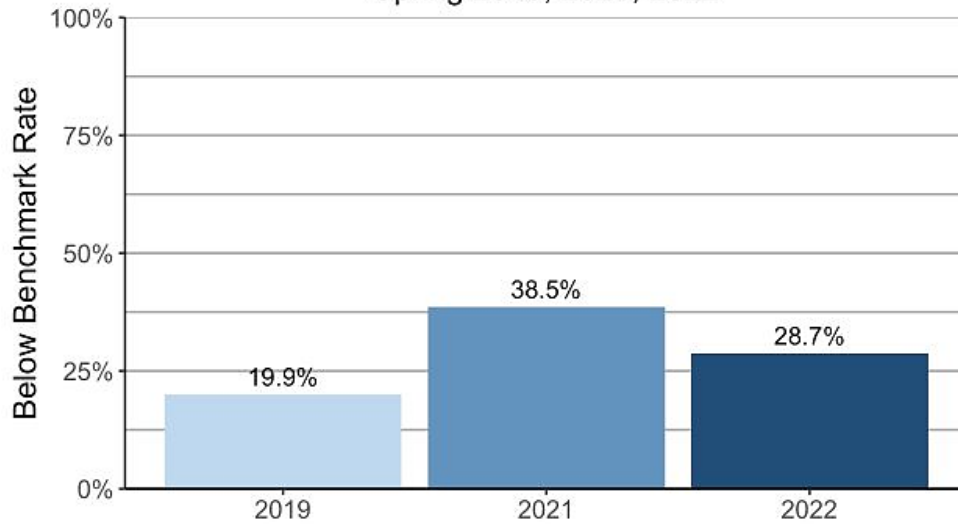
Writing: Percentage Passing			
Student Group	2018-2019	2020-2021	2021-2022
All Students	76%	69%	65%
Asian	91%	88%	88%
Black	61%	53%	47%
Economically Disadvantaged	61%	53%	49%
English Learners	23%	19%	18%
Hispanic	67%	60%	56%
Students with Disabilities	39%	35%	24%
White	83%	75%	73%

Science: Percentage Passing			
Student Group	2018-2019	2020-2021	2021-2022
All Students	81%	59%	65%
Asian	93%	80%	84%
Black	67%	39%	46%
Economically Disadvantaged	68%	40%	49%
English Learners	38%	12%	20%
Hispanic	70%	42%	50%
Students with Disabilities	51%	31%	36%
White	89%	70%	76%

History/Social Science: Percentage Passing			
Student Group	2018-2019	2020-2021	2021-2022
All Students	80%	54%	66%
Asian	93%	76%	87%
Black	66%	35%	47%
Economically Disadvantaged	68%	40%	51%
English Learners	47%	21%	30%
Hispanic	72%	45%	56%
Students with Disabilities	52%	32%	35%
White	87%	65%	76%

The youngest learners in the Commonwealth did not fare well on the Phonological Awareness Literacy Survey (PALS) early literacy assessment, which identifies students at-risk in early reading. The rate of students scoring below the PALS benchmark decreased from Spring 2021 to Spring 2022. However, the 2022 below-benchmark rate remained higher than that of Spring 2019 (pre- pandemic). Compared to kindergarten and first grade students, second graders showed the least improvement in below-benchmark rates from Spring 2021 to Spring 2022. The below-benchmark rate dropped by nearly 10 percentage points from Spring 2021 to Spring 2022 (a decrease of 18,668 students identified as at-high-risk for reading difficulties). This rate remained about nine percentage points (17,914 students) higher than the 2019 pre-pandemic level.

