



# Schoology

## *Evaluation Update*

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# Table of Contents

<b>Program Overview .....</b>	<b>4</b>
<b>Data Collection and Methodology .....</b>	<b>5</b>
<b>Results.....</b>	<b>5</b>
<b>Parent Schoology Usage Data.....</b>	<b>5</b>
<b>Parent Perceptions of Access to Schoology .....</b>	<b>6</b>
<b>Actions Taken Regarding Comprehensive Evaluation Recommendations.....</b>	<b>8</b>
<b>Summary .....</b>	<b>10</b>
<b>Endnotes .....</b>	<b>11</b>

## Tables

Table 1: Total Responses and Response Rates.....	5
Table 2: Percentages of Parents Who Indicated Child’s Instructional Method .....	5
Table 3: Parent Reported Frequency of Accessing Their Child's Work in Schoology.....	7
Table 4: Percentages of Parents Who Reported They Regularly Accessed Various Schoology Features .....	7
Table 5: Percentages of Parents Who Agreed Schoology Helped Them Understand Child's Work and Reported Accessing Information Was Useful.....	7
Table 6: Percentages of Parents Who Agreed Accessing Schoology Helped Them Facilitate Virtual Instruction .	8
Table 7: Percentages of Parents Who Agreed They Knew Where to Get Help With Schoology .....	8
Table 8: Percentages of Parents Satisfied With Schoology.....	8

## Program Overview

Schoology is a Learning Management System (LMS) adopted by Virginia Beach City Public Schools (VBCPS) in December 2016 to deliver educational content to students online. The main desire for obtaining an LMS was to provide a streamlined, user-friendly application for interacting with and accessing educational content, providing assessments, and facilitating the transition to personalized learning.<sup>1</sup> An LMS reduces the touchpoints for teachers, students, and parents when interacting with the division's digital content and serves as a single destination point for curriculum from the Department of Teaching and Learning. In addition, Schoology offers the ability to assess students' learning using classroom or divisionwide assessments. The system can also be used to provide online professional learning for staff.

Schoology implementation across the school division has been guided and managed by a 25 member Schoology implementation team with staff members from multiple central office departments and offices, including the Department of Teaching and Learning; Department of Technology; Department of School Leadership; and Office of Planning, Innovation, and Accountability. Since February 2017, weekly internal meetings and meetings with a Schoology project manager have been held to discuss implementation issues. During the 2017-2018 school year, 14 schools that were previously identified as Digital Learning Anchor Schools were invited to field test Schoology (8 elementary schools, 2 middle schools, 4 high schools). These field test schools were asked to manage their curriculum and deliver coursework to their students through Schoology. During the 2018-2019 school year, principals at all remaining VBCPS schools were asked to begin using Schoology; however, school principals could determine the extent to which their teachers and students would use the system and the level of implementation varied by school. Beginning in 2019-2020, all schools were expected to fully utilize the system with the expectation that teachers would utilize Schoology for curriculum management and course delivery as well as to administer classroom and divisionwide assessments. Parent access to Schoology was also field tested from January to February 2020 at four schools (2 elementary schools, 1 middle school, and 1 high school), and was expanded to all parents when schools closed due to the COVID-19 pandemic in March 2020.

As a result of the COVID-19 pandemic, during the 2020-2021 school year, parents could determine whether their child would receive instruction virtually or in person when it was deemed safe based on community health metrics. Throughout the 2020-2021 school year, synchronous instruction was provided Tuesday through Friday, while Monday was reserved for staff professional learning and asynchronous instruction. Families without internet access at home were directed to complete a form to obtain a Mobile Hotspot from the Department of Technology, which would provide internet access. During portions of time between September 2020 and February 2021, all students received instruction virtually when in-person instruction was not deemed to be safe. During virtual instruction, Schoology was the primary method of delivery, and parents were encouraged to support their child's learning as needed.

Because the Schoology initiative was a new initiative and operated with local resources, evaluation of Schoology was required for a minimum of two years by School Board Policy 6-26. The School Board approved the Schoology initiative for an initial implementation evaluation September 11, 2018, and the implementation evaluation was conducted by the Office of Research and Evaluation (ORE) during 2018-2019 when all schools began to implement Schoology. A report was provided to the School Board in November 2019. During 2019-2020, a comprehensive evaluation of Schoology was completed by ORE, and the School Board received the report in December 2020. This evaluation update for Schoology was conducted as a result of a recommendation from the December 2020 program evaluation, which was approved by the School Board on January 12, 2021. The approved recommendation was to "Conduct an evaluation update during 2020-2021 focused on parent perceptions of their access to Schoology." Therefore, the purpose of this evaluation update was to focus on parent perceptions of their access to Schoology. In addition, parent usage data and

information about actions taken regarding the 2019-2020 Schoology evaluation recommendations were provided.

