Schoology

Comprehensive Evaluation

December 2020

By Allison M. Bock, Ph.D., Program Evaluation Specialist and
Heidi L. Janicki, Ph.D., Director of Research and Evaluation

Planning, Innovation, and Accountability
Office of Research and Evaluation
Virginia Beach City Public Schools

Table of Contents

Tables

Figures

Introduction

Background of Initiative

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.[1] 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. Schoology also offers the ability to assess students' learning using classroom or divisionwide assessments. The assessment platform, SchoolNet, was utilized prior to Schoology and was discontinued during the division's transition to Schoology. Additionally, although not an initial reason for obtaining Schoology, the system offers a way to provide online professional learning for staff.

Schoology was selected as the LMS in December 2016 following Request for Information and Request for Proposals from LMS vendors. Prior to divisionwide implementation, 14 schools that were previously identified as Digital Learning Anchor Schools were invited to participate in a field test of Schoology during the 2017-2018 school year (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. Although all schools began using Schoology in 2018-2019 to some extent, the level of implementation varied by school. During 2019-2020, all schools were expected to fully utilize the system throughout the school year. Teachers were expected to utilize Schoology for curriculum management and course delivery as well as to administer classroom and divisionwide assessments. During 2019-2020, four schools field tested parent access to Schoology in January and February prior to all parents receiving access instructions during the COVID-19 school closure that began in March 2020.

Since Schoology was adopted, the implementation of the initiative has been managed by the central office Schoology implementation team. This team includes approximately 25 staff members from several 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, the team has held weekly meetings to discuss implementation issues throughout the division. In addition, the central office Schoology implementation team has met weekly with a project manager from Schoology since February 2017. These weekly phone calls typically involved discussion of current issues related to implementation that needed to be discussed with Schoology.

School Closure

Beginning March 16, 2020, all VBCPS school buildings were closed due to the COVID-19 pandemic during which instruction was primarily provided through Schoology. Immediately after the school closure in March through April 24, instructional support was provided to students through the Continuity of Learning Plan (CLP), which was established to ensure engaging learning experiences were continued while schools were closed. During this CLP phase, teachers were expected to provide continuity of learning experiences for all students through their courses in Schoology. It was anticipated that at a minimum, students would receive one learning activity per content area each week during the CLP.[2] An important component of the CLP was that students were not to be penalized in any way, although teachers were expected to provide ongoing feedback. In addition, new material was not expected to be provided to students. Teachers were expected to be available during office hours to provide support and feedback to students.

Beginning April 27, the second phase of instruction provided through the end of the year was the Emergency Learning Plan (ELP).[3] The ELP was a model designed to continue to provide students with learning experiences virtually, with a focus on addressing essential learning standards. Consistent with the CLP, students' work was not graded, but teachers were expected to provide feedback to students. Teachers were expected to provide synchronous (i.e., live video) and asynchronous instruction (i.e., pre-recorded video) to students to cover essential learning standards. At the secondary level, instructional block schedules were provided with the expectation that teachers would provide 30-minute instructional opportunities for students during each block. Throughout the ELP, instruction was provided Tuesday through Friday, while Mondays were reserved for staff professional learning. Throughout the school closure, due to the reliance on Schoology and virtual 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. The impact of Schoology on teaching and learning during the school closure is addressed throughout the report where appropriate.

Background and Purpose of Program Evaluation

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 Policy 6-26. The School Board approved the Schoology initiative for an initial implementation evaluation September 11, 2018. The 2018-2019 school year was the first year when all schools began to implement various components of Schoology depending on each school's staff readiness and needs. The year-one implementation evaluation was presented to the School Board November 26, 2019. The recommendations included continuing to provide schools with the necessary knowledge, support, and reporting capabilities to administer assessments through Schoology in 2019-2020; ensuring schools access resources through Schoology, especially the division-created curriculum resources at the secondary level; encouraging schools to utilize Schoology as a means for communication and collaboration; and continuing to work toward providing parents access to Schoology in 2019-2020. The School Board approved these recommendations December 10, 2019.

This comprehensive evaluation during the initiative's year of full implementation across the school division provides the School Board, Superintendent, and central office Schoology implementation team with information about Schoology's second year of divisionwide implementation as well as a focus on the initiative's goals, objectives, and effectiveness. In addition, actions taken regarding the year-one program evaluation recommendations and information related to the school closure are noted where applicable throughout the report. This comprehensive evaluation focused on the operational components of the LMS, including progress made toward related goals and objectives; progress toward the transformational learning outcome goal; stakeholder perceptions; and the cost of Schoology to the school division.

Program Goals and Objectives

Goals and objectives for Schoology were developed in collaboration with the central office Schoology implementation team and based on a review of documentation related to the implementation of Schoology. The goals focused on the following areas: (1) providing a single location for instructional content, resources, and assessments; (2) supporting communication and collaboration; (3) ease of use; (4) effective staff professional learning; and (5) supporting transformational learning. The specific goals and objectives, as well as data assessing progress toward meeting these goals and objectives, are outlined throughout the report when information about the goal area is discussed.

Evaluation Design and Methodology

Evaluation Design and Data Collection

The evaluation utilized multiple instruments and data sources. Quantitative data were gathered through closed-ended survey items and Schoology usage data from the online platform. Qualitative data were collected through document reviews, interviews, and open-ended survey questions. The Office of Research and Evaluation program evaluators employed the following data collection methods:

➢ Administered surveys to teachers, students in grades 3 through 12, school administrators, and instructional technology specialists (ITSs). School administrators and ITSs completed additional questions focused on the level of Schoology use at their schools.

➢ Administered surveys to parents, teachers, school administrators, and ITSs at the four schools participating in the parent access field test. The survey focused on perceptions of Schoology parent access.

➢ Administered surveys to members of the central office Schoology implementation team regarding components of the initiative.

➢ Gathered student, teacher, and parent usage data from the Schoology platform for each school level.

➢ Collected cost information for Schoology from the Office of Business Services as well as the Department of Technology; the Department of Teaching and Learning; and the Office of Planning, Innovation, and Accountability.

Surveys

Multiple surveys were developed to gather information from stakeholders for the program evaluation, and information about each survey is included in this section. For all surveys, agreement percentages reported in the evaluation were based on those who answered the survey item (i.e., missing responses were excluded from the percentages). Responses to open-ended questions were analyzed for common themes. Survey results were compared to results from the year-one evaluation where appropriate. Agreement percentages for survey items that included a not applicable response option excluded those who responded with not applicable. Unless otherwise noted, response options for survey items related to frequency of using various Schoology features included frequent, occasional, rare, or no use.

Schoology Implementation Survey for Schools

The Office of Research and Evaluation invited teachers, building administrators, ITSs, and students in grades 3 through 12 to complete surveys regarding their perceptions of the Schoology initiative, including perceptions about how Schoology impacted learning during the school closure due to COVID-19. Surveys for the program evaluation were administered during the last two weeks in May, which was during the school closure.

Teachers, building administrators, and ITSs received an email invitation to complete the survey. Overall, staff response rates ranged from 49 to 86 percent (see Table 1). Links to the student surveys were posted on each school's Schoology calendar and Schoology student group. If schools did not have a Schoology student group for all students, links were posted in each grade level group. The overall student response rate was 27 percent. Response rates by level for each group are shown in Table 1.

Table 1: Number of Schoology Implementation Survey Respondents by Group and Response Rates

Group	Elementary # of Respondents	Elementary Response Rate	Middle # of Respondents	Middle Response Rate	High # of Respondents	High Response Rate	All Levels # of Respondents	All Levels Response Rate
Students	6,127	40.0%	5,017	29.7%	3,505	16.0%	14,649	27.1%
Teachers	992	45.6%	630	59.3%	645	45.3%	2,267	48.7%
Admin	77	68.8%	41	75.9%	40	53.3%	158	65.5%
ITS	50	90.9%	18	90.0%	13	68.4%	81	86.2%

Principals, assistant principals, and ITSs were asked additional implementation-related questions about their schools, including approximating the percentage of teachers who used Schoology for various types of activities, such as using discussion boards or administering an assessment. Responses by principals were primarily used for analyses. If principals did not respond, responses by ITSs or assistant principals were used.

Schoology Parent Access Field Test Surveys

The Office of Research and Evaluation also invited teachers, building administrators, ITSs, and parents at the four parent access field test schools (e.g., Princess Anne Elementary, Red Mill Elementary, Princess Anne Middle, and Kellam High) to complete surveys regarding their perceptions of parent access to Schoology. Surveys for the program evaluation were administered during the last two weeks in February.

Teachers, building administrators, and ITSs at the field test schools received an email invitation to complete the survey. Overall, the teacher response rate was 22 percent, while the administrator/ITS response rate was 45 percent. Parents who had a ParentVue account linked with a student at one of the field test schools and logged in to their ParentVue account at least once during the field test (i.e., between January 2, 2020 and February 12, 2020) received an email invitation to complete the survey. Overall, 1,864 parents logged in to ParentVue at least once during the field test at one of the field test schools. Of those parents, 229 parents (12%) responded to the survey. See Table 2 for response rates by level for each group.

Table 2: Number of Parent Access Field Test Survey Respondents by Group and Response Rates

Group	Elementary # of Respondents	Elementary Response Rate	Middle # of Respondents	Middle Response Rate	High # of Respondents	High Response Rate	All Levels # of Respondents	All Levels Response Rate
Teachers	13	15.1%	19	22.1%	31	26.1%	63	21.6%
Admin/ITS	5	83.3%	2	33.3%	2	25.0%	9	45.0%
Parent	47	13.4%	95	13.6%	87	10.7%	229	12.3%

Central Office Staff Surveys

Members of the central office Schoology implementation team were invited to participate in a survey focused on relevant changes made to various aspects of the Schoology initiative during 2019-2020. In addition, central office staff were provided closed- and open-ended survey items regarding their perceptions of the ease and accuracy of transitioning data to and from Schoology and their satisfaction with the Schoology initiative. All departments/offices involved in the implementation team were represented.

Schoology Usage Data

Student, teacher, and parent usage data were gathered from the Schoology platform by school level and imported into a database to allow for analysis. Student and teacher usage data were gathered for September 2019 through June 2020, and parent usage data were gathered for January through June 2020. For this report, usage data included the number of users who engaged in an action in Schoology. Eight distinct teacher actions, six distinct student actions, and six distinct parent actions were included. For teachers, actions could have

included creating (1) files, (2) links, (3) assignments, (4) assessments, (5) discussions, or (6) links to third-party applications, as well as grading (7) assignments or (8) assessments. For students, actions could have included reading (1) files, (2) links, or (3) links to third-party applications, as well as submitting (4) assignments, (5) assessments, or (6) discussions. For parents, actions could have included reading (1) files, (2) links, (3) assignments, (4) assessments, (5) discussions, or (6) links to third-party applications. Program evaluators calculated the percentages of users who engaged in an action in Schoology. For teachers, the number of classroom teachers as of June 2020 by level was used to calculate this percentage, while for students, cumulative student enrollment was used. Percentages of parents who engaged in an action was calculated based on the total number of parents who logged into Schoology at least once.

School Implementation Groupings

For the year-one evaluation of Schoology during 2018-2019, the evaluation design included clustering schools into implementation groups to capture the variation in Schoology usage across all schools. However, during 2019-2020, all schools were expected to be using Schoology throughout their school for various purposes. An initial analysis of implementation-related teacher and administrator survey data showed that in comparison to 2018-2019, there was less variability across schools in their usage of Schoology in 2019-2020. Therefore, it was determined that creating implementation groups in 2019-2020 was not feasible. Specifically, at each school level, more schools had nearly all teachers using Schoology with students in 2019-2020 in comparison to 2018-2019 (see Appendix A). There was also less variation in the extent to which teachers were using various features in Schoology in 2019-2020 compared to 2018-2019 (see Appendix B).