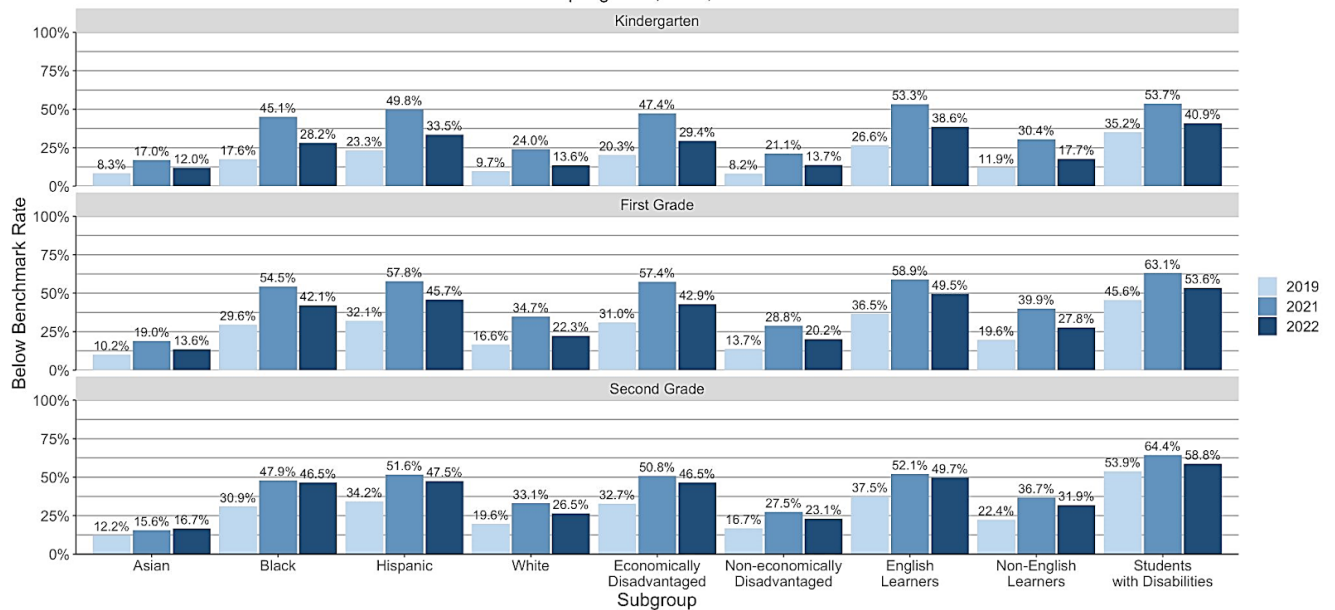
K-2 Total Below Benchmark Rates Spring 2019, 2021, 2022



When looking only at the Spring 2022 data, students who are Black, Hispanic, economically disadvantaged, English Learners, or who have a disability had a below-benchmark rate 2.2 times higher, on average, compared to students who are Asian, White, non-economically disadvantaged, or non-English Learners.

PALS Results - Spring 2019, Spring 2021 and Spring 2022

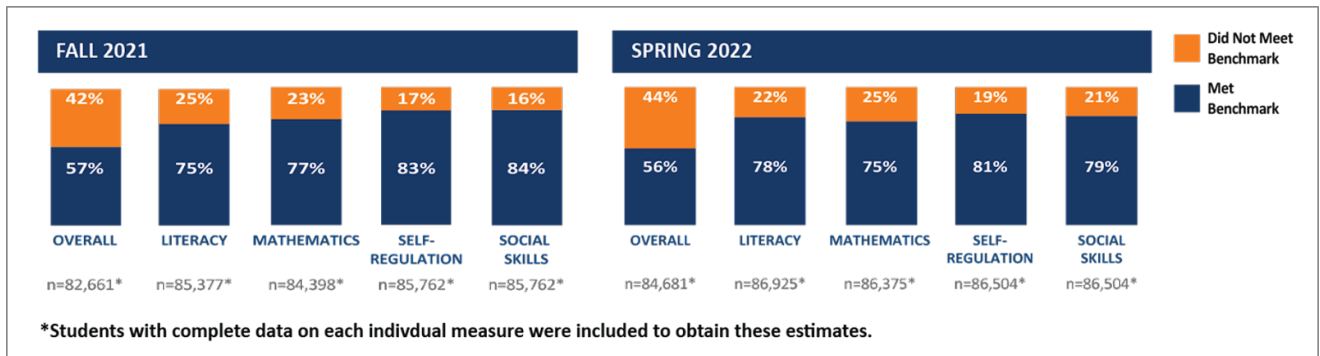
K-2 Below Benchmark Rates by Demographic Variables
Spring 2019, 2021, 2022



The Virginia Kindergarten Readiness Program (VKRP) was administered statewide to kindergarten students for the first time during the 2020-2021 school year. In the fall of 2020,

45% of students fell below the benchmark in one or more foundational areas of learning. In the spring of 2021 that percentage rose to 52%. In the fall of 2021, 42% of Virginia’s kindergarteners began the school year still needing to build skills in literacy, mathematics, self-regulation, and/or social skills. In the spring of 2022, 44% of Virginia’s kindergarteners ended the school year below expected levels in literacy, mathematics, self-regulation, and/or social skills. These results indicate a small increase in percentage of kindergarten students not meeting the overall VKRP benchmark from fall 2021 to spring 2022.

Given these results, Virginia must do more to help young learners attain grade-level proficiency in reading. The Virginia Literacy Act (VLA), unanimously passed by the 2022 General Assembly, is a major step forward for the Commonwealth to better prepare and support educators on evidence-based literacy instruction and science-based literacy instruction to help every child learn to read. Other strategies to raise achievement must include individualized supports and services for all of the students who need them. While the VLA sets a divisionwide staffing ratio of one reading specialist per 550 students in K-3, the reading specialist prescription in the SOQ sets a minimum staffing ratio for reading specialists in K-5 determined by the number of students failing third-grade Standards of Learning reading assessments. Indicators of learning loss during the pandemic suggest a continuation and worsening of the trends we see in national assessment data; however, all students can learn with the right supports.



