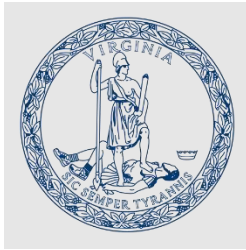# Board of Education

Comprehensive Plan

2024–2029

Board of Education
Commonwealth of Virginia

Board of Education
Comprehensive Plan: 2024–2029

Adopted in _____2023 by the
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Purpose of the Board of Education Comprehensive Plan

The Constitution of Virginia vests the general supervision of schools in a Board of Education of nine members, who are each appointed by the Governor and confirmed by the General Assembly. The "general supervision" exercised by the Board leaves few areas of the educational system untouched and ranges from standards for educators and transportation to setting the learning content to be mastered by children. Such wide-ranging work requires discipline and focus to be sure that every action ultimately serves those who will inherit the vibrant and historic civic life of our great Commonwealth, as well as those who nurture and care for them.

The Board of Education's *Comprehensive Plan 2024–2029* sets the destination for education in Virginia and provides the roadmap to get from here to there. The Board believes that, if this plan is carried out with faithfulness and perseverance, all children in Virginia will be on the path to a brighter future—and all of Virginia will prosper. The highest honor given to this constitutional Board is to serve the Commonwealth's students, families, educators, and schools. It is to them that this plan is dedicated.

The Board of Education's Mission

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

The Objective of Education in Virginia

Since 1870, a free and public educational system has been one of the fundamental structures of the Commonwealth's constitutional democracy. It is, therefore, natural to understand the Virginia's objectives of education in relation to the great institutions protected by the Constitution of Virginia. The Board recognizes four such relationships.

To Facilitate the Growth of Each Person

The General Assembly and the Board have stated plainly that "the fundamental goal of the public schools of the Commonwealth must be to enable each student to develop the skills that are necessary for success in school, preparation for life, and reaching their full potential."[1] In the first instance, the educational system enshrined in Virginia's Constitution stands behind all who enter our schools with the goal of aiding them in becoming the best version of themselves.

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[1] Section 22.1-253.13:1(A)

To Partner with Parents and Families

As noble as the vision of the Board or the Commonwealth may be, neither the public school system nor the government takes primary responsibility for those who enjoy the benefits of public education. Rather, such responsibility belongs unquestionably to parent and families. The General Assembly has made this point unequivocally by drawing upon language of those deepest and most sacred rights reserved for the people: "[a] parent has a fundamental right to make decisions concerning the upbringing, education, and care of the parent's child."[2]

Despite its rootedness in the history of Virginia and the United States, the fundamental right held by parents to make decisions about their children's education has often not served as a bearing point of the educational system. However, the Board recognizes that the educational system must stand as a partner to parents and families making decisions about their children.

To Enrich Virginia

By partnering with parents and families to open opportunities for students, the educational system aims to enrich our culture and society. Such has been recognized as a primary goal since the inception of the constitutional directive to establish an educational system. While presiding over the Virginia Convention in 1867–1868, Judge John C. Underwood urged delegates to adopt

> a Constitution which shall provide for all the children of Virginia that noblest and cheapest defense of States and preventive of crimes, a thorough and efficient mental and moral education, diffusing knowledge and wisdom as the sun diffuses light and heat, promoting industry, art, manufactures and commerce, and encouraging all the higher developments of mind and heart which give elation of purpose, dignity and refinement of character, and spread the kind of charities and sweet amenities of republican civilization through all the activities of public and private, of social and domestic life.[3]

The beneficiaries of a successful educational system are not only student and families, but the common life that we share and hold dear. In order to spread the charities of Virginia's rich history, we must invest in showing younger generations how to grow and commit to growing ourselves. There can be no great society without great individuals, and we cannot become a great society without becoming great individuals.

To Protect Free Government

The importance of an education to the civic health of the Commonwealth is as clear today as it was in 1867. Virginia's current constitution expresses one objective of our education system: the perpetuation of free government. "That free government rests, as does all progress, upon the broadest possible diffusion of knowledge, and that the Commonwealth should avail itself of those

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[2] Section 1.240.1

[3] State of Virginia. (1867–1868). The Debates and Proceedings of the Constitutional Convention of the State of Virginia, 7–8.

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talents which nature has sown so liberally among its people by assuring the opportunity for their fullest development by an effective system of education throughout the Commonwealth."[4] This provision establishes education for the purposes of maintaining free government and maximizing the personal development of the people of the Commonwealth as one of the principle objectives of the K-12 system in Virginia.

The Extent to which the Objectives of Public Education are Being Achieved

Student Performance

While the Board's previous annual reports have noted challenges facing Virginia's public education system, the last few years have seen those challenges rise to an unprecedented scale. The available data show that the learning loss experienced by Virginia students during the pandemic are complex, pervasive, and need significant and ongoing support to return to pre-pandemic student performance levels — let alone accelerate student performance to ensure Virginia students are ready for the future for which their families expect.

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

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

Chronic Absenteeism

Additionally, Virginia is confronting significant issues in student attendance. Chronic absenteeism rates have doubled from 9 percent prior to the pandemic to almost 18 percent of all Grades 3 through 8 students now chronically absent. These numbers worsen when factoring in high school chronic absenteeism rates. The Governor's Chronic Absenteeism Task Force was launched in the

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[4] Constitution of Virginia, Article I, Section 15

Fall of 2023 and will provide recommendations to the Board in December 2023, and the Board will work quickly to enact solutions for the 131 school divisions in the Commonwealth.

Special Education

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

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

Staffing Vacancies

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

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

As the Board moves forward with its work, its focus must remain on learning loss recovery and ensuring that remaining ESSER dollars and the additional state flexible funding meet the needs of schools. The General Assembly dedicated $418 million dollars to supporting school divisions with learning loss and the Virginia Literacy Act. In response, the Governor launched the ALL In Initiative to help school divisions focus on high-intensity, high-dosage tutoring, strong literacy resources, and chronic absenteeism. This focus must be supplemented by an aggressive, collective focus on reducing chronic absenteeism in Virginia's schools. The Governor's Chronic Absenteeism task force will provide recommendations to the Board in December 2023, and the Board will work quickly to enact solutions for the 131 school divisions in the Commonwealth.

Early Childhood Care and Education

In response to state law, the Virginia Board of Education continues to make progress towards establishing a unified measurement and improvement system ("VQB5") for all publicly funded birth-to-five early childhood programs. VQB5 strengthens the quality of teaching and learning experiences in early childhood programs that serve infants, toddlers, and preschoolers, by setting shared expectations for measuring quality and supporting teachers for all birth-to-five programs. Through VQB5, teachers and leaders receive the feedback and support they need to help young children learn.

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

Addressing the Challenges

In order to address these problems, the Board's work focused on increasing the rigor of learning standards and revising the current accreditation and accountability system.

