

# **A Look at K-12 Public Education**

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**Superintendent of Public Instruction**

**House Appropriations Subcommittee on  
Elementary and Secondary Education**

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# School Accreditation



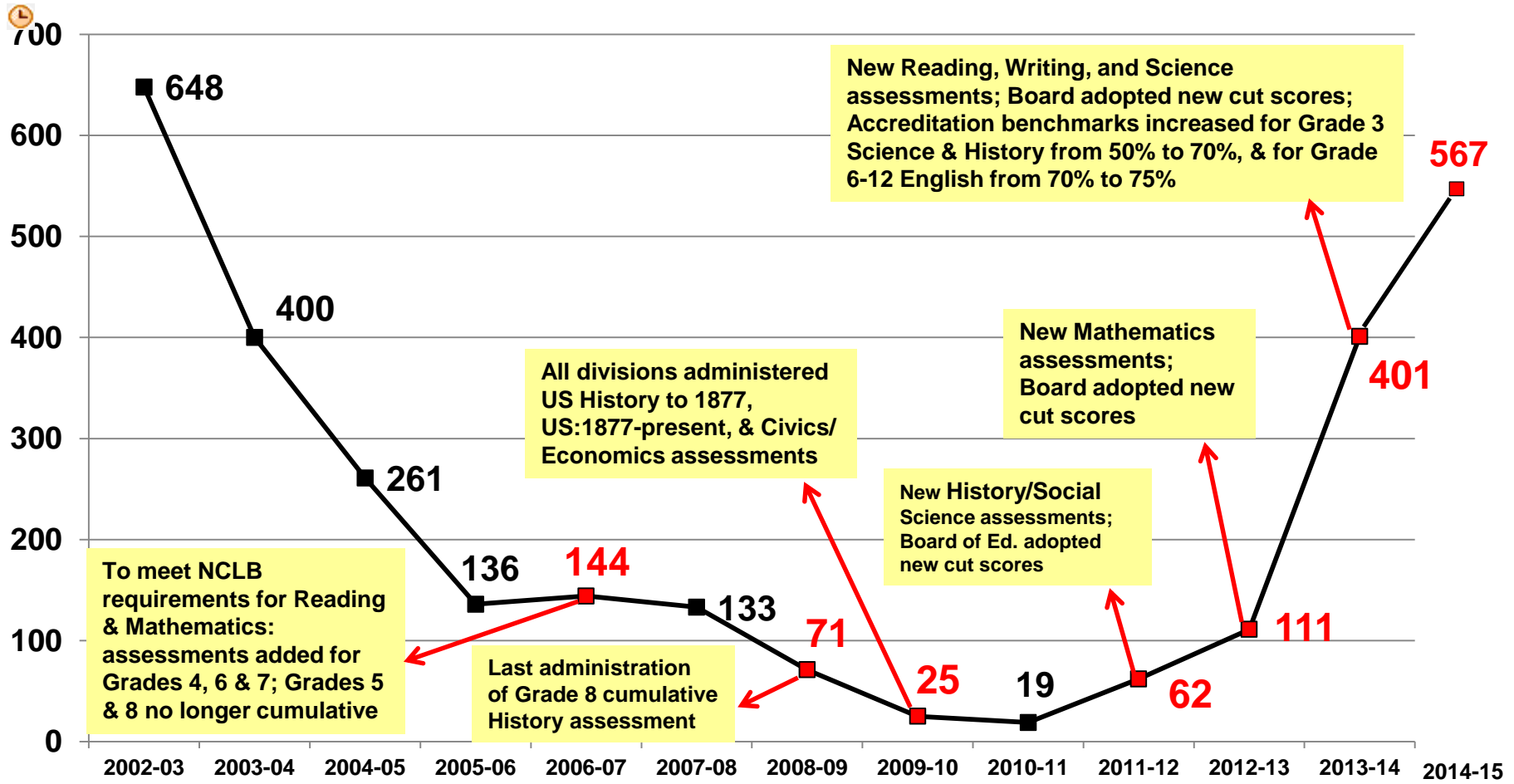
# Accreditation Process

## Annual accreditation based on:

- Compliance with pre-accreditation eligibility requirements of Standards of Accreditation (SOA), reported by principals and superintendents
- Achievement of school accountability requirements of SOA based on Standards of Learning (SOL) tests pass rates and, for high schools, benchmarks for graduation



# Schools Not *Fully Accredited* 2002-2003 until 2014-2015



# Focus on Challenged Schools



# Support to Challenged Schools

Support and interventions to schools not fully accredited are graduated depending upon the number of years of failure to achieve full accreditation, including years of *Accreditation with Warning* status.