Evaluation Questions

Evaluation questions for the evaluation process were created by the evaluators with feedback from the central office Schoology implementation team. Based on the progression of the Schoology implementation and the school closure in March 2020, evaluation questions were updated and are shown below. In addition, actions taken regarding the year-one evaluation recommendations are addressed throughout the report where applicable.

1. **What were the main operational components of the LMS and what progress was made toward meeting related goals and objectives?**
   a. Instructional components such as curriculum management, curriculum resources, course delivery and Schoology use, and assessment
   b. Communication and collaboration
   c. Parent access and communication
   d. Professional learning
2. **What progress was made meeting the Schoology initiative's outcome goal focused on transformational learning?**
3. **How was the Schoology initiative perceived by stakeholders (i.e., students, teachers, ITSs, administrators, and central office staff)?**
4. **What were the costs of the Schoology initiative during 2019-2020?**

Evaluation Results and Discussion

Operational Components of the Learning Management System and Related Goals and Objectives

The first evaluation question focused on the main operational components of the LMS and professional learning provided to staff on these components. The main LMS operational components included instructional

components such as curriculum management, curriculum resources, course delivery and Schoology use, and assessment and reporting; communication and collaboration; parent access; and professional learning. Information related to the school closure, Schoology initiative's goals and objectives, and actions taken regarding recommendations from the year-one evaluation in 2018-2019 are integrated within the operational components where applicable.

Instructional Components

One of the main features of an LMS is enabling users to interact with and access educational content and assess student learning of the content. An LMS offers a single location for teachers to house and manage their educational curricula, access curricular and third-party resources, deliver course content to students, and administer assessments.

The instruction-related goal for the Schoology initiative is "**Schoology will provide a single place for teachers to access and deliver instructional content, access and provide resources, create and administer assessments, and access and analyze assessment data for students**." Objectives for this goal focused on (1) curriculum management, (2) use of curriculum and third-party resources, (3) course delivery, (4) student use, (5) creating and administering assessments, and (6) assessment reporting.

Curriculum Management

An LMS provides the ability to house and manage educational curricula and course content. Educational curricula and course content can include assignments, files, links to external websites, rubrics, discussion boards, and assessments, and can be stored in various locations in Schoology, including courses, teachers' personal resources folders, or Schoology groups.

The curriculum management objective for the instruction goal is "**Teachers will access and store content for their courses in Schoology as measured by teacher and survey responses**." At least 83 percent of teachers at each school level reported they accessed and stored content in Schoology for one or more of their courses (see Figure 1). The highest percentages of teachers who accessed and stored content in Schoology for *one or more of their courses* were found at the middle (99%) and high school levels (96%). Further, at least 90 percent of teachers at the secondary level reported they accessed and stored content in Schoology *for all courses*, whereas 57 percent of elementary teachers reported they had. The percentages of teachers who reported they accessed and stored content in Schoology increased from 2018-2019 at all school levels (see Figure 1).

Figure 1: Percentages of Teachers Who Reported Accessing and Storing Course Content in Schoology

	Elementary		Middle		High	
	2018-2019	2019-2020	2018-2019	2019-2020	2018-2019	2019-2020
All courses	43%	57%	75%	93%	74%	90%
One course	36%	26%	12%	6%	15%	6%
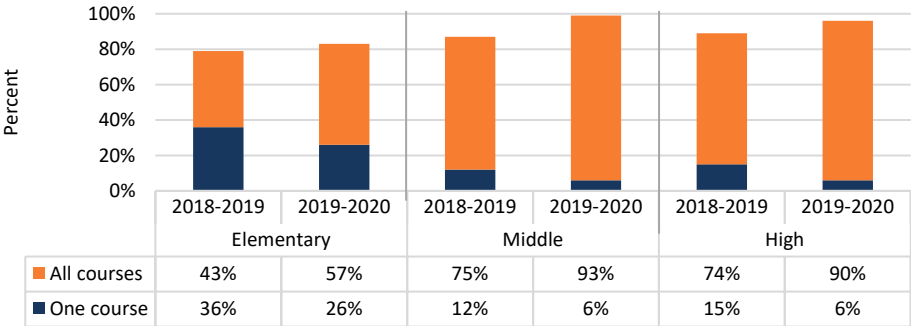
Note: The other survey response option was "no."

Curriculum Resources

Self-Created

Teachers can load curriculum resources that they created or found themselves directly into a course, their personal resources folder, or to a Schoology group and can move this content between courses, groups, and their personal resources. Overall, in 2019-2020, 79 percent of teachers reported they frequently or occasionally accessed and used self-created curriculum resources, which was an increase in comparison to 2018-2019 (67%). Comparisons by school level showed that higher percentages of middle (89%) and high school teachers (87%) either frequently or occasionally accessed and used self-created curriculum resources than elementary school teachers (67%) in 2019-2020.

Division-Created

To support school-based instructional staff with curriculum development and management, the Department of Teaching and Learning curriculum coordinators have provided instructional resources through Schoology since 2017-2018. These resources are structured by grade level at the elementary school level and by content area at the secondary level and are shared with school-based instructional staff through elementary grade-specific and secondary course-specific groups. All groups are organized in a similar way to allow for easy access of resources for all teachers. Group access codes are posted on a VBCPS SharePoint site to allow teachers to add themselves to any curriculum resource group. The resources can be copied into a course or into teachers' personal resources.[4]

The resource use objective for the instruction goal is "**Teachers will use division-created curriculum resources and third-party resources and applications through Schoology as measured by teacher survey responses**." For this objective related to division-created curriculum resources, in the first year of the evaluation period during 2018-2019, 86 percent of elementary school teachers, 61 percent of middle school teachers, and 50 percent of high school teachers reported they frequently or occasionally accessed and used division-created resources. Due to low percentages of teachers indicating they accessed and used division-created resources at the secondary level in 2018-2019, a recommendation from the year-one evaluation was to ensure schools accessed division-created curriculum resources through Schoology at the secondary level. Central office Schoology implementation team members reported that actions taken regarding this recommendation included the following: curriculum coordinators and instructional specialists referenced how and where to access secondary curriculum resources in Schoology during essential secondary teacher trainings, PLC meetings, and department chair meetings; created collaborative curriculum groups by content area to allow teachers to share resources; updated or revised secondary curricula and resources in various content areas; added summer school curricula in the areas of math and science; and stored all CLP and ELP information in Schoology.

In response to a survey item in 2019-2020 during the comprehensive evaluation, at least 92 percent of teachers at each school level agreed that they knew where to find these division-created curriculum resources in Schoology and from 71 (elementary school) to 80 (middle school) percent of teachers, depending on level, agreed that moving content from the curriculum resources to their courses was seamless. In addition, in comparison to 2018-2019, in 2019-2020, the percentages of teachers who reported using division-created resources increased at all levels (see Figure 2), but increases were especially notable at the middle and high school levels. In 2019-2020, at least 75 percent of teachers at each school level reported they frequently or occasionally accessed and used division-created curriculum resources.

Figure 2: Teacher Reported Frequency of Access and Use of Division-Created Curriculum Resources

	Elementary 2018-2019	Elementary 2019-2020	Middle 2018-2019	Middle 2019-2020	High 2018-2019	High 2019-2020
Frequently	59%	69%	22%	53%	13%	34%
Occasionally	27%	19%	39%	30%	37%	41%
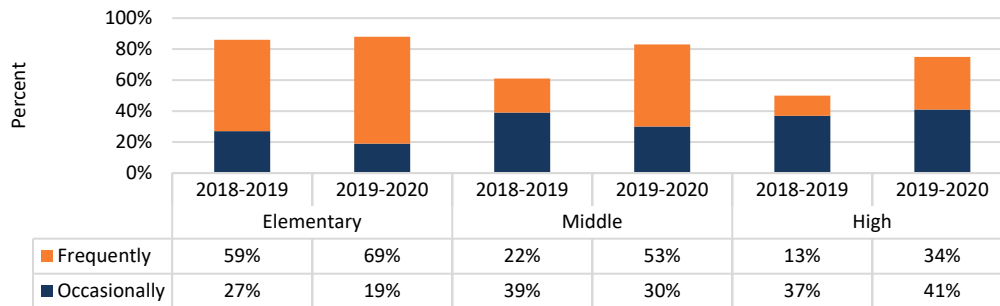
Additional data analyses compared the percentages of secondary teachers who accessed and used division-created resources by content area. In comparison to 2018-2019, there were increases in the percentages of secondary teachers who accessed and used division-created resources for each content area in 2019-2020. At least 70 percent of teachers across all secondary content areas (i.e., core content areas, music, health and PE, world languages) reported they accessed and used division-created resources in 2019-2020, with the exception of art (68%) and technology and career education (TCE) (65%) (see Appendix C).

Another goal for the Schoology initiative is "**Schoology will be user-friendly for all users**." One objective for this goal is "**Moving content from curriculum resource groups to courses will be seamless for teachers as measured by teacher survey responses**." At least 71 percent of teachers at all school levels agreed that moving content from curriculum resources to courses was seamless (see Table 3). Higher percentages of middle school (80%) and high school teachers (79%) agreed than elementary school teachers (71%). In comparison to 2018-2019, notable increases were seen at all levels.

Table 3: Teacher Agreement Regarding Moving Content From Curriculum Resource Groups Being Seamless

School Level	2018-2019	2019-2020
Elementary	53.5%	71.1%
Middle	62.1%	80.4%
High	65.4%	78.5%

Note: These numbers exclude teachers who reported the question was not applicable.

Third-Party Resources

Schoology has the capability of integrating with outside applications that provide educational content. Several third-party applications are currently available through VBCPS and Schoology, such as Clever, Gale Resources, Khan Academy, and PlayPosit. These third-party applications can be accessed either from within the Schoology platform or through links that take students to the application separately. For the resources objective noted above related to teachers using third-party resources and applications, approximately half of teachers at the elementary (48%) and high school levels (53%) reported they used third-party resources, such as Clever, Gale resources, Khan Academy, and PlayPosit, in 2019-2020 (see Figure 3). A higher percentage was found at the middle school level, with 68 percent of teachers indicating they used third-party resources. There were increases in the percentages of teachers who reported they used third-party resources with their students at all levels in comparison to 2018-2019 (see Figure 3).

Figure 3: Teacher Reported Frequency of Use of Third-Party Division Resources

	Elementary		Middle		High	
	2018-2019	2019-2020	2018-2019	2019-2020	2018-2019	2019-2020
■ Frequently	9%	23%	16%	35%	12%	22%
■ Occasionally	22%	25%	26%	33%	23%	31%
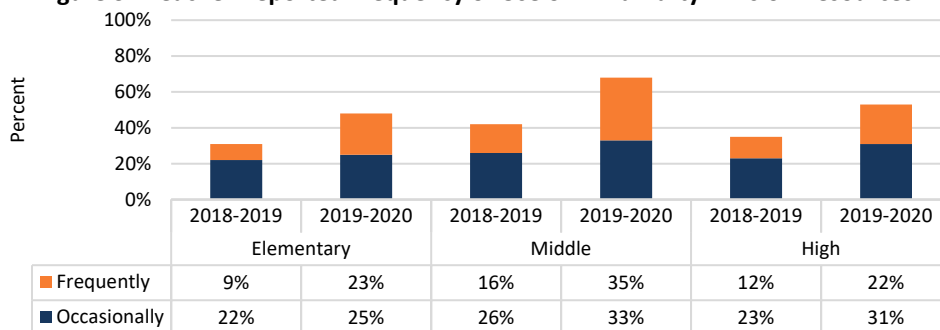
Schoology usage data confirmed the school-level pattern of results regarding use of third-party resources. The percentage of teachers who created a link to a third-party resource in a course was highest at the middle school level followed by high school and elementary school level.