Standards of Learning

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

History Social Science Standards

The History and Social Science SOL outline an appreciation of the attributes and actions that have made America the world's exemplar of freedom, opportunity, and democratic ideals. The

standards discuss the importance of providing students an in-depth and honest understanding of the complexities of United States, Virginia and world history. The History and Social Science Principles focus on not only the students' exploration and understanding of history, social science, political, and economic systems and how those intersect, but the important role that they as individuals and collectively play in engaging in the political process to fulfill their civic obligations to maintain our democracy.

Mathematics Standards

In Mathematics, the SOL focus on the importance of ensuring that all students master strong foundational skills to ensure that all students can access higher level mathematical coursework and concepts. The SOL emphasize that students should not only be allowed to accelerate their learning but encouraged to explore various pathways to apply mathematical skills in other contexts and in real-world applications. The standards ensure that all Virginia students will master mathematical content and graduate high school with the knowledge and skills to compete in the workforce of the future.

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

Accreditation and Accountability Revision

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

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

- Achievement: Pure proficiency and achievement index measures
- Growth: Virginia's Visualization and Analytics Solution ("VVAAS")
- Readiness: Chronic absenteeism, early literacy, proficiency in advanced mathematics, and college and career readiness measures

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

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

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

College Partnership Laboratory Schools

In July 2023, the Board approved its first College Partnership Laboratory School ("lab school") application. As of November 2023, two additional lab school applicants—the University of Mary Washington's Academy of Technology and Innovation and Germanna Community College's Future Educators Academy—have advanced through the review process established by the Board's College Partnership Laboratory Schools Standing Committee and are anticipated to be considered for approval by the Board in November. George Mason University's ACCESS Academy is anticipated to be considered for approval by the Board in December of 2023. Additional applications currently in review by VDOE include Mountain Gateway Community College, Central Virginia Community College, Richard Bland College, and James Madison University. These applications will likely be reviewed by the Standing Committee and Board in early 2024.

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

In addition to VDOE Subject Matter Expert review and feedback, technical assistance and application support is provided to applicants through individual calls and meetings, on-site visits to Lab School applicant locations, and weekly office hours. On-site technical assistance has taken

place with Emory and Henry, University of Mary Washington, James Madison University, and Mountain Gateway Community College.

Lab School Pipeline as of November 9, 2023:

	Lab School Applicant Institution	Planning Grant Approved	Application Submitted for VDOE Review	Standing Committee Review #1	Standing Committee Review #2	BOE Approval	Contract Execution	VA Supts. Region
1	VCU	☐	☐	☐	☐	☐	☐	1
2	Southside Virginia Community College	☐	☐	☐	☐			8
3	Germanna Community College	☐	☐	☐	☐			4
4	University of Mary Washington	☐	☐	☐	☐			3
5	George Mason University (Fairfax)	☐	☐	☐				4
6	Central Virginia Community College	☐	☐					5
7	Mountain Gateway Community College	☐	☐					6
8	University of Virginia	☐						5
9	James Madison University	☐	☐					5
10	Richard Bland Community College	☐	☐					1
11	Eastern Shore Community College	☐						2
12	Emory and Henry	☐						7
13	Ferrum College	☐						6
14	University of Lynchburg	☐						5
15	Norfolk State University	☐						2
16	Old Dominion University (Chesapeake)	☐						2
17	Old Dominion University (N. News)	☐						2
18	Piedmont Virginia Community College	☐						5
19	Roanoke College	☐						6
20	Virginia Union University	☐						1

Lab School Informational Map as of November 9, 2023:
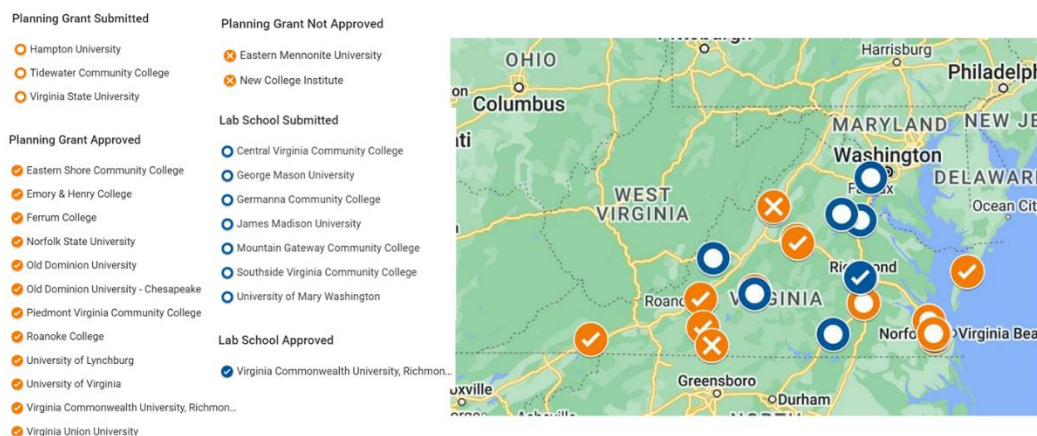
Prescriptions on the Standards of Quality

During 2023, the Board has dedicated significant time to preparing its Prescriptions on the SOQ, as required by Article VIII, Section 2, of the Constitution of Virginia, and § 22.1-18.01 of the Code of Virginia. The Board has received public comment—including surveys to division superintendents, parents, and other stakeholders—and presentations at its meetings. The Board has considered prescriptions around funding flexibility; literacy, math, and learning loss; work-based learning; a statewide system for Individualized Education Plans; educator pipeline; and a modernized data collection system. The Board will vote to adopt prescriptions in December 2023.

Looking Forward

Virginia's education system is at a fork in the road, and none can afford for the Board, the Governor, the General Assembly, school divisions, families, or students to take the easy path. The road may be difficult, but we are confident that we will find our brighter future around the bend.

Priorities and Goals

To set high expectations for every learner

- Continue to adopt and support the implementation of comprehensive, clear, and rigorous academic standards that reflect national excellence
- Continue to provide guidance and policy expectations to ensure that the implementation of the Virginia Literacy Act is brain-science based, focused on evidence-based materials, and research-focused implementation strategies
- Provide guidance and oversight for the assessment redesign outlined by the HB 585 work group
- Design an accreditation, accountability, and reporting system to ensure transparency and improved student outcomes
- Provide feedback and oversight for the implementation of the early childhood statewide measurement and improvement system (VQB5) to ensure children have high-quality early learning experiences

To support learning loss recovery

- Ensure transparency and communications of formative and summative data systems for families
- Provide recommendations and support for adequate resourcing of high-intensity tutoring models
- Track return on investment of tutoring and learning recovery initiatives as well as ensuring transparency of effective tutoring models
- Provide policy guidance on effective and innovative strategies for reducing chronic absenteeism

To ensure that every K-12 student has a high-quality, licensed teacher

- Support the expansion of localized apprenticeship models
- Continue to develop the effective alternative teacher licensure pathways such as iTeach
- Ensure that current traditional and alternative pathways produce localized sustainable and high-quality educator pipelines

- Identify and reduce regulatory barriers for prospective teachers (e.g., universal licensure options)