Students earning one or more Career and Technical Education credentials improved dramatically in 2021-2022 compared to 2019-2020 and 2020-2021.

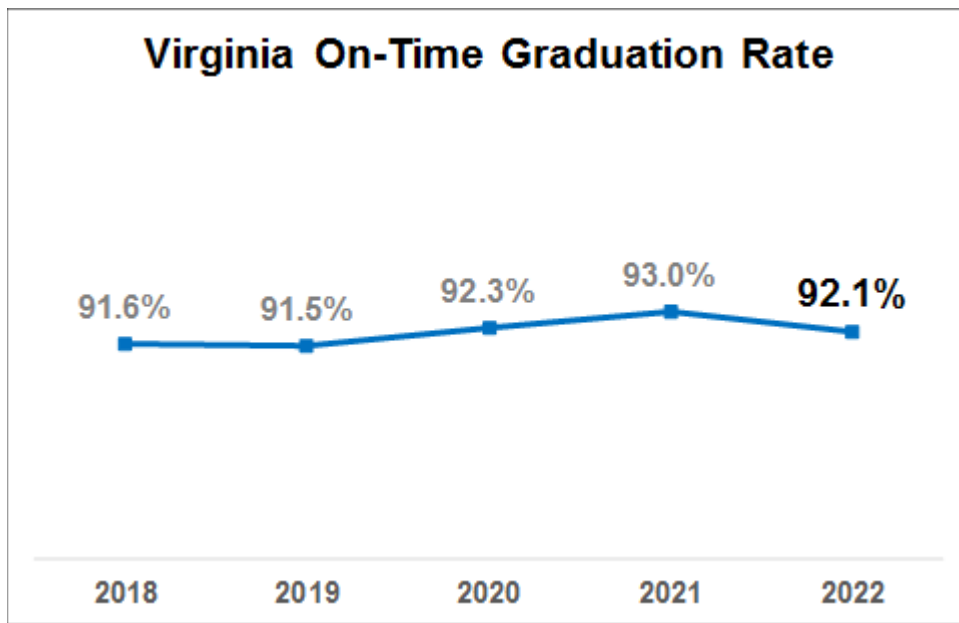
Career and Technical Education			
	2019-2020	2020-2021	2021-2022
NOCTI Assessments	511	1,542	2,590
State Licensures	333	1,077	1,236
Industry Certification	43,660	51,685	95,688
Workplace Readiness	26,627	16,885	44,348
Total Credentials Earned	71,131	71,189	143,862

Career and Technical Education

Students Earning One or More Credentials	62,899	60,992	115,682
Armed Services Vocational Aptitude Battery Examination	917	302	761
CTE Completers	44,539	42,303	44,149

Graduation and Dropout Rates

For the class of 2022, 92.1% earned a Board of Education-approved diploma, compared to 93% of the 2021 cohort. The dropout rate for the class of 2021 was 5.2% compared with 4.3% for the previous graduating class.



Of the students who entered high school as first-time ninth graders in 2018:

- 52.9% earned an Advanced Studies Diploma.
- 37.1% earned a Standard Diploma.
- 2.1% earned an Applied Studies or Modified Standard Diploma.
- 0.8% earned a GED.
- 5.2% dropped out.

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

- 98.3% of Asian students graduated; 1.1% dropped out.
- 90.3% of Black students graduated; 5.5% dropped out.
- 87.7% of economically disadvantaged students graduated; 7.7% dropped out.
- 78% of English learners graduated; 20% dropped out.
- 83.1% of Hispanic students graduated; 14% dropped out.

- 89.9% of students with disabilities graduated; 7.9% dropped out.
- 93.6% of students of multiple races graduated; 3.7% dropped out.
- 94.9% of white students graduated; 2.9% dropped out.

It's worth noting that the dropout rate is the highest at 20% for English Learner students. This demographic group continues to grow in our public schools, and these students need more resources and support to flourish. The Board's SOQ amends the staffing ratio for English Learner teachers to differentiate the distribution of positions based on the proficiency level of EL students, while maintaining local flexibility in deploying those positions.

Chronic Absenteeism & Student Behavior

As our public education system continues to recover from the impacts of the pandemic, it's important to highlight the challenges schools continue to face with student attendance and chronic absenteeism. Attendance is a key factor of a student's engagement in their school and academic achievement. The pandemic and remote learning caused a disruption in attendance routines. The negative impact of poor attendance on academic achievement affects all students but is most severe for middle and high school students. Chronic absenteeism nearly doubled last year compared with pre-pandemic averages. Nearly 20 percent of students statewide were chronically absent in the 2021-2022 school year, a nine percent increase from years before the pandemic. Chronic absenteeism increased more in 2021-22 among certain student groups. For example, the proportion of Black and Hispanic students that were chronically absent increased 12 and 13 percentage points, respectively, in 2021-22 compared with the averages over the five years before the pandemic. The proportion of chronically absent Asian and white students increased five and seven percentage points, respectively. Additionally, the percentage of students who are economically disadvantaged and chronically absent increased by 13 points during the pandemic. Local school divisions with the largest increases in chronic absenteeism during the pandemic generally were those with higher fiscal stress, with more economically disadvantaged students, and in small cities.