1. Academic review by an external team, with focus on curriculum alignment and engagement of school division leadership in process
2. Development and monitoring of a school improvement plan
3. Assignment of external contractor to school to guide actions and support building level efforts
4. Ongoing technical assistance and professional development in instruction and assessment
5. Monitoring by VDOE Office of School Improvement and external contractor



# Some Success

**As a result of testing results in 2013-14,  
74 schools exited *Accreditation with  
Warning* status in 2014-2015.**



# Focus on “Customization” of Interventions for 2014-2015

**For 2014-2015, the Department is focusing on increased customization of interventions for schools that have been accredited with warning for more than three consecutive years.**

- Collaboratively developed Conditional Accreditation Agreements for schools granted Conditional Accreditation. The agreements outline Essential Actions that must be completed based on specific needs of the school.
- Additional customization of the Memoranda of Understanding (MOU) between the local school board and the Virginia Board of Education for schools that are denied accreditation. Department staff met with the division superintendent for each denied school to identify areas in which the school needed support. Using this information, the MOUs were customized for each school.





# Next Steps

- Focus on attracting and retaining quality teachers in struggling schools
- Continued focus on improving quality of instruction in classroom and the capacity of principals to provide helpful feedback to teachers
- Principal training proposed - \$713,000 budget proposal
- Emphasis on providing “wrap around” services for students



# Challenges and Obstacles to a Focus on School Improvement



# Educational Challenges

- **In the last five years:**
  - the number of economically disadvantaged students has grown from 34 to 41 percent of Virginia's public school students.
  - English Language Learners in Virginia have grown to 95,000, an increase of 15 percent.
  - The percentage of students with the most need for intensive special education, such as autism and other health impairments, has grown by 23 percent to 46,865.
- Subgroups of students, such as Economically Disadvantaged, English Language Learners, and Special Education, require more intensive interventions and more resources to teach.



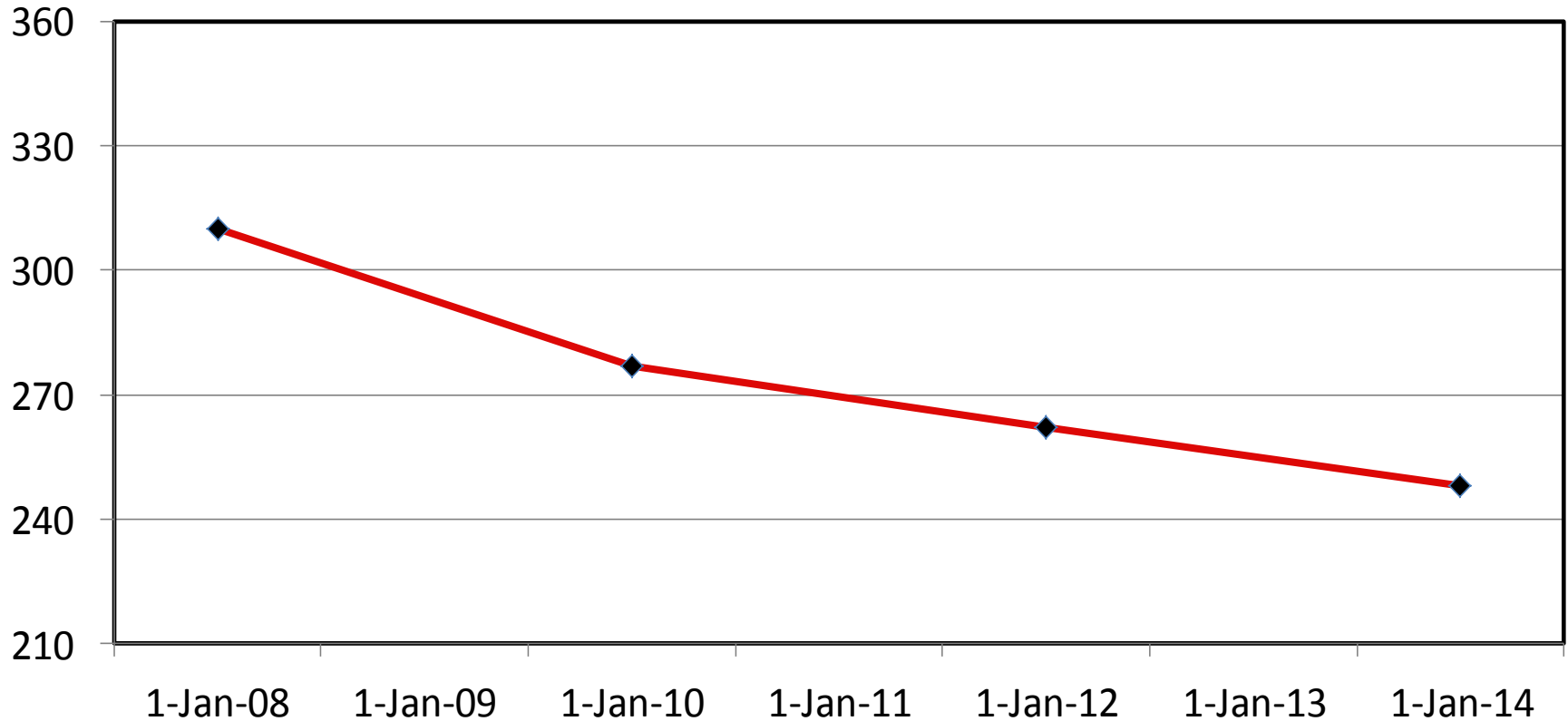
# Educational Challenges (continued)