To create innovative pathways for every learner

- Establish lab schools in every region to expand student options for innovative school experiences
- Ensure that policies guide safe and evidence-based use of AI innovations in the classroom
- Revise high school graduation and seat requirements that prohibit students from participating in flexible and accelerate pathways that include work-based learning experiences and high-demand, high-wage industry credentials
- Provide clear policy guidance for industry recognized credentials, passport, and dual enrollment to ensure student pathways focus on workplace readiness
- Revise and revamp advanced learning options for all learners across the Commonwealth

To advance safe and healthy schools

- Administer distributions from the Virginia Literary Fund to improve physical school safety
- Prioritize and publicize the School Construction Assistance Program to ensure that all schools can make physical school improvements
- Provide opportunities for school divisions to develop division-wide plans for assessing and addressing threats to security and improving learning climates through the use of Stronger Connections Grant funding
- Provide guidance and oversight for the statewide mental health strategies as well as support in implementing health school policy guidance

To empower parents as partners

- Support efforts that increase transparency of school and student performance
- Ensure that families have informed access to data, materials, and resources to support students

Appendices

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Appendix A: Statutory Requirement for a Comprehensive Plan

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

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

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

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Appendix B: Report Card of the Board of Education's Performance Measures

Performance Measures to Gauge Progress in Meeting Goals	Baseline 2011-2012	2021-2022	Current Year 2022-2023[1]	Performance Trend
Percent of third-grade students reading on grade level	86%	68%	66%	
Percent of 8th grade students taking Algebra I or higher in middle school	52%	43.4%	44.7%	
Virginia on-time graduation rate	88%	92.16%	91.93%	
High school dropout rate	6.5 %	4.84%	5.01%	
Federal graduation indicator (students earning Advanced Studies or Standard Diplomas in at least four years)	83%	89.1%	88.7%	
Percent of graduates earning advanced studies diplomas[2]	49%	52.8%	51.5%	
Percent of students scoring advanced proficient on statewide assessments English (Reading and Writing)	35.1%	15.1%	14.7%	
Mathematics	11.1%	9.4%	10.2%	
History and Social Science	29.1%	16.1%	15.4%	
Science	29.2%	9.5%	9.8%	
Number of at-risk four-year-olds served by Virginia Preschool Initiative	16,618	61,360	63,655	
Percentage of teachers Nationally Board Certified	1.96%	1.79%	1.74%	
Number of CTE students who earned one or more Board-approved credential(s)	42,218	115,682	117,932	
Percent of schools rated fully accredited[3]	93%	89%	88%	
Number of innovative options reviewed by the Board Charter School Applications	3	7	r 7[4]	N/A
College Lab School Applications	0			N/A
Governor's STEM or Health Science Academies	5	34	34[6]	N/A
Percent of schools that maintain a passing rate on Virginia assessment tests of 95% or above in each of the four core academic areas	0.6%	0%	0%	
Number of schools earning recognition under Virginia Index of Performance	447	N/A	N/A	
Percentage of schools fully accredited in the Governor's designated high-poverty communities[7]	26% (2014)	45%	48%[7]	

1 Based on SY2022-2023 data unless otherwise noted
2 Represents 9th grade cohort
3 Results of the new college-and career-ready mathematics tests, first introduced during 2011-2012, are included in the accreditation ratings
4 Since the baseline year, the Board has reviewed 14 charter school applications
5 Since the baseline year, the Board has reviewed one college lab school application
6 Since the baseline year, the Board has reviewed 24 Governor's STEM Academy applications and 10 Governor's Health Science Academy applications
7 Governor's designated high-poverty communities was defined as Norfolk City Public Schools, Petersburg City Public Schools, and Richmond City Public Schools

Appendix C: Summary of Compliance and Noncompliance with the Standards of Quality for 2022–2023

Legal requirement for reporting compliance

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

Compliance and Noncompliance with the Standards of Quality

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

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

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

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

Appendix D: School Divisions Reporting Full Compliance with the Standards of Quality for 2018–2023

School Divisions in Full Compliance for 2022-2023	2022 - 2023 Was Division Fully Compliant?	2021 - 2022 Was Division Fully Compliant?	2020 - 2021 Was Division Fully Compliant?	2019 - 2020 Was Division Fully Compliant?
Albemarle County (002)	Yes	Yes	Yes	No
Alexandria City (101)	Yes	No	Yes	Yes
Alleghany Highlands (003)	Yes	Yes	Yes	No
Appomattox County (006)	Yes	Yes	Yes	Yes
Augusta County (008)	Yes	Yes	Yes	Yes
Bath County (009)	Yes	Yes	No	Yes
Bedford County (010)	Yes	Yes	No	No
Bland County (011)	Yes	Yes	No	Yes
Botetourt County (012)	Yes	Yes	Yes	Yes
Bristol City (102)	Yes	Yes	Yes	No
Brunswick County (013)	Yes	Yes	Yes	No
Buchanan County (014)	Yes	Yes	Yes	Yes
Buckingham County (015)	Yes	Yes	Yes	No
Campbell County (016)	Yes	Yes	Yes	Yes
Caroline County (017)	Yes	Yes	Yes	No
Carroll County (018)	Yes	Yes	Yes	Yes
Charles City County (019)	Yes	Yes	Yes	Yes
Charlotte County (020)	Yes	Yes	Yes	Yes
Chesapeake City (136)	Yes	Yes	Yes	Yes
Chesterfield County (021)	Yes	Yes	Yes	Yes
Clarke County (022)	Yes	Yes	Yes	Yes
Colonial Beach (202)	Yes	Yes	Yes	Yes
Colonial Heights City (106)	Yes	Yes	Yes	Yes
Cumberland County (025)	Yes	Yes	Yes	Yes
Danville City (108)	Yes	No	No	No
Dickenson County (026)	Yes	Yes	Yes	Yes
Dinwiddie County (027)	Yes	No	Yes	No
Fairfax County (029)	Yes	Yes	Yes	No
Floyd County (031)	Yes	Yes	Yes	Yes
Fluvanna County (032)	Yes	Yes	Yes	Yes
Franklin County (033)	Yes	Yes	Yes	No
Frederick County (034)	Yes	Yes	Yes	Yes
Galax City (111)	Yes	Yes	Yes	Yes
Giles County (035)	Yes	Yes	Yes	Yes