While this Board is hopeful that the pandemic impact on chronic absenteeism, such as student illness and quarantine protocols, will continue to fade, there are other factors to consider. According to the JLARC report, local school division staff report that many older students began working during the pandemic to address financial stress or because the flexibility of remote learning made it easier to find time to work. Since in-person learning resumed, work schedules have conflicted with academics. Additionally, some students have struggled to resume their normal routine once in-person learning resumed.

As students have returned to in-person learning, student behavior problems have increased. According to research, a misbehaving student is more likely to struggle academically and can distract other students. JLARC's report states that local school division staff rate student

behavior as the greatest pandemic-related challenge. Principals and teachers cited months of remote learning at home as the main reason for the increase in student behavior problems. It is important to note that student behavior issues appear to be a challenge across the country and have ramifications on teacher retention.

Importance of Parental Involvement in Education

Parents are the first and most indispensable teachers of their children. This Board is entrusted by parents to ensure that our education system is world-class as we work to ensure that every child in the Commonwealth will learn and thrive. It is well documented and researched, and the Board understands that parents play a critical role in their child's education. Students achieve more in school when parents are involved in their education. Parent involvement is also known to have a positive impact on student behavior, absenteeism, and motivation. As local divisions focus on student achievement it's important that they communicate with parents in plain, straightforward language about their child's progress and achievement. Local divisions also need to ensure that educators are supported as they strive to engage with parents to address learning needs. Given the rich diversity of students and families served across the Commonwealth, ensuring that this support is tailored to address the needs of parents in each community is paramount. There are few one-size fits all approaches to realizing the benefits of fostering strong partnerships between parents and educators.

Educating the Public about the Board's Role and Authority

Although this report is presented to the Governor and the General Assembly as a requirement of the *Virginia Constitution* and statute, the Board understands that the contents of the document are also important to parents, educators, and other interested stakeholders. Accordingly, the Board reiterates that it welcomes and desires broad input in matters that directly pertain to its power and authorities. Such responsibilities focus on prescribing the Standards of Quality, articulating

standards of learning and standards for accreditation of our schools, prescribing prerequisites for licensure, promulgating regulations, and taking actions to implement laws that are passed by the General Assembly, among many other duties. The Board recognizes that there are many issues confronting public education today and that our statutes empower local school boards with the authority to govern how local schools will operate. Our values also require respect towards those who give their time in service to our communities. Holding fast to these principles represents an important opportunity to model for our children what it means to live in a democratic society. We must safeguard these standards as we strive to work together to create strong public schools that benefit all children and families.

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

Enrollment for the 2022-2023 school year continues to rebound from the pandemic with 1,263,342 million students enrolled in Virginia's public schools, up from 1,251,970 students enrolled during the 2021-2022 school year. However, this number is still down from the 1,298,083 students enrolled during the 2019-2020 school year. Despite these slight decreases in overall enrollment, the number of economically disadvantaged students continues to grow from 318,096 economically disadvantaged students during the 2019-2020 school year to 350,602 economically disadvantaged students for the 2022-2023 school year; a 10 percent increase from the 2019-2020 school year to 2022-2023 school year.

Participation in Virginia's birth-to-five programs has fully rebounded from the enrollment declines seen during the COVID-19 pandemic, resulting in enrollment that is now higher than program participation prior to the pandemic. Through the Child Care Subsidy Program (CCSP), more than 32,000 children and families are enrolled at nearly 2,000 child care programs statewide (as of July 2022). Participation in the CCSP is at an historic high as more families engage in Virginia's growing economy. Prior to the pandemic, roughly 22,000 children participated in CCSP, while 35,000 are expected to enroll this year, representing an increase of 60%. Virginia's preschool programs have experienced a similar growth in enrollment, with the Virginia Preschool Initiative providing preschool to roughly 20,000 children in 2021-2022, an increase of nearly 16% from the prior year. The Mixed Delivery Program, coordinated with the Virginia Early Childhood Foundation, increased from 250 slots in 2020-2021 to 1,250 in 2021-2022. And finally, Head Start and Early Head Start have similarly restored enrollment, maintaining access for up to 14,000 at-risk children across the Commonwealth.

