

Office of Regulatory Management
Economic Review Form

Agency name	State Board of Education
Virginia Administrative Code (VAC) Chapter citation(s)	8 VAC 20-132
VAC Chapter title(s)	Virginia Standards of Accreditation
Action title	Update to Guidance Document
Date this document prepared	December 3, 2024
Regulatory Stage (including Issuance of Guidance Documents)	Update to Guidance Document

Cost Benefit Analysis

Complete Tables 1a and 1b for all regulatory actions. You do not need to complete Table 1c if the regulatory action is required by state statute or federal statute or regulation and leaves no discretion in its implementation.

Table 1a should provide analysis for the regulatory approach you are taking. Table 1b should provide analysis for the approach of leaving the current regulations intact (i.e., no further change is implemented). Table 1c should provide analysis for at least one alternative approach. You should not limit yourself to one alternative, however, and can add additional charts as needed.

Report both direct and indirect costs and benefits that can be monetized in Boxes 1 and 2. Report direct and indirect costs and benefits that cannot be monetized in Box 4. See the ORM Regulatory Economic Analysis Manual for additional guidance.

Table 1a: Costs and Benefits of the Proposed Changes (Primary Option)

(1) Direct & Indirect Costs & Benefits (Monetized)	There are no indirect or direct monetized costs and benefits resulting from the update to the guidance document.	
(2) Present Monetized Values	Direct & Indirect Costs	Direct & Indirect Benefits
	(a) N/A	(b) N/A
(3) Net Monetized Benefit	N/A	
(4) Other Costs & Benefits (Non-Monetized)	<p>The International Baccalaureate (IB) Diploma Programme is an international academic program for students aged 16-19. The IB Diploma Programme was established in 1968 to provide an internationally recognized high school experience and promote intercultural understanding and respect. The IB Programme emphasizes the importance of making connections among academic disciplines and learning about the world in ways that reach beyond the scope of individual subjects. The Programme includes six subject groups that afford students multiple opportunities to explore academic and career interests. The requirements for an IB Diploma include the completion of a culminating project that includes an extended essay and a reflective project as well as qualifying scores on rigorous assessments that reflect the high standards of the Programme. The curricula for each course is provided by International Baccalaureate. Currently, there are 73 IB Diploma World Schools in Virginia. Sections 8VAC20-132-50 and 8VAC20-132-51 of the Virginia Standards of Accreditation (Standards of Accreditation or SOA) set forth the requirements for awarding diplomas in 3 Virginia. Those requirements specify which level of courses and/or subject area disciplines students must complete to earn either a standard or a verified unit of credit in the areas of mathematics, laboratory science, and history and social science. Further, the requirements identify the credit requirements in other content disciplines. The regulations also specify that the Board shall approve courses (other than those specifically named in the standards) to satisfy the requirements in those areas.</p> <p>8VAC20-132-51. Requirements for graduation (effective with the students who enter the ninth grade in the 2018–2019 school year)</p> <p>A. The requirements for a student to earn a diploma and graduate from a Virginia high school shall be those in effect when that student enters the ninth grade for the first time. Students shall be awarded a diploma upon graduation from a Virginia high school.</p> <p>Both the Standard Diploma and the Advanced Studies Diploma shall provide multiple paths toward college, career, and citizenship readiness</p>	

	<p>for students to follow in the later years of high school. Each such pathway shall provide meaningful and rigorous opportunities tied to instruction to achieve workplace and citizenship skills through experiences such as internships, externships, credentialing, and blended learning, which may be offered for credit toward high school graduation. In accordance with the Profile of a Virginia Graduate approved by the board, the instructional program leading to a Standard Diploma or Advanced Studies Diploma shall ensure that students (i) attain the knowledge, skills, competencies, and experiences necessary to be successful in the evolving global economy whether immediately entering the world of work or pursuing a postsecondary education and (ii) acquire and be able to demonstrate foundational skills in critical thinking, creative thinking, collaboration, communication, and citizenship. The requirements for graduation for both Standards and Advanced Diploma indicate that all students are to have 2 credits of Health and Physical Education. The expectations for students to earn these two credits are provided in the 2020 Health Standards of Learning and the 2020 Physical Education Standards of Learning.</p>
(5) Information Sources	

Table 1b: Costs and Benefits under the Status Quo (No change to the regulation)