Course Delivery and Schoology Use

An LMS allows teachers to deliver educational course content directly to students. Overall, 84 percent of elementary school teachers and 98 percent of middle and high school teachers reported they used Schoology to deliver course content to students in 2019-2020. Comparisons by grade level at the elementary school level showed that higher percentages of teachers in grades 1 through 5 reported they used Schoology with students (from 78% to 88%) than kindergarten teachers (57%) (see Appendix D). Results by content area at the middle and high school levels showed that at least 94 percent of teachers in each core content area reported they used Schoology for delivering course content. In comparison to 2018-2019, there were increases in the percentages of elementary school teachers across all grade levels and middle and high school teachers across all core content areas who reported they used Schoology with their students in 2019-2020.

The content delivery teacher objective for the instruction goal is "**Teachers will use Schoology regularly (i.e., at least weekly in grades K through 2 and at least daily in grades 3 through 12) with their students to deliver course content as measured by teacher survey responses**." Of kindergarten through grade 2 teachers, 59 percent reported they used Schoology regularly (i.e., at least weekly) to deliver course content, while 56 percent of grades 3 through 5 teachers reported they used Schoology regularly (i.e., daily) to deliver course content. Higher percentages of teachers at the secondary level reported they used Schoology regularly (i.e., daily) for course delivery (71% of middle school teachers and 68% of high school teachers). There were increases in the percentages of teachers who reported they used Schoology regularly with their students at all levels in comparison to 2018-2019 (see Figure 4).

Figure 4: Percentages of Teachers Who Reported Using Schoology Regularly

	Grades K-2*	Grades 3-5	Middle	High
2018-2019	33%	38%	53%	48%
2019-2020	59%	56%	71%	68%
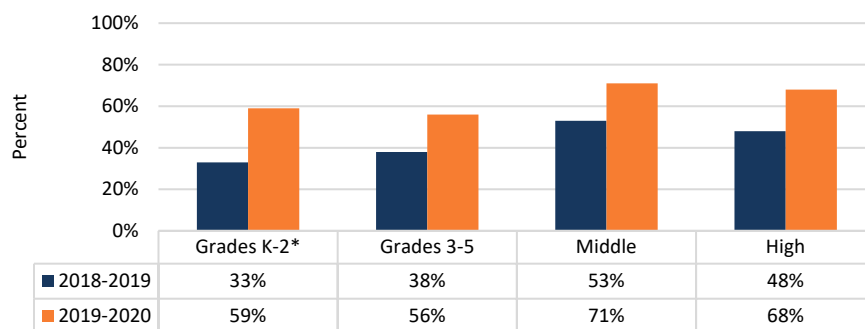
Note: *For K-2 teachers, regular use was defined as at least weekly, while for other teachers, regular use was defined as daily.
Response options included daily, weekly, monthly, quarterly, or no use.

The student use objective for the instruction goal is "**Students will use Schoology regularly (at least daily in grades 3-12) to access course content as measured by student survey responses**." At all school levels, the majority of students who responded to the survey reported they used Schoology *at least daily* (i.e., two or more times a day or one time a day) (see Table 4). Comparisons by school level showed that higher percentages of secondary students reported they used Schoology at least daily than elementary students. Though there were increases in the percentage of elementary school students who used Schoology at least daily in comparison to 2018-2019 (from 59% to 70%), percentages decreased slightly for middle school (from 85% to 82%) and high school students (from 79% to 76%).

Table 4: Student Reported Frequency of Use

School Level	Elementary (3-5)		Middle		High	
	2018-2019	2019-2020	2018-2019	2019-2020	2018-2019	2019-2020
Two or more times a day	49.4%	51.2%	79.5%	73.6%	69.4%	63.9%
One time a day	9.4%	18.3%	5.3%	8.8%	10.0%	11.7%
Daily Total	**58.8%**	**69.5%**	**84.8%**	**82.4%**	**79.4%**	**75.6%**
A few times a week	23.0%	21.0%	8.1%	14.5%	13.4%	20.2%
One time a week	2.5%	2.0%	0.6%	1.3%	1.2%	2.3%
A few times a month	13.8%	7.5%	3.4%	1.8%	2.7%	1.9%

Note: Students in grades K through 2 were not surveyed.

Course Delivery and Schoology Use During School Closure

When surveyed about the impact of the closure on use of Schoology, as expected, the majority of teachers and students at each school level reported their use of Schoology increased since the school closure (see Table 5).

Table 5: Percentages of Teachers and Students Indicating Change in Schoology Use After School Closure

Impacted Use	Teachers			Students		
	Elementary	Middle	High	Elementary	Middle	High
Increased	71.1%	72.7%	62.7%	64.1%	68.3%	65.0%
Stayed the Same	22.4%	22.9%	28.5%	26.3%	20.7%	21.0%
Decreased	6.5%	4.4%	8.8%	9.6%	11.0%	14.0%

When staff members were asked about Schoology helping to meet instructional needs during the school closure, nearly all teachers, administrators, and ITSs at all levels agreed (at least 93%) that Schoology helped meet needs, with the exception of elementary school teachers who had 80 percent agreement (see Figure 5).

Figure 5: Percentages of Staff Who Agreed Schoology Helped Meet Needs Since School Closure

	Teacher	Administrator	ITS
Elementary	80%	100%	100%
Middle	94%	100%	100%
High	93%	94%	100%
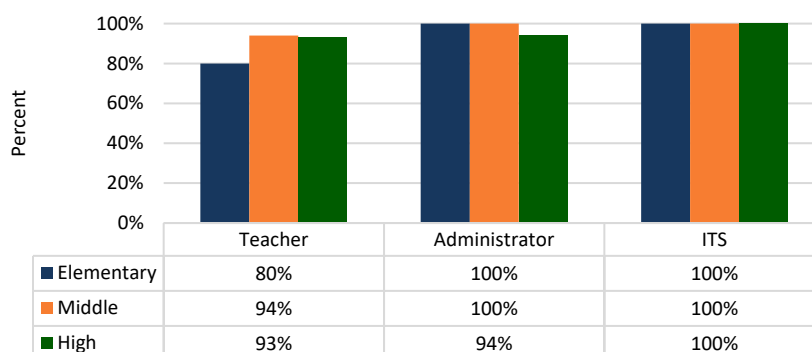
Teachers were asked more specifically about their students' participation and engagement with Schoology during the school closure. At the elementary school level, 66 percent of teachers reported that almost all or most of their students consistently participated in distance learning over the previous week, while 55 percent of middle school teachers and 40 percent of high school teachers reported participation was at this level (see Table 6).

Table 6: Percentages of Teachers Reporting Student Participation During School Closure

School Level	Elementary	Middle	High
Almost all students	32.8%	20.3%	8.4%
Most students	33.3%	35.0%	31.8%
About half of students	20.6%	27.7%	38.1%
A few students	11.7%	14.8%	19.5%
Almost no students	1.6%	2.1%	2.1%

Regarding engagement for those students who participated in distance learning, one-third of elementary teachers reported their students were very engaged during distance learning over the previous week, while 17 percent of middle school teachers and 10 percent of high school teachers reported engagement at this level. As shown in Table 7, the majority of teachers at all levels reported their students were somewhat engaged over the previous week.

Table 7: Percentages of Teachers Reporting Student Engagement During School Closure

School Level	Elementary	Middle	High
Very engaged	33.3%	16.8%	10.0%
Somewhat engaged	63.1%	75.0%	77.5%
Not engaged	3.6%	8.3%	12.5%

Course Delivery Activities

Schoology offers a variety of ways to deliver content for students, such as through providing content within course folders, files, links, or pages or allowing students to interact through discussion boards. Most teachers (94%) reported they either frequently or occasionally added folders, files, or links within their courses, which was an increase from 2018-2019 when 86 percent of teachers reported they did so. Comparisons by school level showed that 98 percent of teachers at the secondary level reported they either occasionally or frequently added folders, files, or links within their courses, while 88 percent of elementary school teachers reported they did. This pattern by school level was confirmed when examining teacher and student Schoology usage data.

Higher percentages of teachers at the secondary level created files, links, and course folders in Schoology than elementary school teachers.

Teachers can also monitor student learning of the content in Schoology through creating and grading assignments and providing students feedback. Most teachers reported they either frequently or occasionally (87%) created assignments during 2019-2020, which was an increase from 2018-2019 (78%). Comparisons by school level showed that at least 96 percent of teachers at the secondary level reported they created assignments in Schoology, while 75 percent of elementary school teachers reported they did. The patterns by school level were confirmed when examining the Schoology usage data. Higher percentages of teachers at the secondary level created assignments in Schoology than elementary school teachers and higher percentages of students at the secondary level submitted assignments in Schoology than elementary school students.

Lower percentages of teachers reported they graded assignments in Schoology than created them. Overall, 66 percent of teachers reported they frequently or occasionally graded assignments in Schoology. Though the percentage who graded assignments was lower, there was an increase from 2018-2019 when 52 percent of teachers reported they frequently or occasionally graded assignments in Schoology. Comparisons by school level showed that the highest percentage of teachers who frequently or occasionally graded assignments was at the middle school level (82%) followed by the high school level (80%), while 45 percent of elementary teachers reported they did so. Consistent with the survey data, much lower percentages of teachers graded assignments in Schoology at each school level than created assignments, though there were higher percentages of teachers who graded assignments at the secondary level than at the elementary level.

According to central office Schoology implementation team members, teachers may not have graded assignments in Schoology due to not having a link between Schoology and VBCPS' Student Information System (Synergy), which is the official grade book of record, though this sync would only occur for the secondary level because standards-based grades are used at the elementary school level. Although not in the initial plan for Schoology, after the LMS was acquired, VBCPS decided that all secondary assignment and assessment grades entered into Schoology should be directly imported into Synergy. This decision required custom development efforts by both Schoology and Synergy vendors. This integration between Schoology and Synergy was expected to be ready prior to the start of the 2019-2020 school year, but the integration has not been completed. A field test for passing grades from Schoology to Synergy was planned for spring 2020; however, due to the COVID-19 school closure, the field test was not conducted. A field test with a small number of teachers has been scheduled for the 2020-2021 school year prior to divisionwide implementation. In response to a survey item about how the Schoology initiative could be improved, one theme that emerged from teachers, administrators, and ITSs was grades not syncing from Schoology into Synergy.

The usability goal for the Schoology initiative is "**Schoology will be user-friendly for all users**." One objective for this usability goal is "**The process of transitioning data to/from Schoology and various other VBCPS platforms will be efficient and accurate (e.g., course enrollment, student information, grade passback, third-party applications) as measured by central office Schoology implementation team interviews**." Central office Schoology implementation team members were asked about the efficiency and accuracy of the data transitioning process, which could include course enrollment, students, information, grade passback, and third-party applications. Approximately 33 percent of Schoology implementation team members who responded to the survey agreed that the process of transitioning data to/from Schoology and various other VBCPS platforms was efficient, and 67 percent agreed that the process was accurate.

Content Accessibility

The usability goal for the Schoology initiative is "**Schoology will be user-friendly for all users**." Another objective for this goal is "**Content in Schoology will be easily accessible for Schoology users as measured by**

staff and student survey responses." At least 88 percent of teachers, administrators, and ITSs agreed that content in Schoology was easily accessible for them (see Table 8). Overall, highest agreement was found for ITSs with at least 94 percent agreement. In comparison to 2018-2019, teacher agreement regarding ease of access at all school levels increased in 2019-2020.