## Data Collection and Methodology

As part of a larger survey effort of multiple initiatives, ORE invited 85,563 parents of students in kindergarten through grade twelve to complete a survey regarding their perceptions of access to Schoology. Parents received an email invitation with a link to participate in the online survey in April 2021. All parents whose email address was on record with the school division were invited to participate. Parents were provided separate links to the survey for every school their children attended. Overall, 15,419 (18%) responded to the Schoology survey items. Response rates by school level are shown in Table 1. Parents were asked whether they accessed their child’s information or work in Schoology. Only parents who responded “yes” to this item were provided additional questions about Schoology. Therefore, unless otherwise noted, parent perceptions in this report are based on parents who indicated they accessed Schoology.

**Table 1: Total Responses and Response Rates**

Responses	ES	MS	HS
Total Responses	6,669	4,121	4,629
Response Rates	18.6%	19.0%	16.5%

Parents were asked to indicate the method of instruction provided to their child. Of the parents who responded to Schoology-related items, 55 percent indicated that their child was attending school in person, while 38 percent indicated their child was attending virtually, and 7 percent indicated their child was attending school through a combination of in person and virtual instruction. A higher percentage of elementary school parents indicated their child was attending school in person compared to the middle school and high school levels (see Table 2).

**Table 2: Percentages of Parents Who Indicated Child’s Instructional Method**

Instructional Method	ES	MS	HS
In person at school	65.6%	52.7%	41.6%
Virtual at home	32.8%	40.0%	43.1%
Combination	1.6%	7.3%	15.4%

Additional data were collected to obtain parents’ usage of Schoology and the school division’s actions taken during 2020-2021 regarding the recommendations from the 2019-2020 comprehensive evaluation. Parent usage data were gathered from the Schoology platform by school level and imported into a database to allow for analysis. Parent usage data were gathered from the first day of school (September 6, 2020) to the end of the third quarter (April 14, 2021).<sup>2</sup> This time frame was selected due to more students participating in virtual instruction during this time. Usage data included the number of unique parent users who engaged in an action in Schoology. Information related to the actions taken regarding the recommendations from the 2019-2020 comprehensive evaluation was provided by staff in the Department of Teaching and Learning; the Department of School Leadership; and the Office of Planning, Innovation, and Accountability.

## Results

### Parent Schoology Usage Data

Through Schoology, parents can access their child’s course content, assignments, assessments, calendar, and groups. In addition, parents can access their child’s enrollment and assessment records through the Student Profile on Schoology. Parent access to Schoology is obtained through ParentVue, which is the division’s parent

portal, where parents can access various information such as their email and their child's grades. During 2019-2020, four schools field tested parent access to Schoology in January and February 2020. When schools closed due to the COVID-19 pandemic, access to Schoology was provided to parents of all students throughout the division. At that time, every parent who had an email address on file with the school division received communication about how to activate their ParentVue account, which would provide them access to Schoology.<sup>3</sup> Information about Schoology and support for using Schoology is provided on the VBSchools website for parents to reference as well.<sup>4</sup>

Although access to Schoology was expanded to all parents throughout the division beginning in March 2020, parent Schoology usage data showed that a relatively small number of parents (9,908) of the division's 67,720 students logged in to Schoology at least once from January to June 2020. For this evaluation update, parent Schoology usage was examined from the first day of school (September 6, 2020) to the end of the third quarter (April 14, 2021). Data showed that a total of 16,436 parents logged in to Schoology at least once during the first three quarters of the 2020-2021 school year, while there was a total of 66,189 students enrolled during this time. This was an increase in the number of parents who logged in to Schoology compared to the prior school year from January to June 2020. Comparisons by school level showed that a slightly higher number of parents of middle school students logged in to Schoology (6,884) during 2020-2021, followed by parents of high school students (6,159), and parents of elementary school students (5,531). Percentages of parents who engaged in various actions when logged in to Schoology were calculated based on the total number of parents who logged in to Schoology at least once. The most common action that parents engaged in when logged in to Schoology was reading an assignment (29% for elementary school, 46% for middle school, and 41% for high school). These percentages remained relatively consistent compared to the percentages of parents from last year in 2019-2020 (28% for elementary school, 44% for middle school, and 42% for high school). The next most frequent actions parents engaged in were reading pages, links, files, assessments, and discussion boards, though percentages varied by school level.