Education Funding

According to the Joint Legislative Audit and Review Commission's report *Virginia Compared to the Other States: 2022 Edition*, Virginia ranks 28th of 50 for state and local per-pupil funding for Pre K-12 education, and 41st of 50 for state per-pupil funding. These figures demonstrate the gap between state and local funding of public education. The majority of public school funding in Virginia, 53%, comes from localities. The state contributes 40% of public school funding, with seven percent from federal sources. From 2017-2018 to 2018-2019, per-pupil school funding in Virginia increased 3.7%. State spending increased \$226 per-pupil, local spending increased \$208 per-pupil and federal spending increased \$54 per-pupil.³¹ Across the country, state per-pupil spending increased an average of 3.5% between 2017-2018 and 2018-2019.³² Despite significant progress by the legislature, state direct aid per-pupil has decreased 3.4%, adjusted for inflation,

³¹ Joint Legislative Audit and Review Commission. "Virginia Compared to Other States: 2022 Edition." *Joint Legislative Audit and Review Commission*, 2022.

<http://jlarc.virginia.gov/pdfs/other/Virginia%20Compared%202022-FULL%20REPORT-forweb.pdf>

³² Ibid.

since 2008-2009.³³ For Fiscal Year 2021, local governments in Virginia invested \$4.2 billion above the required local effort for SOQ programs.³⁴ Localities continue to provide a greater share of funding, which allows wealthier divisions to go above and beyond local effort causing inequitable resources and opportunities for individualized education in divisions that are less wealthy and those divisions that serve high percentages of economically disadvantaged students.

The FY23-24 Appropriations Act provides an additional \$171M in FY23 and \$74.2M in FY24 to increase the Basic Aid per pupil add-on range from its current maximum of 26% in FY 2022 to 36.0% in both years, matching the 36.0% maximum add-on funded for fiscal year 2024. Additionally, \$30.8M in FY23 and \$31.6M in FY24 was provided to divisions to staff one reading specialist per 550 students in grades K-3. This funding provides flexibility for divisions to employ other instructional staff working toward obtaining the training and licensure requirements for reading specialists as prescribed in HB319 and effective in FY25.

One hundred million dollars was deposited into the College Partnership Laboratory School Fund in FY23 to support the planning, start-up and per-pupil costs for approved lab schools. The Board approved the *College Partnership Laboratory School Fund Planning Grant Guidelines* and the *Guidelines and Criteria for the Award and Distribution of Lab School Start-up and Per-Pupil Funding Grants* this fall. Additionally, \$450 million was provided for the School Construction Assistance Program to provide competitive grants for school construction and modernization, and \$400 million in FY23 for the School Construction Grant Program for non-recurring capital expenses. This fall, the Board approved (*or is in the process of reviewing/approving*) the guidelines for the distribution of funds for both programs.

Finally, the FY23-24 Appropriations Acts took several actions related to the ongoing expansion and improvement of our early childhood care and education system, including 1) transitioning the at-risk three-year-old pilot in VPI to a standing program; 2) \$20M over the biennium for early childhood educator incentives; 3) expanding the Mixed-Delivery program via the Virginia Early Childhood Foundation to support public-private delivery of pre-kindergarten services for at-risk three- and four-year-old children, as well as pilot a program to serve 200 infants and toddlers; and 4) additional funding for the Mixed-Delivery Add-On Grant to better align state support amounts with the cost of service.

On the federal side, local school divisions began receiving supplemental federal assistance in FY20 to address immediate needs related to the COVID-19 pandemic. The federal government

³³ Mendes, Kathy & Goren, Laura. “K-12 Funding Trends At-a-Glance: Data for Statewide and All 132 School Divisions.” The Commonwealth Institute, 2022. <https://thecommonwealthinstitute.org/wp-content/uploads/2022/08/Statewide-K-12-Virginia-Public-Schools.pdf>

³⁴ Mendes, Kathy & Goren, Laura. “K-12 Funding Trends At-a-Glance: Data for Statewide and All 132 School Divisions.” The Commonwealth Institute, 2022. <https://thecommonwealthinstitute.org/wp-content/uploads/2022/08/Statewide-K-12-Virginia-Public-Schools.pdf>

has awarded funding to states through the Coronavirus Aid, Relief, and Economic Security (CARES) Act of 2020, the Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act of 2021, and the American Rescue Plan Act (ARPA) of 2021. In FY20 and FY21, VDOE distributed \$102.0 million in Elementary and Secondary School Emergency Relief (ESSER) funds through Direct Aid to Public Education. In FY22, ESSER funds distributed through Direct Aid increased to \$619.8 million. VDOE also distributed \$12.9 million in Governor’s Emergency Education Relief (GEER) funds in FY21, and an additional \$35.2 million in FY22.

THE BOARD’S WORK

The Standards of Quality

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

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

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

“...[T]he Board of Education shall submit to the Governor and the General Assembly a report on the condition and needs of public education in the Commonwealth and shall identify any school divisions and the specific schools therein that have failed to establish and maintain schools meeting the existing prescribed standards of quality. Such standards of quality shall be subject to revision only by the General Assembly, pursuant to Article VIII, Section 2 of the Constitution of Virginia. Such report shall include...[a] complete listing of the current standards of quality for the Commonwealth's public schools, together with a justification for each particular standard, how long each such standard has been in its current form, and whether the Board recommends any change or addition to the standards of quality...”