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Gloucester County (036)	Yes	Yes	Yes	Yes
Goochland County (037)	Yes	Yes	Yes	Yes
Grayson County (038)	Yes	Yes	Yes	Yes
Greene County (039)	Yes	Yes	Yes	Yes
Greensville County (040)	Yes	Yes	No	No
Halifax County (041)	Yes	Yes	Yes	Yes
Hampton City (112)	Yes	Yes	Yes	Yes
Hanover County (042)	Yes	Yes	Yes	Yes
Harrisonburg City (113)	Yes	Yes	Yes	No
Henry County (044)	Yes	Yes	Yes	Yes
Hopewell City (114)	Yes	Yes	Yes	No
Isle of Wight County (046)	Yes	No	No	Yes
King George County (048)	Yes	Yes	Yes	Yes
King and Queen County (049)	Yes	Yes	Yes	No
Lancaster County (051)	Yes	Yes	Yes	No
Lee County (052)	Yes	Yes	Yes	Yes
Lexington City (137)	Yes	Yes	Yes	Yes
Loudoun County (053)	Yes	Yes	Yes	Yes
Louisa County (054)	Yes	Yes	Yes	Yes
Lunenburg County (055)	Yes	Yes	Yes	Yes
Lynchburg City (115)	Yes	Yes	No	No
Manassas City (143)	Yes	Yes	Yes	Yes
Manassas Park City (144)	Yes	Yes	Yes	Yes
Mathews County (057)	Yes	Yes	Yes	Yes
Mecklenburg County (058)	Yes	Yes	No	No
Middlesex County (059)	Yes	No	Yes	Yes
Montgomery County (060)	Yes	Yes	Yes	No
Nelson County (062)	Yes	Yes	Yes	No
Newport News City (117)	Yes	Yes	Yes	No
Norfolk City (118)	Yes	Yes	Yes	No
Northampton County (065)	Yes	Yes	Yes	No
Northumberland County (066)	Yes	Yes	Yes	No
Nottoway County (067)	Yes	Yes	Yes	No
Orange County (068)	Yes	Yes	Yes	Yes
Page County (069)	Yes	Yes	Yes	No
Patrick County (070)	Yes	No	Yes	Yes
Pittsylvania County (071)	Yes	Yes	Yes	Yes
Poquoson City (142)	Yes	Yes	Yes	Yes
Portsmouth City (121)	Yes	Yes	Yes	No
Powhatan County (072)	Yes	No	Yes	Yes
Prince Edward County (073)	Yes	No	No	No

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

Appendix E: School Divisions Reporting Noncompliance with One or More Provisions of the Standards of Quality for 2018–2023

STANDARD 1: INSTRUCTIONAL PROGRAMS

Standard 1 Requirement	School Division	2022 - 2023 Was Division Compliant?	2021 - 2022 Was Division Compliant?	2020 - 2021 Was Division Compliant?	2019 - 2020 Was Division Compliant?
§ 22.1-253.13:1(C) - Any student who fails to achieve a passing score on all of the Standards of Learning assessments for the relevant grade level in grades three through eight or who fails an end-of-course test required for the award of a verified unit of credit shall be required to attend a remediation program or to participate in another form of remediation.	Franklin City	NO	YES	YES	YES
§ 22.1-253.13:1(C) - Division superintendents shall require such students to take special programs of prevention, intervention, or remediation, which may include attendance in public summer school programs, in accordance with clause (ii) of subsection A of § 22.1-254 and § 22.1-254.01.	Franklin City	NO	YES	YES	YES
§ 22.1-253.13:1(D)(3)(e) - Career and technical education programs incorporated into the K through 12 curricula that include: As part of each student's academic and career plan, a list of (i) the top 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.	Franklin County	NO	YES	YES	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 County	NO	NO	YES	YES

§ 22.1-253.13:1(D)(13) – The school division assesses each student who receives algebra readiness intervention services again at the end of that school year.	Franklin County	NO	NO	YES	YES
§ 22.1-253.13:1(D)(15) – A program of physical activity available to all students in grades kindergarten through five consisting of at least 20 minutes per day or an average of 100 minutes per week during the regular school year and available to all students in grades six through 12 with a goal of at least 150 minutes per week on average during the regular school year. Such program may include any combination of (i) physical education classes, (ii) extracurricular athletics, (iii) recess, or (iv) other programs and physical activities deemed appropriate by the local school board. Each local school board shall implement such program during the regular school year. Any physical education class offered to students in grades seven and eight shall include at least one hour of personal safety training per school year in each such grade level that is developed and delivered in partnership with the local law-enforcement agency and consists of situational safety awareness training and social media education.	Arlington County	NO	YES	YES	YES
§ 22.1-253.13:1(D)(15) – A program of physical activity available to all students in grades kindergarten through five consisting of at least 20 minutes per day or an average of 100 minutes per week during the regular school year and available to all students in grades six through 12 with a goal of at least 150 minutes per week on average during the regular school year. Such program may include any combination of (i) physical education classes, (ii) extracurricular athletics, (iii) recess, or (iv) other programs and physical activities deemed appropriate by the local school board. Each local school board shall implement such program during the regular school year. Any physical	Fauquier County	NO	YES	YES	YES

education class offered to students in grades seven and eight shall include at least one hour of personal safety training per school year in each such grade level that is developed and delivered in partnership with the local law-enforcement agency and consists of situational safety awareness training and social media education.

STANDARD 2: INSTRUCTIONAL, ADMINISTRATIVE, AND PROFESSIONAL SUPPORT PERSONNEL

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

§ 22.1-253.13:2(B) - The school board employs licensed instructional personnel qualified in the relevant subject areas.	York County	NO	YES	YES	YES
§ 22.1-253.13:2(C)(iii) - Each school board shall assign licensed instructional personnel in a manner that produces divisionwide ratios of students in average daily membership to full-time equivalent teaching positions, excluding special education teachers, principals, assistant principals, school counselors or certain other licensed individuals as set forth in subdivision H 4, and librarians, that are not greater than the following ratios: 25 to one in grades four through six with no class being larger than 35 students	Henrico County	NO	YES	NO	NO
§ 22.1-253.13:2(C)(iv) - Each school board shall assign licensed instructional personnel in a manner that produces divisionwide ratios of students in average daily membership to full-time equivalent teaching positions, excluding special education teachers, principals, assistant principals, school counselors or certain other licensed individuals as set forth in subdivision H 4, and librarians, that are not greater than the following ratios: 24 to one in English classes in grades six through 12.	Charlottesville City	NO	YES	YES	YES
§ 22.1-253.13:2(C) - After September 30 of any school year, anytime the number of students in a class exceeds the class size limit established by this subsection, the local school division shall notify the parent of each student in such class of such fact no later than 10 days after the date on which the class exceeded the class size limit. Such notification shall state the reason that the class size exceeds the class size limit and describe the measures that the local school division will take to reduce the class size to comply with this subsection.	Henrico County	NO	NO	NO	YES