## Parent Perceptions of Access to Schoology

During the 2020-2021 school year when Schoology was the primary method of delivering educational content and assessing student learning, especially during virtual instruction, parents were surveyed regarding their use of Schoology. In 2020-2021, 89 percent of parents who responded to the survey reported they had accessed their child's information or work in Schoology. In contrast, during the 2019-2020 field test, 78 percent of parents who responded to the survey reported they had accessed their child's academic information or work in Schoology during the parent access field test. In 2020-2021, of parents responding to the survey, slightly higher percentages of elementary (90%) and middle school parents (91%) indicated they accessed their child's academic information or work in Schoology than parents of high school students (86%). In 2019-2020, a higher percentage of parents of elementary school students (86%) reported they accessed their child's academic information or work in Schoology during the field test than parents of middle school (78%) or high school students (72%).

Parents who reported they did not access their child's information in Schoology were provided the opportunity to respond with the reason. The most common themes were that they did not know how to access Schoology or they did not know they could gain access to Schoology, they had difficulty with logging in (i.e., password issues), they used another platform (i.e., ParentVue, Seesaw) or received communication from teachers through email, or they have not felt the need to access Schoology due to their child doing well in school or being independent. Some parents noted that they received information from their children or viewed information through their child's account.

Of the parents who accessed their child's information or work in Schoology in 2020-2021, the majority of parents across the division reported accessing the information weekly (52%). In addition, 30 percent indicated

they accessed the information monthly, and 18 percent indicated they accessed the information daily. These percentages were similar to survey results from the field test in 2019-2020 (55% weekly, 29% monthly, 16% daily). As shown in Table 3, the highest percentages of parents at all levels reported they accessed information weekly.

**Table 3: Parent Reported Frequency of Accessing Their Child's Work in Schoology**

Frequency	2019-2020 Field Test			2020-2021		
	ES	MS	HS	ES	MS	HS
Accessed information or work	86.0%	78.4%	72.4%	90.0%	91.2%	85.8%
Daily	8.8%	25.7%	9.1%	19.7%	20.0%	14.8%
Weekly	44.1%	55.7%	60.0%	48.9%	55.2%	52.7%
Monthly	47.1%	18.6%	30.9%	31.3%	24.9%	32.5%

In 2020-2021, parents were asked to indicate which components of Schoology they regularly accessed, including the student profile, course materials, student calendar, assignment information, and mastery information. Overall, most parents (75%) indicated they regularly accessed assignment information within Schoology, with 70 percent of elementary school parents, 82 percent of middle school parents, and 77 percent of high school parents indicating they accessed assignment information (see Table 4). Across all school levels, nearly half of parents indicated they regularly accessed the Student Profile, while nearly half of parents of elementary and middle school parents indicated they regularly accessed course materials.

**Table 4: Percentages of Parents Who Reported They Regularly Accessed Various Schoology Features**

Feature	2020-2021		
	ES	MS	HS
Assignment information	70.4%	81.8%	76.6%
Student Profile	50.0%	48.7%	47.1%
Course materials	52.8%	46.9%	39.8%
Student calendar	29.2%	32.1%	30.4%
Mastery information	12.6%	15.0%	15.9%

Parents who reported accessing information in Schoology were asked about their experience. As shown in Table 5, in 2020-2021, at least 82 percent of parents at each school level agreed that accessing Schoology helped them understand what their child was working on and that the information in Schoology was easily accessible for them. In addition, at least 94 percent of parents at each school level indicated that accessing their child's information or work in Schoology was either very useful or somewhat useful. There were increases in agreement percentages for all items at all levels in comparison to survey results from the field test in 2019-2020, most notably at the elementary school level.

**Table 5: Percentages of Parents Who Agreed Schoology Helped Them Understand Child's Work and Reported Accessing Information Was Useful**

Survey Item	2019-2020 Field Test			2020-2021		
	ES	MS	HS	ES	MS	HS
Accessing Schoology helped me understand what my child was working on in school	61.8%	74.2%	76.4%	85.7%	85.4%	84.1%
Information in Schoology was easily accessible	58.8%	78.6%	81.5%	86.2%	82.3%	84.2%
Accessing my child's information or work in Schoology was very useful or somewhat useful	76.4%	87.0%	90.7%	93.6%	94.9%	94.2%

In 2020-2021, parents were also surveyed about whether Schoology helped them facilitate learning during virtual instruction. Of the parents who accessed Schoology and found the item applicable, overall, 81 percent of parents agreed that accessing Schoology helped them facilitate their child’s learning during virtual instruction (see Table 6). The agreement percentage was slightly higher at the elementary school (84%) and middle school (81%) levels compared to the high school level (77%).