Table 8: Teacher Agreement Regarding Content Being Easily Accessible

School Level	Teacher		Admin		ITS	
	2018-2019	2019-2020	2018-2019	2019-2020	2018-2019	2019-2020
Elementary	77.0%	87.5%	100%	91.0%	91.9%	100%
Middle	78.9%	92.2%	95.7%	89.7%	100%	94.4%
High	83.3%	92.7%	87.5%	88.9%	87.5%	100%

When students were asked about the ease of accessing content for themselves, at least 80 percent of students at each school level agreed (see Table 9). Higher percentages of elementary (91%) and middle school (90%) students agreed than high school students (80%). In comparison to 2018-2019, there were increases in agreement percentages at each school level in 2019-2020.

Table 9: Student Agreement Regarding Content Being Easily Accessible for Them

School Level	2018-2019	2019-2020
Elementary	86.9%	90.5%
Middle	82.0%	89.6%
High	71.5%	79.6%

Assessment

Schoology offers teachers and the division the ability to monitor student learning through assessments. Beginning in 2019-2020, Schoology was the primary method of administering assessments created within the division due to discontinuing the previously used assessment platform, SchoolNet. Teacher-created assessments to monitor students' learning of course content are called classroom assessments. In Schoology, these classroom assessments can either be created as tests/quizzes or assessments. Questions for classroom assessments can be typed in during creation or they can be imported from a previous assessment or test bank. In addition, curriculum coordinators in the Department of Teaching and Learning provide assessments that can be imported and administered as classroom assessments.

Schoology's Assessment Management Platform (AMP) can also be used to create assessments. Assessments created through AMP can be utilized by more than one teacher, which can include schoolwide (i.e., common) or divisionwide assessments. As noted, beginning in 2019-2020, Schoology was expected to be the primary method of administration for all assessments, including divisionwide assessments. Both the creation and management of the divisionwide assessments were completed by central office staff. Central office staff provided the appropriate teachers with the divisionwide assessments for administration in Schoology. For school-based staff to create or manage other assessments in AMP, they must be a part of their school's AMP team, which manages a school's schoolwide AMP assessments. These AMP teams typically include administrators and ITSs as well as teachers as needed or upon request. Beginning in 2019-2020, AMP team members could add questions to assessments through a test bank provided by Certica, which offers suggested questions by learning objective within content areas.

One assessment-related challenge during 2019-2020 included the ability to lock down the website browser while students took an assessment. Since 2018-2019, VBCPS has contracted with Respondus to ensure that teachers could lock down website browsers to ensure that students could not access any outside information during an assessment. However, issues remained with tests loading correctly when using this application during 2019-2020. Overall, 58 percent of teachers who used Respondus reported they had issues when
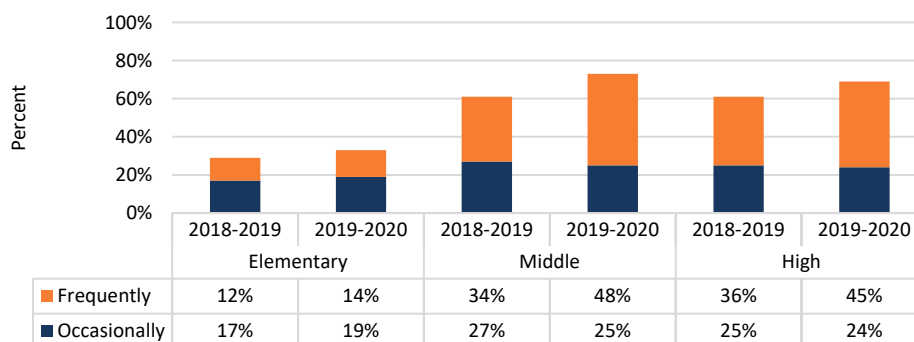
administering assessments in 2019-2020. Higher percentages of middle school (65%) and high school teachers (60%) reported they experienced issues when administering assessments in Schoology through Respondus than elementary school teachers (50%). For the 2020-2021 school year, teachers are currently using Respondus to lock down website browsers for assessments. According to the Office of Student Assessment, there have been no reported issues when students have completed assessments from home during virtual learning; however, it is not yet known if issues may appear when students return to school buildings and complete assessments on the VBCPS network.[5]

The assessment objective for the instruction goal is "**Teachers will create classroom and/or common assessments in Schoology as measured by teacher survey responses and administer assessments in Schoology (i.e., classroom, common, and district) as measured by teacher and student survey responses**." In 2018-2019, 29 percent of elementary school teachers, 61 percent of middle school teachers, and 62 percent of high school teachers reported they frequently or occasionally created classroom assessments. In addition, 6 percent of elementary school teachers, 14 percent of middle school teachers, and 18 percent of high school teachers reported they frequently or occasionally created common assessments in AMP. Further, 31 percent of elementary school teachers, 56 percent of middle school teachers, and 55 percent of high school teachers reported they frequently or occasionally administered assessments in Schoology. Due to low percentages of teachers indicating they created and administered assessments in Schoology in 2018-2019, a recommendation from the year-one evaluation was to provide schools with the necessary knowledge, support, and reporting capabilities to administer assessments through Schoology. Central office Schoology implementation team members reported that actions taken regarding this recommendation included the following: posted weekly assessment tips to ITS and school improvement specialist (SIS) Schoology groups; completed development of Web Reporting System (WRS) reports in November 2019; Office of Student Assessment offered assessment-related professional learning opportunities on various topics (i.e., accessing data in Schoology and WRS reports, navigating the Certica item bank, using AMP, new Schoology enhancements) through Schoology courses, training videos, and in-person sessions to school-based staff; curriculum coordinators and Office of Student Assessment staff worked with PLCs to analyze AMP data; and converted assessments into Schoology in the areas of music and world languages.

Creating Assessments

For the assessment objective noted above related to teachers creating classroom and/or common assessments in Schoology, in 2019-2020, there were increases in the percentages of teachers who reported creating assessments in Schoology at all levels, with larger increases at the secondary level in comparison to 2018-2019. Results showed that 73 percent of middle school teachers and 69 percent of high school teachers reported they created classroom assessments frequently or occasionally, while 33 percent of elementary school teachers reported doing so (see Figure 6). Schoology usage data confirmed that the percentage of teachers who created an assessment was highest at the middle school level and lowest at the elementary school level.

Figure 6: Teacher Reported Frequency of Creating Classroom Assessments in Schoology

	Elementary		Middle		High	
	2018-2019	2019-2020	2018-2019	2019-2020	2018-2019	2019-2020
Frequently	12%	14%	34%	48%	36%	45%
Occasionally	17%	19%	27%	25%	25%	24%

Consistent with the process for school teams to create assessments in AMP, lower percentages of teachers at all levels reported they created assessments using AMP than classroom assessments. In 2019-2020, 36 percent of middle school teachers and 32 percent of high school teachers reported they frequently or occasionally used AMP to create assessments in Schoology, while 18 percent of elementary school teachers reported doing so (see Figure 7). In comparison to 2018-2019, there were increases in percentages seen at all levels, with the largest increases at the secondary level. Schoology usage data confirmed that higher percentages of secondary teachers created items or assessments in AMP than elementary school teachers.

Figure 7: Teacher Reported Frequency of Creating Common Assessments in AMP

	Elementary		Middle		High	
	2018-2019	2019-2020	2018-2019	2019-2020	2018-2019	2019-2020
■ Frequently	2%	6%	6%	16%	7%	13%
■ Occasionally	4%	12%	8%	20%	11%	19%
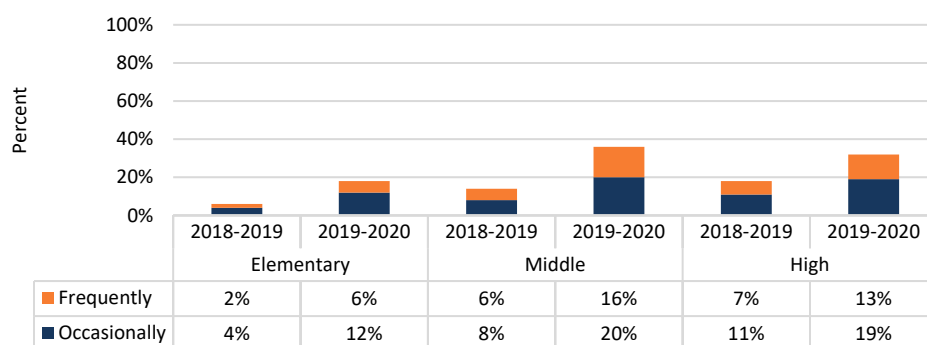
Administering Assessments

One portion of the assessment objective noted above was related to teachers administering assessments in Schoology. When teachers were surveyed about having the necessary knowledge and support to administer assessments in Schoology, the highest agreement was at the middle school level (90%), followed by high school (85%) and elementary school levels (72%). A similar pattern by school level emerged regarding having administered assessments to students in Schoology. As shown in Figure 8, 83 percent of middle school teachers and 72 percent of high school teachers reported they administered assessments, while 56 percent of elementary teachers reported they had. There were notable increases in percentages seen at all levels in comparison to 2018-2019.

Figure 8: Teacher Reported Frequency of Administering Assessments in Schoology

	Elementary		Middle		High	
	2018-2019	2019-2020	2018-2019	2019-2020	2018-2019	2019-2020
■ Frequently	12%	25%	32%	61%	31%	46%
■ Occasionally	19%	31%	24%	22%	24%	26%
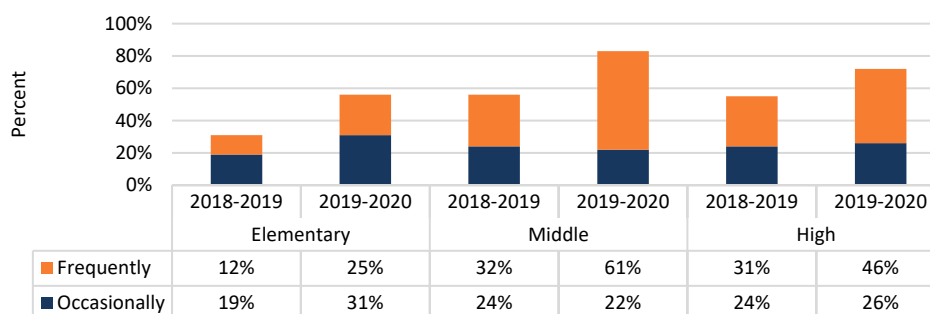
When students were asked whether they had taken a quiz, test, or assessment in Schoology, 96 percent of middle school students and 90 percent of high school students reported they had, while 82 percent of students in grades 3 through 5 reported they had (see Figure 9). In comparison to 2018-2019, there were increases in percentages seen at all levels. In addition, Schoology usage data confirmed that higher percentages of secondary students submitted all types of assessments than elementary school students.