§ 22.1-253.13:2(F)(ii) – In addition to the positions supported by basic aid and those in support of regular school year programs of prevention, intervention, and remediation, state funding, pursuant to the general appropriation act, shall be provided to support 20 full-time equivalent instructional positions in the 2021-2022 school year and thereafter for each 1,000 students identified as having limited English proficiency, which positions may include dual language teachers who provide instruction in English and in a second language.	Amelia County	NO	YES	YES	YES
§ 22.1-253.13:2(F)(ii) – In addition to the positions supported by basic aid and those in support of regular school year programs of prevention, intervention, and remediation, state funding, pursuant to the general appropriation act, shall be provided to support 20 full-time equivalent instructional positions in the 2021-2022 school year and thereafter for each 1,000 students identified as having limited English proficiency, which positions may include dual language teachers who provide instruction in English and in a second language.	Culpeper County	NO	YES	YES	YES
§ 22.1-253.13:2(H)(3) - Each local school board shall employ, at a minimum, the following full-time equivalent positions for any school that reports fall membership, according to student enrollment: Librarians in elementary schools, one part-time to 299 students, one full-time at 300 students; librarians in middle schools, one-half time to 299 students, one full-time at 300 students, two full-time at 1,000 students; librarians in high schools, one half-time to 299 students, one full-time at 300 students, two full-time at 1,000 students. Local school divisions that employ a sufficient number of librarians to meet this staffing requirement may assign librarians to schools within the	Amherst County	NO	NO	NO	NO

division according to the area of greatest need, regardless of whether such schools are elementary, middle, or secondary.					
§ 22.1-253.13:2(H)(3) - Each local school board shall employ, at a minimum, the following full-time equivalent positions for any school that reports fall membership, according to student enrollment: Librarians in elementary schools, one part-time to 299 students, one full-time at 300 students; librarians in middle schools, one-half time to 299 students, one full-time at 300 students, two full-time at 1,000 students; librarians in high schools, one half-time to 299 students, one full-time at 300 students, two full-time at 1,000 students. Local school divisions that employ a sufficient number of librarians to meet this staffing requirement may assign librarians to schools within the division according to the area of greatest need, regardless of whether such schools are elementary, middle, or secondary.	Culpeper County	NO	NO	NO	NO
§ 22.1-253.13:2(H)(3) - Each local school board shall employ, at a minimum, the following full-time equivalent positions for any school that reports fall membership, according to student enrollment: Librarians in elementary schools, one part-time to 299 students, one full-time at 300 students; librarians in middle schools, one-half time to 299 students, one full-time at 300 students, two full-time at 1,000 students; librarians in high schools, one half-time to 299 students, one full-time at 300 students, two full-time at 1,000 students. Local school divisions that employ a sufficient	Fredericksburg County	NO	YES	YES	YES

number of librarians to meet this staffing requirement may assign librarians to schools within the division according to the area of greatest need, regardless of whether such schools are elementary, middle, or secondary.					
§ 22.1-253.13:2(H)(3) - Each local school board shall employ, at a minimum, the following full-time equivalent positions for any school that reports fall membership, according to student enrollment: Librarians in elementary schools, one part-time to 299 students, one full-time at 300 students; librarians in middle schools, one-half time to 299 students, one full-time at 300 students, two full-time at 1,000 students; librarians in high schools, one half-time to 299 students, one full-time at 300 students, two full-time at 1,000 students. Local school divisions that employ a sufficient number of librarians to meet this staffing requirement may assign librarians to schools within the division according to the area of greatest need, regardless of whether such schools are elementary, middle, or secondary.	New Kent County	NO	NO	YES	YES
§ 22.1-253.13:2(H)(3) - Each local school board shall employ, at a minimum, the following full-time equivalent positions for any school that reports fall membership, according to student enrollment: Librarians in elementary schools, one part-time to 299 students, one full-time at 300 students; librarians in middle schools, one-half time to 299 students, one full-time at 300 students, two full-time at 1,000 students; librarians in high schools, one half-time to 299 students, one full-time at 300 students, two full-time at 1,000 students. Local school divisions that employ a sufficient	Prince William County	NO	NO	NO	NO

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

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§ 22.1-253.13:2(J) - Local school boards shall employ two full-time equivalent positions per 1,000 students in grades kindergarten through 12, one to provide technology support and one to serve as an instructional technology resource teacher. To provide flexibility, school divisions may use the state and local funds for instructional technology resource teachers to employ a data coordinator position, an instructional technology resource teacher position, or a data coordinator/instructional resource teacher blended position. The data coordinator position is intended to serve as a resource to principals and classroom teachers in the area of data analysis and interpretation for instructional and school improvement purposes, as well as for overall data management and administration of state assessments. School divisions using these funds in this manner shall employ only instructional personnel licensed by the Board.	Charlottesville County	NO	YES	YES	YES
§ 22.1-253.13:2(P)(3) - Each local school board shall provide those support services that are necessary for the efficient and cost-effective operation and maintenance of its public schools. Student support positions, including (i) social work administrative positions not included in subsection O; (ii) school counselor administrative positions not included in subdivision H 4; (iii) homebound administrative positions supporting instruction; (iv) attendance support positions related to truancy and dropout prevention; and (v) health and behavioral administrative positions	Highland County	NO	YES	YES	YES
§ 22.1-253.13:2(P)(4) - Each local school board shall provide those support services that are necessary for the efficient and cost-effective operation and maintenance of its public schools. Instructional	Highland County	NO	YES	YES	YES

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

STANDARD 3: ACCREDITATION, OTHER STANDARDS, AND EVALUATIONS

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

§ 22.1-253.13:3 - All schools are fully accredited by the Board of Education.	Chesapeake City	NO	YES	YES	YES
§ 22.1-253.13:3 - All schools are fully accredited by the Board of Education.	Chesterfield County	NO	YES	YES	YES
§ 22.1-253.13:3 - All schools are fully accredited by the Board of Education.	Danville City	NO	YES	YES	NO
§ 22.1-253.13:3 - All schools are fully accredited by the Board of Education.	Essex County	NO	YES	YES	NO
§ 22.1-253.13:3 - All schools are fully accredited by the Board of Education.	Fairfax County	NO	YES	YES	NO
§ 22.1-253.13:3 - All schools are fully accredited by the Board of Education.	Fauquier County	NO	YES	YES	NO
§ 22.1-253.13:3 - All schools are fully accredited by the Board of Education.	Franklin City	NO	YES	YES	NO
§ 22.1-253.13:3 - All schools are fully accredited by the Board of Education.	Franklin County	NO	YES	YES	NO
§ 22.1-253.13:3 - All schools are fully accredited by the Board of Education.	Frederick County	NO	YES	YES	YES
§ 22.1-253.13:3 - All schools are fully accredited by the Board of Education.	Fredericksburg City	NO	YES	YES	NO
§ 22.1-253.13:3 - All schools are fully accredited by the Board of Education.	Grayson County	NO	YES	YES	YES
§ 22.1-253.13:3 - All schools are fully accredited by the Board of Education.	Greensville County	NO	YES	YES	NO
§ 22.1-253.13:3 - All schools are fully accredited by the Board of Education.	Hampton City	NO	YES	YES	YES
§ 22.1-253.13:3 - All schools are fully accredited by the Board of Education.	Harrisonburg City	NO	YES	YES	NO
§ 22.1-253.13:3 - All schools are fully accredited by the Board of Education.	Henrico County	NO	YES	YES	NO
§ 22.1-253.13:3 - All schools are fully accredited by the Board of Education.	Henry County	NO	YES	YES	YES
§ 22.1-253.13:3 - All schools are fully accredited by the Board of Education.	Hopewell City	NO	YES	YES	NO