**Table 6: Percentages of Parents Who Agreed Accessing Schoology Helped Them Facilitate Virtual Instruction**

Survey Item	ES	MS	HS
Accessing Schoology helped me facilitate my child’s learning during virtual instruction	83.7%	81.3%	77.4%

Parents were also surveyed about knowing where to get help understanding how to access and navigate Schoology. Overall, 81 percent of parents agreed that they knew where to get help for these purposes. As shown in Table 7, a slightly higher percentage of elementary school parents (84%) agreed compared to middle (80%) and high school parents (79%).

**Table 7: Percentages of Parents Who Agreed They Knew Where to Get Help With Schoology**

Survey Item	ES	MS	HS
I know where to get help understanding how to access and navigate Schoology	84.1%	80.1%	78.6%

Lastly, parents who accessed Schoology during 2020-2021 were asked their overall satisfaction with Schoology. Overall, 87 percent of parents indicated they were satisfied with Schoology with little variation by school level (see Table 8). This was an increase from 76 percent of parents who indicated they were satisfied based on survey results during the 2019-2020 field test. As shown in Table 8, there were increases in parent satisfaction percentages at all levels, with the most notable increase at the elementary school level.

**Table 8: Percentages of Parents Satisfied With Schoology**

Survey Item	2019-2020 Field Test			2020-2021		
	ES	MS	HS	ES	MS	HS
Satisfied	60.7%	79.3%	80.0%	87.9%	85.7%	85.6%

Parents were also provided the opportunity to comment about Schoology. Of the nearly 13,500 parents who responded to the survey and indicated they accessed Schoology, approximately 13 percent provided a comment. While some parents commented that Schoology was a good tool to have, most of those who provided a comment focused on issues they had experienced. For example, parents commented that they had trouble with the system either due to technical issues or generally viewing it as not being user-friendly or difficult to navigate. Some parents noted that they did not have access to everything they wanted in Schoology, such as assignments, due dates, and grades. Parents also commented about confusion or frustration due to inconsistencies across teachers’ use in areas such as course organization, amount of information provided, and how often they updated the course. Some parents also made general comments regarding being generally dissatisfied with virtual learning.

## **Actions Taken Regarding Comprehensive Evaluation Recommendations**

In addition to focusing on parents’ access to Schoology and their perceptions, this evaluation update also provides information about actions that were taken during 2020-2021 regarding the recommendations from the 2019-2020 program evaluation. The first recommendation from the comprehensive evaluation was to continue the Schoology initiative with several recommendations requiring action. These recommendations are addressed below.

**Recommendation: Continue to communicate Schoology functionality at the elementary school level to encourage elementary school teachers to utilize the various features of Schoology, such as delivering course content and assessment-related activities.**

Based on results of the 2019-2020 evaluation, a recommendation focused on continuing to communicate Schoology functionality at the elementary school level to encourage elementary school teachers to utilize the various features of Schoology. Throughout the 2020-2021 school year, there were several steps taken regarding this recommendation. The Department of Teaching and Learning provided support through the instructional technology coordinators (ITCs) who created the Continuity of Learning website in March 2020 that included tips and tricks for teachers, including directions for utilizing Schoology. From March to June 2020, ITCs also provided weekly communication through social media channels called “Harnessing the Power of Technology” that included tips and tricks in small, manageable chunks for teachers to implement immediately. From July to August 2020, the Digital Learning Summer Summit was held, which provided professional learning by teachers for teachers, which included information regarding Schoology. These sessions were recorded and stored on the Instructional Technology website for teachers to reference throughout the year. In August 2020, a course template was created for all teachers to use, which created a consistent structure for families, students, and support staff, and ensured that issues with courses could be resolved more easily. Throughout the school year beginning in September 2020, Monday professional learning opportunities at the elementary school level were led by schools’ ITSs and Schoology champions in each building to enhance and support the functionality of Schoology. In addition, in October 2020, the director of instructional technology and ITCs presented at the citywide principal/assistant principal meeting on best practices with Schoology. This information was also shared during presentations at two secondary schools.

The Office of Student Assessment (OSA) provided support to staff through a divisionwide Schoology course that covered how to build, deliver, and analyze course assessments and Assessment Management Platform, which was available for all staff to go through and refer to as needed. In addition, the VBCPS Schoology Help Website continued to be updated with new features and guidance for staff using Schoology for assessment purposes, and OSA staff provided updates to staff on new features through the VBCPS Schoology Champion Collaborative and VBCPS Schoology Anchor Champions Collaborative Schoology Groups.