During the 2019 SOQ review cycle, the Board, which included members whose terms of office and service have since ended, developed a comprehensive package of prescriptions, which were

informed by education data and trends - particularly as they relate to student demographics, equity, staffing, resource allocation, nationally recognized best practices, and current prevailing practice in local school divisions. The Board also received feedback and public comment on the prescriptions and made technical edits to support implementation as part of its review. As a result of this work, the Board prescribed eleven amendments to the SOQ focused on directing funding to those divisions and schools with the highest levels of concentrated poverty and ensuring the necessary staffing for instruction, remediation, and student supports.

The 2021 prescriptions built upon the Board’s extensive and thorough work during the 2019 review cycle; representing evidence-based and research-driven proposals that help to create a stronger system of support for Virginia’s evolving student population as well as teachers, support personnel, and staff; and are designed to align state resources with need. Virginia ranks as one of the wealthiest states in the country, but is one of eighteen with a “flat” school funding formula, meaning high-poverty divisions and wealthier divisions receive about the same funding.³⁵ Through the work of school improvement over the past decade, the previous Board has seen firsthand that our children in poverty need additional services to be able to benefit from educational opportunity. Our schools in high poverty areas do not have access to the same local funding that schools in low-poverty areas do, and they have greater numbers of students that require access to additional services in order to receive the full benefit of the education being offered. Additionally, over the past 15 years, Virginia’s student enrollment has grown more diverse. The changing makeup of our schools has an impact on resources and supports needed for students. These standards are essential to fulfill the provision of a system of free public elementary and secondary schools for all children of school age, as required in Article VIII of the *Constitution*. At the October 21, 2021, meeting, the previous Board unanimously prescribed the 2021 Standards of Quality.

During the 2020, 2021 and 2022 General Assembly sessions, several pieces of legislation were passed that align with the Board’s SOQ prescriptions. Legislation has improved ratios for school counselors as well as English Learner teachers, established the specialized student support personnel category, removed staffing flexibility, and expanded at-risk add-on funding. With federal funding, there has also been progress in implementing the regional support model for work-based learning coordination. However, none of the previous Board’s 2019 or 2021 prescriptions have been fully implemented with the exception of one full-time principal for every elementary school regardless of size.

The Board’s 2021 Standards of Quality prescriptions

1. **Enhanced At-Risk Add-On:** Consolidates the current At-Risk Add-On as well as the Prevention, Intervention, and Remediation programs into a single, expanded fund. Also

³⁵ Farrie, Danielle and Sciarra, Davis. *2021 Making the Grade: How Fair is School Funding in Your State* (2022). Education Law Center.

includes language directing school boards to equitably distribute experienced, effective teachers and other personnel among all of its schools, and a prohibition on clustering ineffective teachers in any school or group of schools.

2. **Teacher Leader and Mentor Programs:** Establishes a new Teacher Leader program and expands Teacher Mentor program.
3. **Reading Specialists:** Sets a minimum staffing ratio for reading specialists in K-5 determined by the number of students failing third-grade Standards of Learning reading assessments.
4. **English Learner Teachers:** Sets a scaled staffing ratio that takes into account the different proficiency level of students and accordingly, the degree of instructional staff required to support these students.
5. **Principal Mentorship:** Establishes a statewide principal mentorship program.
6. **Work-Based Learning Coordinators:** Uses a regional coordinator model for supporting work-based learning at the local-level and the implementation of the Profile of a Virginia Graduate.
7. **Elementary School Principals** (Fully funded by the 2023-2024 Appropriations Act): Sets a full-time principal should be provided for every elementary school, regardless of size.
8. **Assistant Principals:** Sets a ratio of one full-time assistant principal for every 400 students.
9. **Class Size Reduction and Experienced Teachers for K-3** (no state impact estimated): Moves K-3 class size reduction program from the Appropriation Act to the SOQ.
10. **Specialized Student Support Personnel:** Establishes a new position category including school nurses, social worker, psychologist, and other licensed health and behavioral positions and sets a ratio of four specialized student support personnel per 1,000 students.
11. **School Counselors:** Sets a ratio of 1 school counselor per 250 students.