§ 22.1-253.13:3 - All schools are fully accredited by the Board of Education.	Lancaster County	NO	YES	YES	NO
§ 22.1-253.13:3 - All schools are fully accredited by the Board of Education.	Lee County	NO	YES	YES	YES
§ 22.1-253.13:3 - All schools are fully accredited by the Board of Education.	Lynchburg City	NO	YES	YES	NO
§ 22.1-253.13:3 - All schools are fully accredited by the Board of Education.	Manassas City	NO	YES	YES	YES
§ 22.1-253.13:3 - All schools are fully accredited by the Board of Education.	Montgomery County	NO	YES	YES	NO
§ 22.1-253.13:3 - All schools are fully accredited by the Board of Education.	Newport News City	NO	YES	YES	NO
§ 22.1-253.13:3 - All schools are fully accredited by the Board of Education.	Norfolk City	NO	YES	YES	NO
§ 22.1-253.13:3 - All schools are fully accredited by the Board of Education.	Northampton County	NO	YES	YES	NO
§ 22.1-253.13:3 - All schools are fully accredited by the Board of Education.	Nottoway County	NO	YES	YES	NO
§ 22.1-253.13:3 - All schools are fully accredited by the Board of Education.	Page County	NO	YES	YES	NO
§ 22.1-253.13:3 - All schools are fully accredited by the Board of Education.	Petersburg City	NO	YES	YES	NO
§ 22.1-253.13:3 - All schools are fully accredited by the Board of Education.	Portsmouth City	NO	YES	YES	NO
§ 22.1-253.13:3 - All schools are fully accredited by the Board of Education.	Prince Edward County	NO	YES	YES	NO
§ 22.1-253.13:3 - All schools are fully accredited by the Board of Education.	Prince William County	NO	YES	YES	YES
§ 22.1-253.13:3 - All schools are fully accredited by the Board of Education.	Pulaski County	NO	YES	YES	NO
§ 22.1-253.13:3 - All schools are fully accredited by the Board of Education.	Richmond City	NO	YES	YES	NO
§ 22.1-253.13:3 - All schools are fully accredited by the Board of Education.	Roanoke City	NO	YES	YES	YES

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

STANDARD 4: STUDENT ACHIEVEMENT AND GRADUATION REQUIREMENTS

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

STANDARD 5: QUALITY OF CLASSROOM INSTRUCTION AND EDUCATIONAL LEADERSHIP

Standard 5 Requirement	School Division	2022 - 2023 Was Division Compliant?	2021 - 2022 Was Division Compliant?	2020 - 2021 Was Division Compliant?	2019 - 2020 Was Division Compliant?

§ 22.1-253.13:5(B) - Consistent with the finding that leadership is essential for the advancement of public education in the Commonwealth, teacher, principal, and superintendent evaluations shall be consistent with the performance standards included in the Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, Principals, and Superintendents. Evaluations shall include student academic progress as a significant component and an overall summative rating. Teacher evaluations shall include regular observation and evidence that instruction is aligned with the school's curriculum. Evaluations shall include identification of areas of individual strengths and weaknesses and recommendations for appropriate professional activities. Evaluations shall include an evaluation of cultural competency.	King William	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.	Buena Vista County	NO	NO	YES	YES
§ 22.1-253.13:5(D) - Each member of the school board participates annually in high-quality professional development activities at the state, local, or national levels on governance, including, but not limited to, personnel policies and practices; the evaluation of personnel; curriculum and instruction; use of data in planning and decision making; and current	Craig County	NO	YES	YES	YES

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

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

STANDARD 6: PLANNING AND PUBLIC INVOLVEMENT

Standard 6 Requirement	School Division	2022 - 2023 Was Division Compliant?	2021 - 2022 Was Division Compliant?	2020 - 2021 Was Division Compliant?	2019 - 2020 Was Division Compliant?
§ 22.1-253.13:6(B)(iii) - The divisionwide comprehensive plan shall include, but shall not be limited to: a forecast of enrollment changes	Buena Vista County	NO	YES	YES	YES
§ 22.1-253.13:6(B)(iv) - The divisionwide comprehensive plan shall include, but shall not be limited to: a plan for projecting and managing enrollment changes including consideration of the consolidation of schools to provide for a more comprehensive and effective delivery of instructional services to students and economies in school operations.	Buena Vista County	NO	YES	YES	YES
§ 22.1-253.13:6(B)(v) – he divisionwide comprehensive plan shall include, but shall not be limited to: an evaluation of the appropriateness of establishing regional programs and services in cooperation with neighboring school divisions	Arlington County	NO	YES	YES	YES
§ 22.1-253.13:6(B)(vi) - The divisionwide comprehensive plan shall include, but shall not be limited to: a plan for implementing such regional programs and services when appropriate;	Arlington County	NO	YES	YES	YES

STANDARD 7: SCHOOL BOARD POLICIES

Standard 7 Requirement	School Division	2022 - 2023 Was Division Compliant?	2021 - 2022 Was Division Compliant?	2020 - 2021 Was Division Compliant?	2019 - 2020 Was Division Compliant?
§ 22.1-253.13:7(B). Each local school board shall maintain and follow up-to-date policies. All school board policies shall be reviewed at least every five years and revised as needed.	Falls Church City	NO	YES	YES	YES

STANDARD 8: COMPLIANCE

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

Appendix F: Enrollment Trends

FY 2024		Projection as of September 2023	
		FY 2024 **Projected** MARCH 31 ADM	
CODE	DIVISION	Unadjusted	Adjusted
001	ACCOMACK	4,481.50	4,481.50
002	ALBEMARLE	13,538.65	13,538.65
003	ALLEGHANY HIGHLANDS	2,689.95	2,689.95
004	AMELIA	1,603.60	1,603.60
005	AMHERST	3,751.30	3,751.30
006	APPOMATTOX	2,307.60	2,307.60
007	ARLINGTON	26,916.15	26,916.15
008	AUGUSTA	9,844.80	9,844.80
009	BATH	461.15	461.15
010	BEDFORD	8,754.60	8,754.60
011	BLAND	822.00	822.00
012	BOTETOURT	4,373.90	4,373.90
013	BRUNSWICK	1,346.80	1,346.80
014	BUCHANAN	2,330.50	2,330.50
015	BUCKINGHAM	1,901.70	1,901.70
016	CAMPBELL	7,418.15	7,418.15
017	CAROLINE	4,202.25	4,202.25
018	CARROLL	3,291.00	3,291.00
019	CHARLES CITY	507.60	507.60
020	CHARLOTTE	1,541.45	1,541.45
021	CHESTERFIELD	64,316.50	64,316.50
022	CLARKE	1,903.30	1,903.30
023	CRAIG	415.50	415.50
024	CULPEPER	8,136.60	8,136.60
025	CUMBERLAND	1,239.50	1,239.50
026	DICKENSON	1,841.25	1,841.25
027	DINWIDDIE	4,190.90	4,190.90
028	ESSEX	1,118.90	1,118.90
029	FAIRFAX	172,381.75	172,381.75
030	FAUQUIER	10,651.40	10,651.40
031	FLOYD	1,674.90	1,674.90
032	FLUVANNA	3,485.60	3,485.60