(1) Direct & Indirect Costs & Benefits (Monetized)	<p>Direct Costs: Under the status quo, the International Baccalaureate (IB) Design Technology course will not satisfy the Sciences (Non-Discipline Science Alternative) graduation requirement. The International Baccalaureate (IB) Sports, Exercise and Health Science course will not satisfy the graduation requirement for Sciences (Non-Discipline Science Alternatives) & Physical, Health and Driver Education. The International Baccalaureate (IB) Global Politics course will not satisfy the graduation requirement for the History and Social Sciences.</p> <p>Indirect Costs: Under the status quo, students enrolled in the International Baccalaureate (IB) Design Technology course, International Baccalaureate (IB) Sports, Exercise and Health Science course, and the International Baccalaureate (IB) Global Politics course, must take additional coursework to satisfy the graduation requirements for an advance diploma.</p> <p>Direct Benefits: Under the status quo, there are no identifiable direct monetized benefits.</p> <p>Indirect Benefits: Under the status quo, there are no identifiable indirect monetized benefits.</p>
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(2) Present Monetized Values	Direct & Indirect Costs	Direct & Indirect Benefits
	(a)	(b)
(3) Net Monetized Benefit		
(4) Other Costs & Benefits (Non-Monetized)	Under the status quo, students who complete the requirements for an International Baccalaureate Diploma must complete the additional coursework requirements for an advanced diploma.	
(5) Information Sources		

Table 1c: Costs and Benefits under Alternative Approach(es)

(1) Direct & Indirect Costs & Benefits (Monetized)	No alternatives approaches were considered in the process of updating the guidance document.	
(2) Present Monetized Values	Direct & Indirect Costs	Direct & Indirect Benefits
	(a) N/A	(b) N/A
(3) Net Monetized Benefit	N/A	
(4) Other Costs & Benefits (Non-Monetized)	N/A	
(5) Information Sources		

Impact on Local Partners

Use this chart to describe impacts on local partners. See Part 8 of the ORM Cost Impact Analysis Guidance for additional guidance.

Table 2: Impact on Local Partners

(1) Direct & Indirect Costs & Benefits (Monetized)	There are no direct or indirect monetized costs or benefits on local partners.
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(2) Present Monetized Values	Direct & Indirect Costs	Direct & Indirect Benefits
	(a) N/A	(b) N/A
(3) Other Costs & Benefits (Non-Monetized)	N/A	
(4) Assistance		
(5) Information Sources		

Impacts on Families

Use this chart to describe impacts on families. See Part 8 of the ORM Cost Impact Analysis Guidance for additional guidance.

Table 3: Impact on Families

(1) Direct & Indirect Costs & Benefits (Monetized)	There are no direct or indirect monetized costs or benefits on families.	
(2) Present Monetized Values	Direct & Indirect Costs	Direct & Indirect Benefits
	(a) N/A	(b) N/A
(3) Other Costs & Benefits (Non-Monetized)	The updates to this guidance document will decrease the regulatory burden on families of students who are seeking an advance diploma while enrolled in an International Baccalaureate (IB) Diploma Programme.	
(4) Information Sources		

Impacts on Small Businesses

Use this chart to describe impacts on small businesses. See Part 8 of the ORM Cost Impact Analysis Guidance for additional guidance.

Table 4: Impact on Small Businesses

(1) Direct & Indirect Costs & Benefits (Monetized)	There are no direct or indirect monetized costs or benefits on small businesses.	
(2) Present Monetized Values	Direct & Indirect Costs	Direct & Indirect Benefits
	(a) N/A	(b) N/A
(3) Other Costs & Benefits (Non-Monetized)	There are no direct or indirect monetized costs or benefits on small businesses.	
(4) Alternatives	N/A	
(5) Information Sources	N/A	

Changes to Number of Regulatory Requirements

Table 5: Regulatory Reduction

For each individual action, please fill out the appropriate chart to reflect any change in regulatory requirements, costs, regulatory stringency, or the overall length of any guidance documents.

Change in Regulatory Requirements

VAC Section(s) Involved*	Authority of Change	Initial Count	Additions	Subtractions	Total Net Change in Requirements
	(M/A):				
	(D/A):				
	(M/R):				
	(D/R):				
Grand Total of Changes in Requirements:					(M/A):
					(D/A):
					(M/R):
					(D/R):

Key:

Please use the following coding if change is mandatory or discretionary and whether it affects externally regulated parties or only the agency itself:

(M/A): Mandatory requirements mandated by federal and/or state statute affecting the agency itself

(D/A): Discretionary requirements affecting agency itself

(M/R): Mandatory requirements mandated by federal and/or state statute affecting external parties, including other agencies

(D/R): Discretionary requirements affecting external parties, including other agencies

Cost Reductions or Increases (if applicable)

VAC Section(s) Involved*	Description of Regulatory Requirement	Initial Cost	New Cost	Overall Cost Savings/Increases

Other Decreases or Increases in Regulatory Stringency (if applicable)

VAC Section(s) Involved*	Description of Regulatory Change	Overview of How It Reduces or Increases Regulatory Burden

Length of Guidance Documents (only applicable if guidance document is being revised)

Title of Guidance Document	Original Word Count	New Word Count	Net Change in Word Count
Board of Education Approved Courses to Satisfy Graduation Requirements for the Standard, Advanced Studies, and Modified Standard Diplomas in Virginia Public Schools	3636	3750	+114

*If the agency is modifying a guidance document that has regulatory requirements, it should report any change in requirements in the appropriate chart(s).