Early Childhood Care & Education

During the 2020 session, the General Assembly passed House Bill 1012 and Senate Bill 578, which established the Board and VDOE as responsible for the oversight and administration of early care and education out of the home by creating a single point of accountability for school readiness as of July 1, 2021. Since becoming responsible for the oversight of early childhood care and education, the Board has:

- Made appointments to the Early Childhood Advisory Committee;
- Approved the early childcare regulation transfer from the Board of Social Services;
- Approved the new Birth-to-Five Early Learning and Development Standards, establishing a unified set of learning and development guidelines for children across the early ages and developmental continuums;
- Approved the Guidelines for Practice Year 1 and Practice Year 2 of the Early Childhood Unified Measurement and Improvement System (VQB5);

- Begun the regulatory process to comprehensively review and revise the *General Procedures and Information for Licensure* regulations and *Background Checks for Child Day Programs and Family Day Systems* regulations; and
- Approved key changes to the Child Care Subsidy Program, including increasing eligibility for families in need, setting payment rates based on the cost of quality and making copayments affordable in response to the FY23-24 Biennial Budget.

Noteworthy Actions of the Board

Over the past year, there are several noteworthy actions taken by the Board which include:

- Approving new *Data Science Standards of Learning*, *Physical Education Standards of Learning* and *Driver Education Standards of Learning*;
- Revising the *Guidelines for Uniform Performance Standards and Evaluation Criteria for Principals and Superintendents* to create a new performance standard as required by HB1904 and SB1196 from the 2020 General Assembly session;
- Setting passing scores for several new Praxis Tests for licensure endorsements. Those new Praxis tests include the Praxis Mathematics, Praxis Middle School Mathematics, Praxis Reading Specialist, Praxis Teaching Reading, Praxis Chemistry, Praxis Biology, and Praxis Physics;
- Adopting new cut scores for the new Virginia Alternative Assessment Program tests in reading, mathematics, and science;
- Developing *Guidelines for Policies on Sudden Cardiac Arrest Prevention in Student-Athletes* to protect student-athletes through education, prompt recognition, and appropriate response;
- Adopting the Applied Studies Curriculum Map and supplement guidance based upon national research analysis and stakeholder input to meet the needs of students with disabilities more effectively and to align instruction to ensure student success over a variety of skill domains;
- Issuing the *Guidelines for Implementing the School Construction Assistance Program in the 2022-2024 Biennium* to provide funding for major school construction, renovation, and additions projects, giving priority to high-need school divisions and localities.

Looking Ahead

As the Board moves forward in its work into 2023, we understand the challenges facing Virginia's public education system. The Board will focus its efforts on looking for ways to improve student outcomes, and make up for the learning loss of the pandemic. In order to make those gains and significantly improve results, the Commonwealth will have to put more direct resources into public education. The Board will explore the use of multiple measures to better understand student achievement, including discussing the implications of the Standards of Learning, NAEP, and other national assessments.

The pandemic showed that we are not prepared to administer a fully virtual school system. The amount of learning and growth made by students in the in-person environment significantly exceeded the gain by students in the virtual environment. We have no doubt that the educators and schools that were excellent pre-pandemic are still excellent as we recover. We, as a Board and Commonwealth, need to address the challenge of bringing the cohort of students that was most impacted by the lack of in-person instruction during COVID up to an appropriate level of achievement, this includes our youngest learners. This new challenge is in addition to the previous challenges caused by inadequate and disparate resources.

Conclusion

The Board is committed to creating a public education system that supports the needs of students and provides a high-quality, diverse teacher workforce, utilizing its authority provided in the *Virginia Constitution* and *Code of Virginia*. The COVID-19 pandemic exacerbated the deep inequities and division that exist in our public education system. Addressing these needs requires additional investment of financial resources and human capital, as well as partnerships between the Board, General Assembly, the Governor, and local school boards and divisions. Money isn't a silver bullet, especially in education, but to build a world-class education system and workforce pipeline, we need to prioritize funding it. The 2021 Standards of Quality are founded in research and best practice. If funded, the SOQ would make significant progress toward creating a best-in-class public education system for Virginia's students and help the Commonwealth address the learning loss from the COVID-19 pandemic.

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?
<p>§ 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.</p>	<p>Prince William County</p>	<p>NO</p>	<p>YES</p>	<p>YES</p>	<p>NO</p>
<p>§ 22.1-253.13:2(C)(iv) - Each school board shall assign licensed instructional personnel in a manner that produces divisionwide ratios of students in average daily membership to full-time equivalent teaching positions, excluding special education teachers, principals, assistant principals, counselors, and librarians, that are not greater than the following ratios: 24 to one in English classes in grades six through 12.</p>	<p>Dinwiddie County</p>	<p>NO</p>	<p>YES</p>	<p>YES</p>	<p>YES</p>
<p>§ 22.1-253.13:2(C)(iv) - Each school board shall assign licensed instructional personnel in a manner that produces divisionwide ratios of students in average daily membership to full-time equivalent teaching positions, excluding special education teachers, principals, assistant principals, counselors, and librarians, that are not greater than the following ratios: 24 to one in English classes in grades six through 12.</p>	<p>Franklin City</p>	<p>NO</p>	<p>YES</p>	<p>YES</p>	<p>YES</p>