033	FRANKLIN	5,792.55	5,792.55
034	FREDERICK	13,725.75	13,725.75
035	GILES	3,596.30	3,596.30
036	GLOUCESTER	4,898.45	4,898.45
037	GOOCHLAND	2,631.60	2,631.60
038	GRAYSON	1,516.40	1,516.40
039	GREENE	2,659.90	2,659.90
040	GREENSVILLE	1,073.05	1,073.05
041	HALIFAX	4,203.70	4,203.70
042	HANOVER	16,797.90	16,797.90
043	HENRICO	49,212.10	49,212.10
044	HENRY	6,561.65	6,561.65
045	HIGHLAND	194.90	194.90
046	ISLE OF WIGHT	5,509.85	5,509.85
047	JAMES CITY	10,248.80	10,248.80
048	KING GEORGE	4,364.40	4,364.40
049	KING QUEEN	781.40	781.40
050	KING WILLIAM	2,103.10	2,103.10
051	LANCASTER	985.80	985.80
052	LEE	2,694.40	2,694.40
053	LOUDOUN	81,997.50	81,997.50
054	LOUISA	4,863.45	4,863.45
055	LUNENBURG	1,421.45	1,421.45
056	MADISON	1,641.60	1,641.60
057	MATHEWS	863.20	863.20
058	MECKLENBURG	3,627.85	3,627.85
059	MIDDLESEX	1,251.55	1,251.55
060	MONTGOMERY	9,524.20	9,524.20
062	NELSON	1,341.20	1,341.20
063	NEW KENT	3,540.40	3,540.40
065	NORTHAMPTON	1,315.95	1,315.95
066	NORTHUMBERLAND	1,170.55	1,170.55
067	NOTTOWAY	1,671.35	1,671.35
068	ORANGE	4,672.70	4,672.70
069	PAGE	2,820.95	2,820.95
070	PATRICK	2,341.05	2,341.05
071	PITTSYLVANIA	7,450.85	7,450.85
072	POWHATAN	4,029.20	4,029.20
073	PRINCE EDWARD	1,725.15	1,725.15
074	PRINCE GEORGE	5,830.95	5,830.95
075	PRINCE WILLIAM	89,532.05	89,532.05

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077	PULASKI	3,688.20	3,688.20
078	RAPPAHANNOCK	665.80	665.80
079	RICHMOND	1,296.60	1,296.60
080	ROANOKE	13,611.70	13,611.70
081	ROCKBRIDGE	2,145.15	2,145.15
082	ROCKINGHAM	11,123.30	11,123.30
083	RUSSELL	3,124.10	3,124.10
084	SCOTT	3,940.20	3,940.20
085	SHENANDOAH	5,284.45	5,284.45
086	SMYTH	3,651.85	3,651.85
087	SOUTHAMPTON	2,367.50	2,367.50
088	SPOTSYLVANIA	24,019.90	24,019.90
089	STAFFORD	31,166.35	31,166.35
090	SURRY	666.55	666.55
091	SUSSEX	953.70	953.70
092	TAZEWELL	5,283.70	5,283.70
093	WARREN	4,919.70	4,919.70
094	WASHINGTON	6,394.25	6,394.25
095	WESTMORELAND	1,515.30	1,515.30
096	WISE	5,501.50	5,501.50
097	WYTHE	3,774.90	3,774.90
098	YORK	12,880.50	12,880.50
101	ALEXANDRIA	15,473.80	15,473.80
102	BRISTOL	2,071.20	2,071.20
103	BUENA VISTA	809.00	809.00
104	CHARLOTTESVILLE	4,306.00	4,306.00
106	COLONIAL HEIGHTS	2,752.25	2,752.25
107	COVINGTON	-	-
108	DANVILLE	5,336.05	5,336.05
109	FALLS CHURCH	2,437.50	2,437.50
110	FREDERICKSBURG	3,637.05	3,637.05
111	GALAX	1,346.75	1,346.75
112	HAMPTON	19,035.65	19,035.65
113	HARRISONBURG	6,269.25	6,269.25
114	HOPEWELL	3,547.50	3,547.50
115	LYNCHBURG	7,363.80	7,363.80
116	MARTINSVILLE	1,640.20	1,640.20
117	NEWPORT NEWS	25,080.85	25,080.85
118	NORFOLK	25,090.15	25,090.15
119	NORTON	754.30	754.30
120	PETERSBURG	3,952.70	3,952.70

121	PORTSMOUTH	12,483.70	12,483.70
122	RADFORD	3,984.95	3,984.95
123	RICHMOND CITY	20,105.75	20,105.75
124	ROANOKE CITY	12,574.75	12,574.75
126	STAUNTON	2,378.10	2,378.10
127	SUFFOLK	14,147.30	14,147.30
128	VIRGINIA BEACH	63,222.00	63,222.00
130	WAYNESBORO	2,779.90	2,779.90
131	WILLIAMSBURG	1,089.50	1,089.50
132	WINCHESTER	4,074.10	4,074.10
134	FAIRFAX CITY	2,825.30	2,825.30
135	FRANKLIN CITY	976.35	976.35
136	CHESAPEAKE CITY	39,970.40	39,970.40
137	LEXINGTON	676.65	676.65
138	EMPORIA	808.10	808.10
139	SALEM	3,561.75	3,561.75
140	BEDFORD CITY	-	-
142	POQUOSON	2,026.55	2,026.55
143	MANASSAS CITY	7,418.80	7,418.80
144	MANASSAS PARK	3,164.10	3,164.10
202	COLONIAL BEACH	503.05	503.05
207	WEST POINT	769.45	769.45
	State Totals:	**1,224,045.65**	**1,224,045.65**

Appendix G: Educational Technology Plan for Virginia: 2024–2029

Goal 1: Access

STRENGTHEN SCHOOLS AND COMMUNITIES WITH A SAFE, SECURE, AND ROBUST TECHNOLOGY INFRASTRUCTURE TO SUPPORT ACCESS TO ALL EDUCATORS, STUDENTS, LEADERS, AND FAMILIES.

1.1 Plan for scalable, sustainable technology infrastructure that can support current, innovative, and emerging technologies.

a. Survey stakeholders annually through a statewide initiative like Project Tomorrow's Speak Up Survey.
b. Educate school division leaders on next generation networks that pivot the network experience away from speeds, feeds, and capex requirements to outcome-focused, performance-driven, accessible service delivery networks.
c. Train school division staff responsible for E-rate to establish teams that oversee and manage the Federal E-rate program, and the Virginia Public School Authority (VPSA) technology notes program.
d. Encourage school divisions to create and maintain asset inventories.

1.2. Extend broadband services to unserved and underserved areas.

a. Provide communication to collect accurate and reliable data in the annual state Student Record Collection on Internet Access and Computing Devices.
b. Assist school division leadership in collaborations with local city and county leaders, and other strategic partners to achieve universal broadband.
c. Assist school divisions in the development of a comprehensive school division plan and map that outlines how the Internet will be accessed outside of school in case of an emergency or for other educational needs. The plan will include the locations in the community where families can access Wi-Fi.
d. Support the Department of Housing and Community Development, Office of Broadband, with state broadband
e. initiatives that impact education.