Figure 9: Student Reported Frequency of Taking a Quiz, Test, or Assessment

	Elementary		Middle		High	
	2018-2019	2019-2020	2018-2019	2019-2020	2018-2019	2019-2020
■ Frequently	34%	44%	56%	63%	50%	52%
■ Occasionally	37%	38%	35%	33%	36%	38%
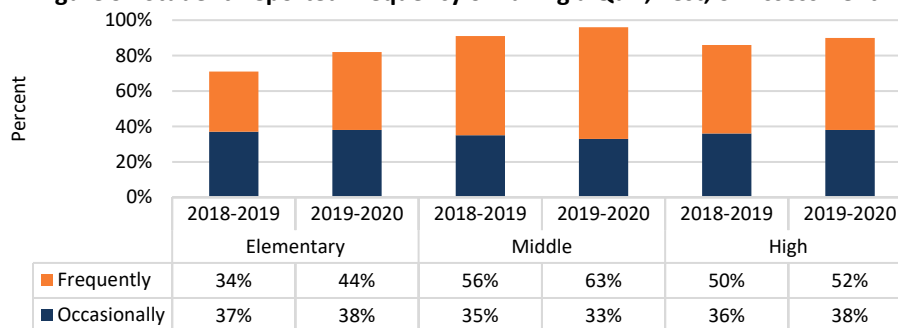
As noted previously, the usability goal for the Schoology initiative is "**Schoology will be user-friendly for all users**." Another objective for this usability goal is "**Schoology will provide a platform for teachers to efficiently create assessments as measured by teacher responses and for students to easily navigate assessments as measured by student and teacher responses**." Regarding the ease of creating assessments in Schoology, 74 percent of middle school teachers and 72 percent of high school teachers agreed that creating assessments in Schoology was efficient, while 57 percent of elementary school teachers agreed (see Table 10). In comparison to 2018-2019, there were increases in teacher agreement percentages regarding the efficiency of creating assessments in 2019-2020, though agreement percentages remained relatively low, especially at the elementary school level. At each school level, higher agreement percentages were found regarding the efficiency of administering assessments in Schoology (from 70% to 88% agreement) and students' ability to easily navigate assessments (from 70% to 89%). Lowest agreement was found for elementary school teachers across both items (70% agreement). There were increases in agreement percentages at all school levels regarding students' navigation of Schoology in comparison to 2018-2019.

Table 10: Percentages of Teachers Who Agreed Creating, Administering, and Students Taking Assessments Was Efficient

School Level	Creating Assessments		Administering Assessments		Students Taking Assessments	
	2018-2019	2019-2020	2018-2019	2019-2020	2018-2019	2019-2020
Elementary	42.7%	56.8%	NA	70.1%	56.3%	70.0%
Middle	57.5%	73.9%	NA	88.0%	77.6%	88.8%
High	60.5%	71.5%	NA	82.5%	77.8%	87.3%

Note: These numbers exclude teachers who reported the question was not applicable.

As shown in Table 11, at least 82 percent of students at all school levels agreed that tests or quizzes in Schoology were easy to navigate. In comparison to 2018-2019, there were increases in student agreement percentages at the secondary level, while the percentage at the elementary school level remained the same in 2019-2020.

Table 11: Student Agreement Regarding Ease of Navigating Assessments

School Level	2018-2019	2019-2020
Elementary	81.7%	81.6%
Middle	83.0%	90.7%
High	75.6%	83.8%

Note: These numbers exclude students who reported they did not take an assessment or quiz.

Assessment Results Reporting

Upon administering *classroom assessments*, teachers can access the percentage of correct items for each student, percentage correct on each item, and class averages, but generally cannot obtain more detailed reporting by item or student. Reporting of classroom assessments is restricted to the individual course and section in which it was administered. More detailed results reporting by item and student is offered for

assessments through AMP. In addition to reporting by item and student, these reports include data for all course sections that administered the assessment. Although AMP provides more detailed data than classroom assessments, in 2017-2018, teachers expressed concerns to the central office implementation team about the strength and power of these reports in comparison to the previously used assessment platforms.[6] As a result, in the spring of 2019, the Department of Technology in collaboration with the Office of Student Assessment began building more detailed reporting capabilities accessible through the division's WRS. The AMP assessment reports accessible through WRS allowed for more detailed data at the item level and provided school-level comparisons.[7] According to the Office of Student Assessment director, these reports provide supplemental data that may be more appropriate for administrators or lead teachers for school improvement purposes than for all classroom teachers.[8] Upon making the WRS reports available in November 2019, a video training was provided by the Office of Student Assessment through Schoology.

The assessment reporting objective for the instruction goal is "**Teachers will access and analyze assessment data in Schoology as measured by teacher survey responses**.*"* When surveyed about their understanding of how to access assessment results in Schoology, 76 percent of elementary school teachers, 89 percent of middle school teachers, and 90 percent of high school teachers agreed they understood how to access results. At the secondary level, 74 percent of middle school teachers and 67 percent of high school teachers reported they accessed and analyzed assessment results for a classroom assessment in Schoology (see Figure 10). A lower percentage was again found at the elementary school level, with 50 percent of elementary school teachers indicating they accessed and analyzed classroom assessment data in Schoology. However, in comparison to 2018-2019, there were notable increases in percentages seen at all levels.

Figure 10: Teacher Reported Frequency of Accessing and Analyzing Classroom Assessment Results

	Elementary		Middle		High	
	2018-2019	2019-2020	2018-2019	2019-2020	2018-2019	2019-2020
Frequently	8%	22%	22%	49%	24%	37%
Occasionally	16%	28%	25%	25%	22%	30%
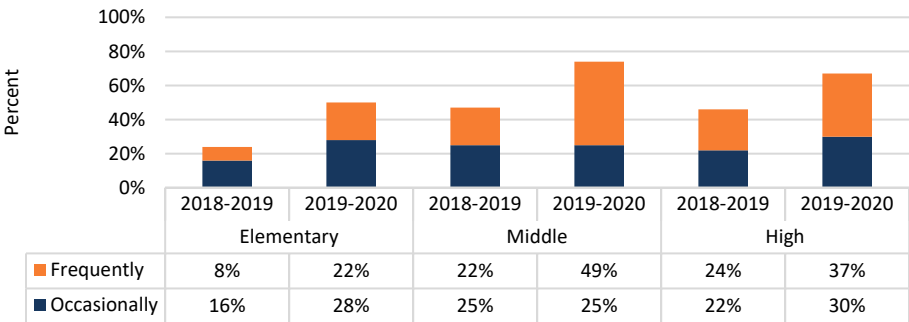
Regarding accessing and analyzing results with an assessment created in AMP, 53 percent of middle school teachers reported they frequently or occasionally accessed and analyzed assessment results either within Schoology or through WRS, while 42 percent of high school and elementary school teachers reported they did so (see Figure 11). There were notable increases at all school levels in comparison to 2018-2019. When separately examining the percentages who reported they accessed results in the two platforms, as expected, slightly higher percentages of teachers overall reported they frequently or occasionally accessed and analyzed assessment results of an AMP assessment *within Schoology* (44%) than *through the WRS* (30%).

Figure 11: Teacher Reported Frequency of Accessing and Analyzing Assessment Results From an AMP Assessment

	2018-2019	2019-2020	2018-2019	2019-2020	2018-2019	2019-2020
	Elementary		Middle		High	
■ Frequently	3%	15%	6%	30%	7%	17%
■ Occasionally	5%	27%	8%	23%	8%	25%
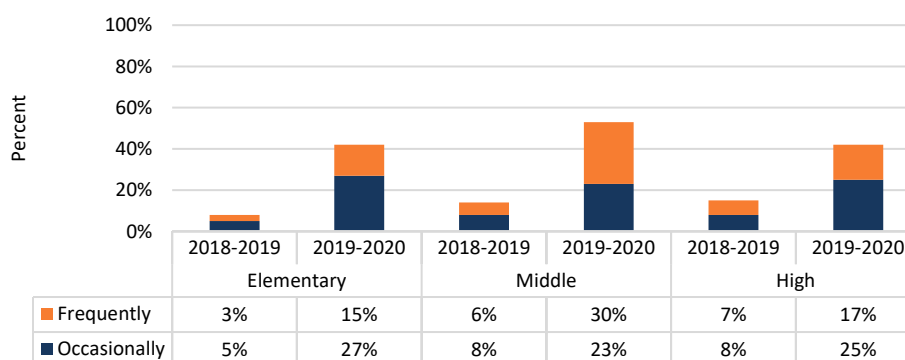
Teachers were provided the opportunity to provide comments on creating, administering, and reporting results in Schoology through an open-ended survey item. Main themes that emerged from teacher comments included having difficulty creating assessments, especially through AMP or test/quiz; that the platform was not user friendly; and that creating assessments in Schoology was time consuming. In addition, teachers mentioned issues related to students accessing tests, especially when using the lockdown browser, and the need for additional training on assessments or not knowing how to create assessments or access assessment data.

Communication and Collaboration

A benefit of an LMS includes the ability to connect and communicate with others. Schoology allows for teachers, administrators, and students to connect and communicate within and across schools as well as with a broader online community. Schoology offers the ability to communicate through direct messaging, posting within groups or calendars, discussion boards, and a video conferencing tool. The communication and collaboration goal for the Schoology initiative is "**Schoology will support communication and collaboration amongst teachers, administrators, students, and parents**." Objectives for this goal focused on (1) staff communication, (2) collaboration amongst teachers, (3) communication with students, (4) parent access to information in Schoology, and (5) communication with parents.

In 2018-2019, low agreement percentages were found regarding Schoology facilitating communication among teachers, students, and administrators as well as collaboration between teachers. From 52 to 61 percent of teachers and students, depending on group and school level, agreed Schoology helped facilitate communication with teachers; 31 to 47 percent of teachers and students agreed Schoology helped facilitate communication with administrators; and 63 to 66 percent of teachers agreed Schoology helped facilitate collaboration. Due to these low agreement percentages, an area of recommendation from the 2018-2019 year-one evaluation was that schools be encouraged to use Schoology as a means for communication and collaboration. Central office Schoology implementation team members reported that actions taken regarding this recommendation included the following: created collaboration groups for various secondary content areas (e.g., math, English, music) that allowed for sharing of resources, professional learning opportunities, and collaborative development of question banks; created collaboration groups for English as a Second Language (ESL) teachers, Gifted Resource teachers (GRTs), and literacy coaches to facilitate resource sharing, professional learning, and communication; and provided the ELP messages and communication through curriculum and collaboration groups.

Staff Communication and Collaboration

The staff communication objective for the communication and collaboration goal is "**Schoology will help facilitate the communication between teachers as well as administrators and teachers as measured by staff**

survey responses." In 2019-2020, from 62 to 71 percent of teachers agreed that Schoology helped facilitate communication with other teachers and from 53 to 61 percent agreed that Schoology helped facilitate communication with administration. Increases were seen regarding agreement percentages at all levels for both items from 2018-2019 to 2019-2020 (see Table 12). Most notably, middle school teacher agreement increased from 52 to 71 percent regarding Schoology facilitating communication with other teachers and from 38 to 61 percent agreement regarding facilitating communication with administration. Although there were increases, agreement percentages were still relatively low regarding facilitation of communication with teachers and administration at all levels.

Table 12: Teacher Agreement Regarding Schoology Helping Facilitate Communication

School Level	Communication with Other Teachers		Communication with Administration	
	2018-2019	2019-2020	2018-2019	2019-2020
Elementary	53.4%	62.2%	38.0%	53.1%
Middle	52.3%	70.6%	38.3%	60.5%
High	56.5%	63.0%	46.7%	53.3%

Administrators and ITSs had higher agreement percentages regarding Schoology facilitating their communication with teachers, with at least 79 percent agreement depending on level and role in 2019-2020 (see Table 13).

Table 13: Administrator and ITS Agreement Regarding Schoology Helping Facilitate Communication With Teachers

School Level	Administrator		ITS	
	2018-2019	2019-2020	2018-2019	2019-2020
Elementary	78.4%	79.3%	72.2%	85.4%
Middle	85.0%	83.3%	93.8%	94.4%
High	92.3%	88.2%	100%	92.3%

The teacher collaboration objective for the communication and collaboration goal is "**Schoology will help facilitate the collaboration between teachers as measured by teacher survey responses**." As shown in Table 14, from 72 to 86 percent of teachers agreed that Schoology helped facilitate collaboration between teachers. There were increases in agreement percentages at all school levels with the largest increase found at the middle school level (from 66% to 86%).