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.	<i>Pursuant to a waiver issued by the Superintendent of Public Instruction, accreditation was waived for the 2021-2022 school year.</i>	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

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.	King William County	NO	YES	YES	YES
§ 22.1-253.13:6(B)(iv) - The divisionwide comprehensive plan shall include a plan for projecting and managing enrollment changes including consideration of the consolidation of schools to provide for a more comprehensive and effective delivery of instructional services to students and economies in school operations.	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

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) – 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
§ 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.	<i>All divisions reported compliance with Standard 8</i>	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

College Partnership Laboratory Schools

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

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

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

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

In August, the Board approved the *Guidelines and Criteria for the Award and Distribution of Planning Grant Funds* set the parameters for how the planning grants (\$5M) shall be administered, including the process for reviewing requests, how applications will be evaluated

and prioritized, permissible expenditures, and accountability measures for the use of the grant funding.

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

On behalf of the Board, VDOE staff have begun receiving lab school planning grant applications and lab school applications. It is anticipated that the first round of lab school applications will be approved by the Board in advance of the 2023-2024 school year.

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

Academic-Year Governor's Schools

The Virginia Department of Education, in conjunction with localities, sponsors regional Academic-Year Governor's Schools (AYGS) that serve high school students during the academic year. 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 through other innovative methods. However, all programs must include opportunities for internships, job shadowing, mentorships, projects, service learning, or a combination.

There are currently 21 Governor's STEM Academies:

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

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

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

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

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

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

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

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

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

R.L. Williams, Ltd./Autodesk, Inc.; Stafford County Economic Development; Stafford County Career and Technical Education Advisory Committee; Stafford Rotary; University of Mary Washington; Virginia Employment Commission; Weldon Cooper Center; Workforce Investment Board, Inc.; and Workforce NOW.

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

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

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

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

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

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

Monticello Governor's Health Sciences Academy – Monticello High School

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

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

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

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

Partnership Members: Chesterfield County Public Schools, Chippenham-Johnston Willis Medical Center, Virginia Commonwealth University, 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.

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

Program Focus: The program will increase awareness of the growing and ever-changing health field, increase knowledge and applicable skills of young adults moving ahead in their health science pathway of choice, and increase their connection with industry professionals who can

direct and encourage students to pursue health science related careers. The program will also include extensions with other CTE program areas, such as engineering and technology, business and information technology, and marketing programs to provide opportunities outlined in the Commonwealth of Virginia's Plan of Study Pathways for Therapeutic Services, Support Services, Diagnostic Services, Health Informatics, and Biotechnology Research and Development.

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

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

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

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

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

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

Partnership Members: Gloucester County Public Schools, Mathews County Public Schools, Riverside School of 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, Orthopedica 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 13 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.

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
USDA surveys	Monthly, at select times	US Department of Agriculture		

Report Name	Report Frequency	Federal Agency or Organization Name	State Agency or Organization Name	Duplicate Reported?
Census of Governments, Survey of School Finances	Annual	US Department of Commerce – Economics		No
National Assessment of Educational Progress (NAEP) - testing and population	Annual - for selected schools	US Department of Education - National Center for Education Statistics		No
School Pulse Panel Recurring Survey	Annual for selected schools	US Department of Education - National Center for Education Statistics		No
Civil Rights Data Collection	Biannual	US Department of Education - Office of Civil Rights		No
Nursing Situational Report	Annual	US Department of Health		No
Epi Pen Report	Annual	US Department of Health		No
Vision and Hearing Screening Report	Annual	US Department of Health	Department of Health	No
Head Start Program Information Report	Annual	US Department of Health and Human Services - Office of Head Start		No
Freedom of Information Act (FOIA)	As requested	US Department of Justice	Virginia Freedom of Information Act	Yes
Directory Information for US Military Recruitment	Annual	US Military Branches		
Broadband Connectivity Capability Survey	Annual		Appropriations Act (Item 137.G)	No
Legally Blind Students	Annual		Department for the Blind and Vision Impaired	No
School Safety Inspection Checklist	Annual		Department of Criminal Justice Services	No
VDCJS School Safety Survey	Annual		Department of Criminal Justice Services	No
Virginia School Crisis Management Plan Review and Certification	Annual		Department of Criminal Justice Services	No
Virginia School Survey for Climate and Working Conditions	Annual		Department of Criminal Justice System	No
Communicable Disease Reporting	Daily/Weekly		Department of Health	No
COVID Test Kit Usage	Weekly		Department of Health	No
Daily Absenteeism Rates	Daily		Department of Health	No
Drinking Water Testing	Annual		Department of Health	No

Report Name	Report Frequency	Federal Agency or Organization Name	State Agency or Organization Name	Duplicate Reported?
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
VRS Snapshot	Monthly		Virginia Retirement System	No

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