1.3 Revamp and plan for implementation of systems which will increase access to data privacy, cybersecurity, and infrastructure.

a. Design a guide that includes the selection, implementation, and evaluation of hardware and software.
b. Bolster school division infrastructure systems by publishing best practices for technology infrastructure, technical support, maintaining a 1:1 computer device program, comprehensive cybersecurity, and school data privacy.

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c. Provide and support cybersecurity training opportunities.
d. Engage with school division leaders in the Student Data Privacy Consortium.

Goal 2: Use

PROMOTE LEADERSHIP THAT SUPPORTS LEARNING EXPERIENCES FOR ALL STUDENTS THAT INTEGRATE INNOVATIVE INSTRUCTIONAL PRACTICES BY EDUCATORS THROUGH THE USE OF TECHNOLOGY AND ACCESSIBLE INSTRUCTIONAL MATERIALS.

2.1 Support an increased integration of the Computer Science and Digital Learning Integration Standards of Learning.

a. Adopt and develop an actionable implementation plan for the 2024 K-12 Computer Science Standards of Learning.
b. Develop organizational structures that identify personnel or a team responsible and accountable for providing instructional expertise, data collection, and educator support for full implementation of K-12 *Computer Science Standards of Learning*.
c. Review the *Digital Learning Integration Standards of Learning* and develop an actionable implement plan for by SY 2027-2028.
d. Build pathways of implementation that include goals for teaching and learning that integrates the appropriate use of different types of technologies including assistive and accessible technology and promotes innovation.
e. Collaborate with educational partners to design and deploy computer science and digital learning integration professional learning opportunities for educators.
f. Develop communication platforms to spotlight schools that create, adapt, and provide personal learning experiences that foster independent learning and opportunities for all students.

2.2 Promote the use of a variety of innovative instructional strategies, practices, and resources developed with current, emerging, and accessible technology-based resources to support the innovative instructional approaches in the classroom.

a. Develop and recommend guidance that allows for the integration of artificial intelligence and holds expectations for academic integrity.
b. Scale a high quality professional development model for preparing educators to teach students artificial intelligence skills. Educators, through virtual coursework, will learn to understand how AI technologies can be leveraged to facilitate learning and solve real-world problems, identify the various types of AI, and build tools to make AI concrete and accessible for students.
c. Provide an artificial intelligence readiness guide.
d. Continue to develop and distribute free resources for educators and students in GoOpenVA and eMedia.

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e. Create an instructional materials review process that includes the educational technology office, as well as someone knowledgeable about accessible and assistive technology, as part of the instructional content team.

f. Support regional sets of educator training on standards, teaching full components of standards, and teaching challenging concepts effectively.

2.3 Support students, educators, leaders, and families with resources for the purpose of advancing the goal of safe use of media and technology.

a. Develop and recommend a model policy to better support the internet safety of all students and educators.

b. Model instructional practices and instructional content on the safe use of media and technology by students and educators.

c. Integrate resources related to successful instructional practices, curricula, and other educator resources for the safe use of media and technology by students and educators.

2.4 Leverage the power of Virtual Learning to enhance the availability, accessibility, and quality of online learning opportunities for students, educators, and other stakeholders.

a. Provide a Statewide Learning Management System (LMS) to support all educators and students in developing and accessing high quality and engaging content, multimedia, and communication.

b. Expand the use of effective virtual learning programs (e.g., Virtual Virginia, Multidivision Online Provider program, division-based virtual programs) to offer increased access to specialized curriculum and personalized, flexible instruction options to all students, regardless of geography or school division.

c. Design effective, flexible virtual learning professional development on data-focused instructional strategies and resources maximizing every student's learning experience and improving educational outcomes (e.g., attendance, testing, grades, AP scores).

d. Provide resources for students and families related to meaningful, personalized, and innovative virtual learning experiences.

Goal 3: Design

IMPLEMENT HIGH EXPECTATIONS FOR EVERY LEARNER USING EDUCATIONAL TECHNOLOGIES EXPLICITLY DESIGNED INTO RIGOROUS, BEST-IN-CLASS STANDARDS OF LEARNING.

3.1 Develop and maintain instructionally sound implementation of all educational technology resources and systems.

a. Support the *Best Practices for Instructional Technology Resource Educators* by creating micro-credential certification pathway for instructional technology resource educators.

b. Create places for the demonstration of personalized, deeper learning experiences that are enhanced through appropriate and meaningful technology integration.

c. Provide exemplars of an observation tool focused on educational technology to ensure instructional personnel stay current.

d. Support school divisions with appropriate applications that have been researched and explicitly designed as assistive and accessible technologies to ensure students have access to instructional independence.

e. Develop clear communities of practice for education leaders at all levels that act as a hub for setting vision, understanding research, and sharing practices.

3.2 Implement a framework for education technology integration for all students.

a. Create performance indicators that show student agency related to digital learning skills connected to content and careers in technical fields by providing students with meaningful, real-world learning experiences to promote workplace, citizenship, and college readiness skill development.

b. Enhance performance-based and alternative assessments through the intentional integration of assistive and accessible technology.

c. Move from transactional to transformative learning to foster student capacity for creativity, collaboration, communication, critical thinking, cognitive thinking, complex problem solving, and curiosity.

3.3 Leverage technology for students to take an active role in demonstrating competency in their learning goals, building networks to personalize education, and progress towards workplace readiness.

a. Recognize student leaders who take an active role in articulating, setting, strategizing, achieving, and demonstrating competency in their learning goals including building networks to customize learning environments, using technology to improve learning, and transfer knowledge across multiple content areas.

b. Develop more industry, standard aligned CTE Pathways for students.

c. Leverage current, emerging, and accessible technologies to increase opportunities for students to follow personalized learning pathways that lead to the workforce.

d. Work with school division technical support teams to develop and scale student internship opportunities in an effort to "grow your own" technical support personnel.

3.4 Support for division leaders for resources to sustain technology initiatives and goals including those designed to support personalized learning environments.

a. Move learning beyond the classroom by connections schools with museums, libraries, higher education, non-profits, and other organizations to connect students and educators with authentic, personalized learning experiences.

b. Lead efforts in spotlighting blended learning and other models of learning enabled by technology that allows for the reorganize of physical spaces to facilitate collaborative learning.

c. Promote leadership policy, purposeful pedagogy, and digital learning resources with instructional design goals and methods that support student voice and choice in the design of demonstrating learning through the active engagement of integrating educational technologies, including assistive and accessible technology, into every content through authentic learning experiences.

d. Provide educators with high quality professional development that strengthens instructional design that guide students through their personalized learning experiences that include research, experimentation, collaboration, and engagement through educational technology.

e. Create a network of instructional technology resource teachers and educators who are leaders in implementing assistive and accessible technologies and their use in supporting diverse students.

f. Strategize with educational technology leaders to create cooperative efforts between the information technology team and the instructional team including regular communication and collaboration.