Table 14: Teacher Agreement Regarding Schoology Helping Facilitate Collaboration Between Teachers

School Level	2018-2019	2019-2020
Elementary	64.6%	71.5%
Middle	65.9%	85.6%
High	63.1%	74.9%

Student Communication

The student communication objective for the communication and collaboration goal is "**Schoology will help facilitate the communication between teachers and students as well as administrators and students as measured by staff and student survey responses.**" In 2019-2020, at least 81 percent of teachers and students at each school level agreed that Schoology helped facilitate communication with the other group (i.e., teachers communicating with students and students communicating with teachers). Increases were seen regarding agreement percentages at all levels for both groups from 2018-2019 to 2019-2020 (see Table 15). Most notably, elementary student agreement increased from 57 percent to 89 percent regarding Schoology helping to facilitate communication with their teachers.

Table 15: Teacher and Student Agreement Regarding Schoology Helping Facilitate Communication With One Another

School Level	Teacher Communication with Students		Student Communication with Teachers	
	2018-2019	2019-2020	2018-2019	2019-2020
Elementary	71.6%	87.7%	56.8%	89.4%
Middle	86.0%	97.9%	60.8%	87.0%
High	85.9%	96.9%	58.7%	81.0%

One tool that teachers may use to communicate with students in Schoology is discussion boards. Overall, 65 percent of teachers reported frequent or occasional use of discussion boards in 2019-2020, while 18 percent of teachers reported rare use and 18 percent reported they had no experience with discussion boards. There was an increase in the percentage of teachers who used discussion boards from 2018-2019 when 42 percent reported they frequently or occasionally did so. Comparisons by level showed that a higher percentage of middle school teachers (77%) reported they either frequently or occasionally used discussion boards than high school (67%) or elementary school teachers (54%) in 2019-2020. This pattern by school level was confirmed when examining Schoology usage data of the percentages of teachers creating discussions and the percentages of students submitting discussions. In addition, video conferencing tools provide a means for communication with students through live virtual interaction, which became particularly important during the school closure when teachers needed to connect with their students virtually. Overall, 32 percent of teachers reported they used the conference tool in Schoology for instruction or communication with their students during the school closure, with the highest percentage at the elementary school level (42%), followed by the middle school (27%) and high school levels (22%). Nearly all (95%) of teachers reported they used another video conference tool (e.g., Google Meet, Zoom) to teach or communicate with their students during the school closure. There was little variation across school levels (95% to 96% agreement depending on level).

Regarding administrator and ITS communication with students, at least 80 percent of administrators and ITSs at each level agreed that Schoology helped facilitate their communication with students. Most agreement percentages either increased or stayed relatively similar. (see Table 16). Most notably, elementary school administrator agreement regarding Schoology helping facilitate communication with students increased from 60 to 80 percent.

Table 16: Administrator and ITS Agreement Regarding Schoology Helping Facilitate Communication Between Administrator and Student

School Level	Administrator		ITS	
	2018-2019	2019-2020	2018-2019	2019-2020
Elementary	60.0%	80.4%	94.3%	87.8%
Middle	80.0%	80.6%	100%	100%
High	92.0%	94.1%	100%	92.3%

Although student agreement regarding Schoology facilitating communication with administrators increased at each level from 2018-2019 to 2019-2020, agreement percentages remained relatively low in 2019-2020, ranging from 50 to 58 percent depending on school level (see Table 17).

Table 17: Student Agreement Regarding Schoology Helping Facilitate Communication Between Administrator and Student

School Level	2018-2019	2019-2020
Elementary	35.6%	54.7%
Middle	34.8%	57.6%
High	31.3%	49.9%

Parent Access and Communication

Parent Access to Information

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. One area of recommendation from the year-one evaluation was providing parents access to Schoology because parents did not have access in 2018-2019. Central office Schoology implementation team members reported that actions taken regarding this recommendation included providing all ITSs details about the information parents could access and conducting a field test for parent access. The field test was conducted with parents of students at four schools (2 elementary schools, 1 middle school, 1 high school) from January to February 2020.

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. Parents at the field test schools who already had a ParentVue account could access Schoology through logging in and clicking on the link to Schoology. Parents who did not have a ParentVue account needed to activate this account through their child's school to gain access. AlertNow messages with information about the field test and how to set up access to their account were sent to parents at the four field test schools in December 2019 and January 2020.[9] General information about Schoology and parent support information for how to use Schoology was posted on the VBSchools.com website for parents.[10] Overall, 25 percent of parents who accessed their child's information in Schoology during the field test reported they accessed this parent Schoology support page on VBSchools.com.

The parent access objective for the communication and collaboration goal is "**Parents will access students' academic information and work via Schoology as measured by parent survey responses and parent usage statistics**." Parents who were identified as having an account and accessed their ParentVue account at least once during the field test were surveyed.[11] Overall, 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. 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 (72%) students. 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 had difficulty with logging in.

Of the parents who accessed their child's information or work in Schoology during the field test, 16 percent reported they accessed the information daily, 55 percent reported they accessed the information weekly, and 29 percent reported they accessed the information monthly. As shown in Table 18, the highest percentages of secondary parents reported they accessed information weekly, while the highest percentage of elementary parents reported they accessed information monthly. A higher percentage of parents of middle school students reported they accessed the information daily (26%) compared to the other levels.

Table 18: Parent Reported Frequency of Accessing Their Child's Work in Schoology

School Level	Daily	Weekly	Monthly
Elementary	8.8%	44.1%	47.1%
Middle	25.7%	55.7%	18.6%
High	9.1%	60.0%	30.9%

Across all school levels, the majority of parents who accessed their child's information in Schoology during the field test reported they accessed the Student Profile, assignment information, and course materials in Schoology (see Table 19). The majority of parents at the secondary level also reported they accessed the student calendar in Schoology. Higher percentages of parents at the secondary level reported they accessed each of these features in Schoology than elementary school parents (see Table 19).

Table 19: Percentages of Parents Who Reported They Accessed Various Schoology Features

Feature	Elementary	Middle	High
Student Profile	79.4%	81.4%	83.6%
Assignment information	50.0%	80.0%	83.6%
Course materials	52.9%	71.4%	72.7%
Student calendar	44.1%	60.9%	66.7%

Note: Other response options were "no" and "I don't know."

As shown in Table 20, of those parents who reported they had accessed information in Schoology, higher percentages of parents of secondary students than parents of elementary school students agreed that accessing Schoology helped them understand what their child was working on, information in Schoology was easily accessible for them, and reported that accessing their child's information or work in Schoology was very useful or somewhat useful.

Table 20: Percentages of Parents Who Agreed Schoology Helped Them Understand Child's Work and Reported Accessing Information Was Useful

Survey Item	Elementary	Middle	High
Agreed accessing Schoology helped me understand what my child was working on in school	61.8%	74.2%	76.4%
Agreed information in Schoology was easily accessible	58.8%	78.6%	81.5%
Reported accessing my child's information or work in Schoology was very useful or somewhat useful	76.4%	87.0%	90.7%

Parents were provided the opportunity to comment about benefits of parent access and suggested improvements. Main themes that emerged regarding benefits of having access to Schoology were being informed and having access to their child's academic information. Themes for areas of improvement included the need for structural consistency across courses and more detailed guidelines for parents regarding using Schoology.

Parent Communication

In general, parent access in Schoology primarily allows parents to only view content in Schoology and does not provide a direct messaging feature to communicate with staff. Due to these restrictions, communication and connection between parents and staff in Schoology is based on parents accessing information posted by staff. Through their account settings, parents can sign up to receive email notifications when information is updated or posted in a course or group. For example, parents can receive an email when an update is posted in their child's course or if their child has an assignment that is overdue. Parents can also sign up to receive the Parent Email Digest either on a daily or weekly basis, which includes their children's recent activity, overdue work, and a summary of progress in each course (e.g., graded assignments in Schoology) during a specified time frame.

The parent communication objective for the communication and collaboration goal is "**Schoology will help facilitate the communication between teachers and parents as well as administrators and parents as measured by staff and parent survey responses**." Parents of students at the four field test schools were surveyed about Schoology helping facilitate their communication with teachers, administrators, and their child. Overall, 62 percent of parents who accessed their child's academic information or work in Schoology agreed that having Schoology access helped facilitate their communication with their child's teachers, while 44 percent agreed that having Schoology access helped facilitate their communication with their child's principal and assistant principal(s). Regarding communication with their child, 79 percent of parents agreed that Schoology helped facilitate their communication with their child. Across all items, agreement was higher at the secondary levels than at the elementary school level (see Table 21).

Table 21: Percentages of Parents Who Reported Schoology Helped Facilitate Communication With Teacher, Principal, and Child

School Level	Child's Teacher	Child's Principal	Child
Elementary	40.0%	28.0%	66.7%
Middle	66.7%	50.0%	81.0%
High	70.0%	45.6%	84.3%

When teachers and administrators/ITSs at the field test schools were surveyed about Schoology helping facilitate their communication with parents, 36 percent of teachers agreed that Schoology helped facilitate their communication. Results by school level showed that a higher percentage of teachers agreed with this item at the middle school level (53%) than at the elementary school (20%) or high school levels (29%); however, results by level should be interpreted with caution due to low numbers of staff respondents by level for the parent access field test survey. In addition, overall, 44 percent of administrators/ITSs agreed that Schoology helped facilitate their communication with parents.

Parent Communication and Access During School Closure

When schools closed due to the COVID-19 pandemic, access to Schoology was provided to parents of all students throughout the division. In March, emails were sent to every parent who had an email address on file with the school division detailing how to activate their ParentVue account, which would provide them access to Schoology.[12] In addition, frequent communications from the Superintendent provided details about accessing their child's work through Schoology. Information about Schoology and support for using Schoology remained on the VBSchools website for parents to reference as well.[13] Though parents divisionwide were not surveyed during the school closure, as previously noted, teachers and administrators commented about parents' lack of knowledge or difficulty with navigating Schoology as an obstacle related to Schoology that was encountered in delivering instruction during the school closure.

Parent Schoology usage was examined from the January to June 2020 time period. Data, which could have included any parent divisionwide, showed that a total of 9,908 parents logged in to Schoology at least once from January to June, while there was a total of 67,720 students enrolled during this time. Comparisons by level showed that similar numbers of parents logged in to Schoology by level, with 3,507 parents of elementary school students, 3,803 parents of middle school students, and 3,766 parents of high school students having logged in. Percentages of parents who engaged in various actions were calculated based on the 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 (28% for elementary school, 44% for middle school, and 42% for high school). The next most frequent actions parents engaged in were reading discussion boards, files, and links, though percentages varied by school level.

Professional Learning on LMS Components

In preparation for the initial implementation of Schoology in 2017-2018, professional learning on Schoology operations was provided by Schoology representatives to central office staff and selected staff members at Digital Learning Anchor Schools (i.e., field test schools) who served as Schoology leaders for their schools. The professional learning plan then followed a train-the-trainer model with school Schoology leaders providing training to their school staff. A similar professional learning model was used divisionwide for the 2018-2019 school year. All schools' Schoology leaders were trained by Schoology representatives who then provided training to their school staff. In addition, Schoology school leadership teams, which generally included the building principal or assistant principal(s), ITS(s), library media specialist(s), and two or more teachers, attended regular meetings with the Department of Teaching and Learning instructional technology coordinators (ITCs) throughout 2018-2019. Separate sessions were held for leadership teams from Digital Learning Anchor Schools and the remaining schools.