- In FY 2014, General Fund Direct Aid to Public Education is \$308,616,613 less than it was in FY 2007.
- Since 2008, K-12 public education staffing has been reduced by 5,000 positions in Virginia. The top critical shortage area among endorsed teachers is Special Education.



# VDOE Staffing

## Total VDOE Filled Fulltime Positions



# Virtual Virginia



# VIRTUAL VIRGINIA

## COURSE LOGIN

Username:

Password:

[Forgot Password?](#)

[System Check](#)

Your password is case sensitive.

A program of the Virginia Department of Education

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## TESTIMONIALS

"Virtual Virginia has helped me do things I never thought I could. Thanks to VVa, I'm excelling in a subject I love with all my heart. With the help of my classmates and teacher, I'm really enjoying this year. Thank you Virtual Virginia, for helping me be the best I can."

- Sarah C., Chinese II Student

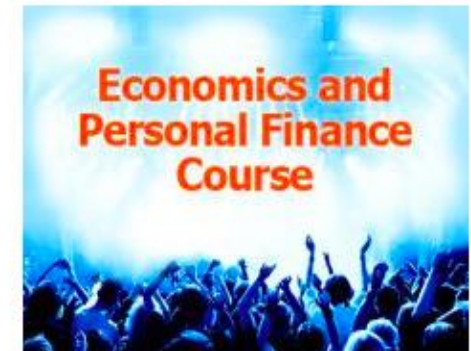
## LEARN MORE

Virtual Virginia expands opportunities and provides choice in public education for parents and students. Learn more about [the Virtual Virginia teaching model](#), explore our [interactive curriculum](#), and find answers to [frequently asked questions](#). View a recording of an [Open House](#) held for Virtual

## MEET OUR TEAM

Meet the VVa [administrators](#), [faculty](#) and [staff](#) who work closely with [students](#), [parents](#), and division personnel to ensure a high-quality online course experience for all students.

## SPOTLIGHT





# Mission

**Virtual Virginia is a program of the Virginia Department of Education serving students in Virginia middle and high schools by providing flexible options for the diverse educational needs of students and their families.**

**The program offers equal access to online courses for students who might not be able to take Advanced Placement, world language, core academic, and elective courses due to the lack of a highly-qualified instructor, too few students to offer the course, or scheduling conflicts within the school.**

***Code of Virginia § 22.1-212.2***





# Courses and Curriculum

- **Aligned to Virginia's SOL**
- **Authorized by the College Board**
- **NCAA-approved**
- **Includes readings, discussion forums, written assignments, media, student presentations and projects, case studies, simulations, virtual lab assignments, models, interactive assignments, and opportunities for collaboration**
- **Currently offering 54 courses**