**Recommendation: Provide elementary school parents with additional knowledge and support to access their child’s academic information and work in Schoology.**

Another recommendation focused on providing elementary school parents with additional knowledge and support to access their child’s academic information and work in Schoology. Throughout the 2020-2021 school year, there were several steps taken regarding this recommendation. In August 2020, a Family and Community Engagement meeting was held, during which information was shared regarding how to use ParentVue to access Schoology and how to navigate within Schoology to access the essential parts to support their children. In October 2020, during a Parent Teacher Association citywide event, similar information was shared. During the school year, individual schools were expected to provide training and communication about features and access.

**Recommendation: Continue to work toward ensuring secondary level grades entered in Schoology sync with Synergy.**

Another recommendation focused on continuing to work toward ensuring secondary level grades entered in Schoology synced with Synergy. A field test for passing grades from Schoology to Synergy was planned for February 2020; however, due to the COVID-19 school closure, the field test was not conducted. Throughout the 2020-2021 school year, there were several steps taken regarding this recommendation. In September 2020, a field test of passing grades from Schoology to Synergy began with a small number of teachers at one high school. Teachers worked with staff in the Department of Technology and the school’s ITS to be trained. In

November 2020, sixth-grade teachers at a middle school also began to field test passing grades from Schoology to Synergy. In February 2021, when beginning the second term, the ability to pass grades was made available for all teachers at both field test schools. According to the director of instructional technology, while there were teachers who have found success, both schools indicated that passing grades from Schoology to Synergy has been challenging due to various grading policies. There are no plans to expand the implementation of grade passback to other schools at this time.

## Summary

The purpose of obtaining Schoology was to provide a streamlined, user-friendly application for interacting with and accessing educational content and assessing student learning. A goal of Schoology was to reduce the touchpoints for teachers, students, and parents when interacting with the division's digital content. During 2019-2020, all schools were expected to fully utilize the system throughout the school year and four schools field tested parent access to Schoology in January and February 2020. When schools closed due to the COVID-19 pandemic, access to Schoology was provided to parents of all students throughout the division. This evaluation update focused on parent perceptions of Schoology access during the 2020-2021 school year when Schoology was the primary method of delivering educational content and assessing student learning, especially during virtual instruction. In addition, parent usage data and actions taken toward recommendations from the 2019-2020 program evaluation were included.

Overall, parent usage data pulled from Schoology showed that 16,436 parents logged in to Schoology at least once during the first three quarters of the 2020-2021 school year, which was an increase from 9,908 parents who logged in at least once during the 2019-2020 school year from January to June. When surveyed, 89 percent of parents indicated they accessed their child's information or work in Schoology during 2020-2021. Of the parents who indicated they accessed information in Schoology, the majority indicated they accessed Schoology on a weekly basis (52%). Regarding the type of information that was accessed, three-fourths of parents indicated they regularly accessed their child's assignment information within Schoology.

At least 82 percent of parents at each school level agreed that accessing Schoology helped them understand what their child was working on and that the information in Schoology was easily accessible for them. In addition, at least 94 percent of parents at each school level indicated that accessing their child's information or work in Schoology was either very useful or somewhat useful. Overall, 81 percent of parents agreed that accessing Schoology helped them facilitate their child's learning during virtual instruction and that they knew where to get help with Schoology if it was needed. High percentages of parents (87%) also indicated that they were satisfied with Schoology. However, when provided the opportunity for comments about Schoology, some parents commented about having trouble with the system, not having access to everything they wanted in Schoology, and inconsistencies across teachers' use.

Other information gathered for this evaluation update included actions taken regarding the recommendations from the 2019-2020 evaluation that were focused on communicating Schoology functionality at the elementary school level to encourage teachers to utilize various features of Schoology, providing elementary school parents with additional knowledge and support to access their child's academic information and work in Schoology, and continuing to work toward ensuring secondary level grades entered in Schoology sync with Synergy. Actions taken included communicating with teachers regarding best practices in utilizing Schoology and encouraging consistency across courses as well as communicating with parents regarding how to access, use, and navigate Schoology. In addition, a field test of passing grades from Schoology to Synergy was conducted at two schools during 2020-2021.

## Endnotes

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<sup>1</sup> September 25, 2017 Senior Staff presentation.

<sup>2</sup> End of third quarter for elementary students and end of the first marking period of second term for secondary students.

<sup>3</sup> <https://www.vbschools.com/cms/One.aspx?portalId=78094&pageId=205028>

<sup>4</sup> <https://www.vbschools.com/cms/One.aspx?portalId=78094&pageId=23923167>

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