During 2019-2020, divisionwide professional learning sessions on Schoology were provided by the ITCs. These sessions held in October and December were offered to school Schoology leadership teams, which generally included the building principal or assistant principal(s), ITS(s), library media specialist(s), and two or more teachers. Separate meetings also held in October and December were provided to Digital Learning Anchor Schools' Schoology leadership teams. Additional sessions were planned for the spring; however, they were cancelled due to the pandemic. Topics covered during these sessions included using third-party applications; administering assessments through AMP, Schoology's assessment platform; creating rubrics; tagging learning objectives; and analyzing mastery data. An additional divisionwide professional learning opportunity focused on creating and administering classroom assessments and assessments in AMP. This professional learning was offered through a Schoology course created by the Office of Student Assessment and able to be completed when needed.

Professional learning sessions offered for other school-based staff were typically offered by ITSs.[14] In addition, in general, teachers were tasked with showing students how to use Schoology. On a survey, students were asked to report the extent to which teachers assisted them with learning how to use Schoology. At least 95 percent of elementary school and middle school students agreed that their teachers showed them how to use Schoology, while 83 percent of high school students agreed.

A professional learning and support goal for the Schoology initiative is "**Professional learning opportunities and support will provide teachers, administrators, and ITSs with the necessary information to utilize Schoology**." There were two specific objectives related to this goal: (1) professional learning and (2) support. The professional learning objective for this goal is "**Professional learning on Schoology will provide teachers, administrators, and ITSs with the necessary knowledge to use Schoology as measured by staff survey responses**." At least 86 percent of teachers, administrators, and ITSs at all levels agreed that the professional learning they received provided them with the necessary knowledge to use Schoology in 2019-2020 (see Table 22). In comparison to 2018-2019, there were increases in teacher agreement percentages regarding professional learning effectiveness at all levels in 2019-2020.

Table 22: Staff Agreement Regarding Professional Learning Provided Necessary Knowledge

School Level	Teacher		Admin		ITS	
	2018-2019	2019-2020	2018-2019	2019-2020	2018-2019	2019-2020
Elementary	75.6%	85.6%	95.8%	95.7%	97.3%	89.8%
Middle	79.8%	92.4%	95.7%	97.4%	100%	94.4%
High	82.3%	93.0%	100%	97.1%	100%	92.3%

The support objective for the professional learning and support goal is "**Schoology support will be available when needed, helpful resources or strategies are provided, and issues are resolved in a timely manner as**

measured by staff survey responses." At least 88 percent of teachers, administrators, and ITSs at all levels reported that help was available when needed, that helpful resources or strategies were provided, and issues were resolved in a timely manner (see Table 23).

Table 23: Teacher Agreement Regarding Receiving Schoology Support

School Level	Help Available			Resources Helpful			Timely Resolution of Issues		
	Teacher	Admin	ITS	Teacher	Admin	ITS	Teacher	Admin	ITS
Elementary	91.3%	100%	97.9%	91.0%	100%	98.0%	87.9%	98.4%	93.8%
Middle	95.4%	94.6%	100%	92.5%	94.1%	100%	91.1%	91.2%	100%
High	94.8%	96.9%	100%	93.2%	97.0%	100%	93.2%	96.9%	92.3%

Note: These numbers exclude staff who reported the question was not applicable.

Professional Learning During the School Closure

During the ELP phase of the school closure, divisionwide professional learning was offered to teachers on Mondays. During these sessions, various topics on Schoology were discussed, such as reviewing the Schoology video conferencing tool. Overall, 86 percent of teachers reported they received professional learning on Schoology during the school closure. Results by school level showed that 84 percent of elementary school teachers and 88 percent of both middle school and high school teachers agreed they received professional learning during the school closure. Of the teachers who reported they received professional learning on Schoology during the school closure, 91 percent agreed that the professional learning provided them with the necessary knowledge to use Schoology for digital learning during the closure. Results by school level regarding professional learning effectiveness ranged from 88 percent at the elementary school level to 92 percent at the middle school level to 94 percent at the high school level.

Outcome Goal and Objectives

Transformational Learning

Previously throughout the report, operational or implementation goals and objectives were presented. In addition to the operational goals, the overarching outcome goal for the Schoology initiative is that it will transform learning in VBCPS. Specifically, the transformational learning goal for the Schoology initiative is "**Schoology will be a tool that transforms curriculum delivery to support student-centered practices that foster student agency and provide students with the opportunity to create and apply new knowledge across contexts**." Objectives for this goal focused on (1) student dispositions, (2) teacher dispositions, and (3) leader dispositions.

Student Transformational Learning Dispositions

The student disposition objective for the transformational learning goal is "**Using Schoology will help students exhibit dispositions that exemplify transformational learning (e.g., self-assessment and reflection, using inquiry and collaboration, mastery in critical thinking and creativity, collaborating using digital tools, demonstrating academic mastery through digital work) as measured by student and teacher survey responses**." Overall student agreement percentages regarding Schoology helping them exhibit various dispositions related to transformational learning were higher at the elementary and middle school levels than at the high school level in 2019-2020 (see Table 24). At both the elementary school and middle school levels, the highest agreement percentages were related to Schoology helping critical thinking skills. In addition, at both the middle school and high school levels, the highest agreement percentages were related to Schoology helping students work with their teachers to get information. Across all levels, the lowest agreement percentages were found regarding Schoology helping students to work with others for various purposes (i.e., work with others to think about topics from other perspectives, help themselves learn, help others learn).

In comparison to 2018-2019 survey results, there were increases in agreement percentages for most items at all levels in 2019-2020 (see Table 24).

Table 24: Student Agreement Regarding Schoology Helping Students Exhibit Dispositions Related to Transformational Learning

School Level	Elementary		Middle		High	
	2018-2019	2019-2020	2018-2019	2019-2020	2018-2019	2019-2020
Monitor learning	82.2%	87.4%	73.8%	83.3%	63.9%	70.2%
Show what I know	85.3%	86.5%	72.3%	81.4%	59.9%	63.1%
Make choices about learning	77.8%	78.2%	64.3%	73.4%	55.5%	59.3%
Work with teacher to get information	77.7%	86.4%	71.0%	84.1%	64.9%	77.8%
Work with others to think about topics from other perspectives	67.4%	65.0%	59.8%	65.0%	48.9%	51.1%
Responsible and respectful student	84.1%	85.4%	74.1%	80.6%	63.7%	70.9%
Critical thinking skills	89.9%	93.3%	72.5%	84.2%	57.5%	69.5%
Share thoughts	73.1%	81.2%	67.8%	81.8%	60.2%	72.4%
Communicate in imaginative ways	NA	NA	61.3%	74.5%	50.8%	61.4%
Do schoolwork in creative ways	77.0%	81.1%	63.3%	73.1%	52.5%	60.9%
Work with others help me learn	69.7%	67.2%	59.5%	64.3%	48.4%	47.6%
Work with others help them learn	68.6%	63.2%	57.9%	61.5%	46.6%	45.8%
Create work online	62.8%	75.0%	64.4%	72.1%	53.1%	60.9%

When teachers were surveyed about Schoology enhancing students' ability to exhibit dispositions related to transformational learning, higher agreement percentages were found at the secondary level in comparison to the elementary school level (see Appendix E). In contrast to student survey results, the highest teacher agreement across all levels related to Schoology helping students to regularly collaborate to support their learning and the learning of others. The lowest agreement was found regarding Schoology helping students to self-assess and reflect at the elementary school level and use inquiry and collaboration to approach concepts from a variety of perspectives at the middle school level. At the high school level, both items were the lowest compared to the other items. Consistent with student survey results, there were increases in teacher agreement for all items related to transformational learning from 2018-2019 to 2019-2020.

Teacher Transformational Learning Dispositions

The teacher disposition objective for the transformational learning goal is "**Using Schoology will enhance teachers' ability to exhibit dispositions that exemplify transformational learning (e.g., planning personalized learning opportunities, planning digital learning experiences, taking a student-centered approach, leveraging digital tools to enhance student agency, incorporating collaboration inside and outside the classroom, using gradual release and differentiation) as measured by teacher, administrator, and ITS survey responses**." Overall, the highest teacher agreement regarding Schoology enhancing teachers' ability to exhibit transformational learning dispositions was at middle school, followed by high school and elementary school teacher agreement (see Table 25). At each school level, the highest agreement percentages were found regarding planning for digital learning experiences that provide students with opportunities to build and demonstrate knowledge (59% to 76%). When administrators and ITSs were surveyed about Schoology helping teachers exhibit transformational learning dispositions, this item also had the highest agreement across all levels (see Appendix E). In comparison to 2018-2019 survey results, there were increases in teacher agreement percentages of all items related to Schoology helping transformational learning dispositions at all levels in 2019-2020.

Table 25: Teacher Agreement Regarding Schoology Helping Teachers Exhibit Dispositions Related to Transformational Learning

School Level	Elementary		Middle		High	
	2018-2019	2019-2020	2018-2019	2019-2020	2018-2019	2019-2020
Plan personalized learning opportunities	43.7%	52.7%	47.0%	68.5%	48.1%	62.7%
Plan digital learning experiences	48.7%	58.9%	57.3%	76.0%	52.9%	73.6%
Take a personalized, student-centered approach	41.5%	44.2%	52.8%	64.6%	46.7%	59.7%
Leverage digital tools for personalized learning	49.5%	56.2%	57.5%	73.3%	55.7%	69.6%
Incorporate collaboration and connection	39.4%	48.1%	48.8%	65.6%	47.6%	59.9%
Use gradual release and differentiation	43.2%	51.3%	52.5%	66.3%	46.5%	61.3%

Note: The other response options were neutral and disagreement.

Leader Transformational Learning Dispositions

The leader disposition objective for the transformational learning goal is "**Using Schoology will enhance administrators' and ITSs' abilities to exhibit leadership dispositions that exemplify transformational learning (e.g., promoting innovation, focusing on teamwork, supporting staff for innovative risk-taking) as measured by administrator and ITS survey responses**." Overall, ITSs had higher agreement percentages than administrators when asked about Schoology helping themselves exhibit leadership transformational learning dispositions (see Tables 26 and 27). In comparison to 2018-2019, there were increases in administrator and ITS agreement percentages for nearly all items and school levels, though the increases were smaller for administrators.

Table 26: Administrator Agreement Regarding Schoology Helping Administrators Exhibit Dispositions Related to Transformational Learning

School Level	Elementary		Middle		High	
	2018-2019	2019-2020	2018-2019	2019-2020	2018-2019	2019-2020
Embody and actively promote innovation	48.9%	49.2%	50.0%	60.5%	59.4%	58.3%
Focus on teamwork and collegiality to increase student achievement	54.3%	56.9%	56.5%	63.2%	62.5%	63.9%
Support innovative risk-taking	51.1%	63.1%	65.2%	63.2%	65.6%	69.4%

Note: The other response options were neutral and disagreement.

Table 27: ITS Agreement Regarding Schoology Helping ITSs Exhibit Dispositions Related to Transformational Learning

School Level	Elementary		Middle		High	
	2018-2019	2019-2020	2018-2019	2019-2020	2018-2019	2019-2020
Embody and actively promote innovation	54.3%	72.9%	68.8%	88.9%	57.1%	76.9%
Focus on teamwork and collegiality to increase student achievement	63.9%	79.6%	81.3%	100%	100%	92.3%
Support innovative risk-taking	63.9%	68.8%	62.5%	83.3%	62.5%	76.9%

Note: The other response options were neutral and disagreement.

Stakeholder Perceptions

The third evaluation question focused on stakeholders' perceptions. Survey results in this section of the report include teacher perceptions of their depth of Schoology use through the Schoology Navigational Markers as well as staff, student, and parent satisfaction.