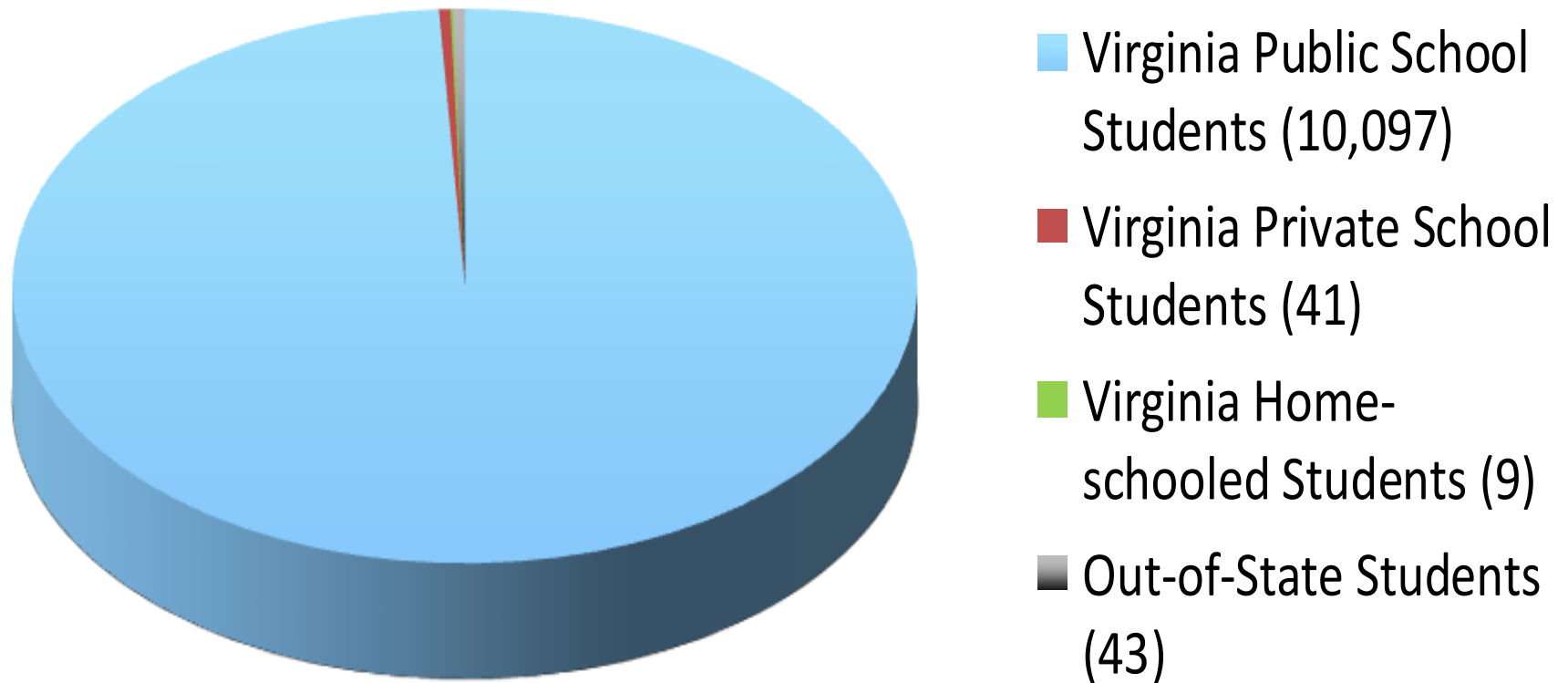
# Teachers

- **66 Highly-qualified teachers**
- **Licensed in Virginia**
- **Endorsed in subject area**
- **Trained in providing online instruction**
- **Average Student-teacher ratio is 109:1**



# Virtual Virginia Students

## Who uses Virtual Virginia courses?





# Standard Courses

Arabic I

Arabic II

Arabic III

Astronomy

Chemistry

Chinese I

Chinese I

Chinese III

Chinese IV

Creative Writing

Earth Science I

Earth Science II: Astronomy

Economics & Personal Finance

Intro to Game Design & Development

Latin I

Latin II

Latin III

Latin IV

Physics (Honors)

Pre-Calculus & Math Analysis

Introductory Spanish

Beginning Spanish

Intermediate Spanish

Advanced Spanish

Survey of World Languages & Cultures

World History I

World Mythology



# Advanced Placement Courses

Art History

Biology

Calculus AB

Calculus BC

Computer Science A

English Language & Composition

English Literature & Composition

Government and Politics: U.S.

Human Geography

Latin Literature

Physics B

Psychology

Spanish Language

Statistics

U.S. History

World History

Chinese

Environmental Science

European History

French Language & Composition

Government and Politics: Comparative

Macroeconomics

Microeconomics



# Economics and Personal Finance







# Economics and Personal Finance

- 11,919 students have completed the online course
- 65 localities returned the agreement to host the course within local systems
- 41 divisions are hosted by Virtual Virginia



# Implementation - Infrastructure

- *Standards of Learning* assessments, Advanced Placement exams, etc., taken at local school
- Federally mandated special education services provided locally in partnership with VVa staff
- Support services, such as health and guidance, provided by local school division



# Implementation – Infrastructure, cont.

- Virtual Learning Advisory Board (*Code of Virginia § 22.1-212.2*) provides guidance
- Cost per student served is \$421 per course and in most cases there is no local match requirement