Schoology Navigational Marker Level

The central office Schoology implementation team provided school staff with Schoology Navigational Markers to help them gauge their depth of use (see Appendix F). Skills at the first level, Digital Presence, included technical skills, while skills at the second level, Developing a Digital Curriculum, and the third level, Blended Classroom, included transformational uses of Schoology with more difficult skills progressing from Level 1 to Level 3. Teachers were asked to select which level most clearly reflected their skill level in using Schoology. As shown in Table 28, during 2019-2020, at the secondary level, a majority of teachers reported being at the Developing a Digital Curriculum level (Level 2), while the highest percentage of elementary school teachers reported being at the Digital Presence level (Level 1). In comparison to 2018-2019, at all school levels, there were decreases of percentages of teachers who selected the Digital Presence level (Level 1) and increases in percentages of teachers who selected developing a Digital Curriculum level (Level 2). There were slight increases in percentages of teachers who selected the Blended Classroom level (Level 3).

Table 28: Teacher Reported Schoology Navigational Marker Level

School Level	Level 1 - Digital Presence		Level 2 – Developing a Digital Curriculum		Level 3 – Blended Classroom	
	2018-2019	2019-2020	2018-2019	2019-2020	2018-2019	2019-2020
Elementary	64.6%	48.2%	30.6%	45.5%	4.8%	6.2%
Middle	48.7%	29.4%	40.6%	57.7%	10.6%	12.9%
High	46.7%	30.7%	43.1%	55.5%	10.2%	13.9%

Satisfaction

At least 81 percent of teachers, administrators, and ITSs at each school level reported they were satisfied with Schoology (see Table 29). In addition, from 71 to 86 percent of students reported they were satisfied (secondary) or liked (elementary) Schoology. In comparison to 2018-2019, the percentages of teachers and students who were satisfied increased at all levels.

Table 29: Staff and Student Satisfaction With Schoology

School Level	Elementary		Middle		High	
	2018-2019	2019-2020	2018-2019	2019-2020	2018-2019	2019-2020
Teacher	70.6%	80.7%	76.8%	91.0%	80.7%	91.6%
Administrator	97.9%	92.3%	95.7%	97.4%	96.9%	94.3%
ITS	94.4%	98.0%	100%	94.4%	100%	100%
Student	82.5%	86.1%	70.0%	83.3%	58.9%	70.6%

Parents who participated in the field test of parent access were also surveyed about their satisfaction with Schoology. Overall, 76 percent of parents who accessed their child's information in Schoology reported they were satisfied with Schoology. Comparisons by level showed that higher percentages of parents at the secondary level (from 79% to 80%) were satisfied than parents at the elementary school level (61%). Central office implementation team members were also surveyed about their satisfaction with Schoology. Overall, 78 percent reported they were satisfied during 2019-2020.

Schoology Implementation Strengths and Challenges

Open-ended survey items provided the opportunity for staff to comment about the strengths of the Schoology initiative and how the initiative could be improved. Students were also provided the opportunity to comment about what they liked best and least about Schoology. Several themes emerged from responses about the strengths of the Schoology initiative. A common theme from teachers, administrators, and ITSs related to everything being in one location and anyone being able to access the information at any time. In addition, teachers, administrators, and ITSs commented on the ease of use and that Schoology helps with the delivery of

virtual instruction. Teachers, administrators, and ITSs also noted a strength was that Schoology can be used as a tool for communication and collaboration. In students' responses to what was liked most about Schoology, similar to staff, many students reported that they liked being able to access various information in one place and the organization of Schoology. Students also reported that they liked knowing what work was expected and schedules or due dates being posted, as well as the ability to communicate through Schoology. Secondary students also noted that it was easy to navigate.

Survey respondents were also provided with an opportunity to provide comments about the impact of Schoology on teaching and learning during the school closure. Across teachers, administrators, and ITSs, a major theme that emerged was that instruction would likely not have been able to continue without the use of Schoology. Students reflected that Schoology provided them the ability to access schoolwork from home and continue learning during the closure, though some students noted that there was no impact due to using Schoology beforehand.

Several themes also emerged from responses about the areas of improvement for the Schoology initiative. Teachers, administrators, and ITSs commented on the need for more professional learning for staff, including focused sessions on AMP and new Schoology features as they are rolled out as well as more training for teachers of younger students. In addition, teachers, administrators, and ITSs reported the need for grades in Schoology to sync with the Synergy gradebook. Administrators and ITSs also commented about the difficulty navigating Schoology, especially for younger students, and the need for something more user friendly. In response to what was liked least, many students reported that they either disliked "everything" or "nothing" about Schoology. Many students also commented that there were technical issues that were experienced. Some students reported that they found Schoology difficult to navigate in terms of finding information or work and found courses to be unorganized. Some students also made comments about finding it difficult to complete assignments or schoolwork while home during the school closure.

Staff were also asked to reflect on obstacles that were encountered in delivering instruction during the school closure. Teachers, administrators, and ITSs provided comments on issues with connecting to Schoology, though it was noted to have primarily occurred in the first few weeks of the closure; lack of student engagement or participation; concerns about students not having access to internet; and parents not knowing how to or having difficulty with navigating Schoology. Some teachers also commented on needing to learn the system and/or adjusting materials due to not previously relying on Schoology.

Schoology Implementation Cost

The final evaluation question focused on the cost to VBCPS for implementing Schoology. All costs related to Schoology during the 2019-2020 school year are included.[15] Costs were related to the following areas: subscription, division training, and other related expenses. As shown in Table 30, the total cost was $422,524.

Costs related to the subscription and student licenses were based on student enrollment. Initially in the RFP, Schoology provided an estimate of $6.35 per student. Based on the contract, the actual cost per student was $6.14. For the 2019-2020 school year, the total cost for the subscription was $409,249. Professional learning costs during 2019-2020 included substitute coverage that was offered to schools during Schoology support meetings, which totaled $4,579.

Other related expenses included paying other vendors to ensure optimal functioning of and integration with Schoology. A contract with Respondus ensured that website browsers were locked down during testing, and costs for this totaled $8,695 during 2019-2020. Though there is a contract with EduPoint to ensure that grades within Schoology will be integrated with Synergy, half of the cost for the work done by EduPoint was paid in

2017-2018 and the other half will be paid upon its completion. Because the application is not yet functioning, there were no costs during 2019-2020 for this work.[16]

In addition, Certica provided a test item bank for assessments in Schoology, which had also been available in the previously used assessment platform, SchoolNet. Due to continued use of the Certica item bank, this cost was not included as a specific cost related to Schoology. However, for informational purposes, the test item bank cost $2.75 per student annually and totaled $183,846 in 2019-2020.

Table 30: Schoology Costs for 2019-2020

Category	Items	Sept 2019 – June 2020
Subscription	Subscription fee/student license*	$409,249.42
Division Professional Learning	Substitute coverage for professional learning	$4,579.48
Other Related Expenses	Testing lockdown browser	$8,695.00
	Synergy grade passback*	$0
Grand Total		$422,523.90

Note: *Half of the Synergy grade passback cost was paid in 2017-2018. The remaining cost has not been paid yet due to it not functioning.

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 help facilitate the transition to personalized learning. After Schoology was selected as the LMS for VBCPS in December 2016, 14 schools participated in a Schoology field test during the 2017-2018 school year. Schoology implementation began divisionwide during the 2018-2019 school year, although schools varied in their level of implementation. During 2019-2020, all schools were expected to fully utilize the system throughout the school year. The year-one implementation evaluation focused on the 2018-2019 school year, while this comprehensive evaluation focused on Schoology's full implementation across the division during the 2019-2020 school year.

The main components of the Schoology LMS include curriculum management and resources, course delivery, assessment and reporting, communication and collaboration, and parent access. Across all school levels, during 2019-2020, higher percentages of teachers used Schoology with their students and for each of these purposes in comparison to 2018-2019, and there was less variability among schools in terms of Schoology use. During the school closure due to the COVID-19 pandemic beginning in March 2020, Schoology was utilized as the primary method of instructional delivery. At least 80 percent of teachers, administrators, and ITSs agreed that Schoology helped meet their instructional needs during the school closure, and from 64 to 68 percent of students depending on school level reported that their use of Schoology increased during the school closure.

Goals for the Schoology initiative included providing a single location for instructional content, resources, and assessments; supporting communication and collaboration; ease of use; effective staff professional learning; and supporting transformational learning. Regarding storing instructional course content in Schoology, at least 83 percent of teachers at each school level reported they accessed and stored content in Schoology for one or more of their courses in 2019-2020. Lower percentages of teachers reported they *regularly* used Schoology with their students to deliver course content, with 59 percent of K-2 teachers indicating they used Schoology at least *weekly,* and 56 percent of grade 3-5 teachers, 71 percent of middle school teachers, and 68 percent of high school teachers indicating they used Schoology with their students *daily* for course delivery.

A recommendation from the year-one evaluation included ensuring schools access resources through Schoology, especially division-created resources at the secondary level. In comparison to 2018-2019, there were notable increases in the percentages of teachers who reported they accessed and used division-created

curriculum resources at the secondary level in 2019-2020 (from 50%-61% in 2018-2019 to 75%-83% in 2019-2020). Another recommendation area from the year-one evaluation focused on administering assessments through Schoology. It was recommended that schools be provided with necessary knowledge, support, and reporting capabilities to administer assessments through Schoology. At the secondary levels, at least 85 percent of teachers agreed they had the knowledge and support to administer assessments and at least 72 percent of teachers reported they either frequently or occasionally administered assessments in Schoology in 2019-2020 which was an increase from 55 to 56 percent in 2018-2019. Lower percentages of elementary school teachers agreed they had the knowledge and support (72%) and regularly administered assessments to students (56%) in 2019-2020. In addition, at least 76 percent of teachers at all levels agreed they understood how to access assessment results *in Schoology.*

A recommendation from the year-one evaluation focused on the goal that Schoology would support communication and collaboration. It was recommended that schools be encouraged to utilize Schoology as a means for communication and collaboration. In comparison to 2018-2019, increased percentages of teachers reported Schoology helped facilitate communication (from 52%-57% in 2018-2019 to 62%-71% in 2019-2020) and collaboration with other teachers (from 63%-66% in 2018-2019 to 72%-86% in 2019-2020). Percentages of students and teachers who agreed that Schoology facilitated communication with the other group also increased (from 72%-86% in 2018-2019 to 88%-98% in 2019-2020 for teachers, from 57%-61% in 2018-2019 to 81%-89% in 2019-2020 for students). A component of using Schoology for communication involved parents' ability to access their child's information and work through Schoology, which was the focus of another recommendation area from the year-one evaluation. It was recommended to continue to work toward providing parents Schoology access due to parents not having this access in 2018-2019. From January to February 2020, a field test of parent access was conducted with four schools. Higher percentages of secondary school parents than elementary school parents reported the information in Schoology was easily accessible for them (79% to 81% vs. 59%) and the information they accessed helped them understand what their child was working on (74% to 76% vs. 61%). During the school closure, parent access was expanded divisionwide. Parent Schoology usage data showed that 9,908 parents logged in to Schoology at least once from January to June 2020.

Regarding the goal related to the ease of using Schoology, at least 80 percent of teachers, administrators, ITSs, and students agreed that content in Schoology was easily accessible for them. In addition, at least 71 percent of teachers agreed that moving content from curriculum resource groups was seamless and at least 70 percent agreed that administering assessments was efficient and students could easily navigate assessments. A lower percentage of teachers, especially at the elementary school level (57%), agreed that creating assessments was efficient. From 53 to 61 percent of ITSs agreed that transitioning data to/from Schoology and other VBCPS platforms were efficient, which may be attributed to Schoology not syncing secondary grades with Synergy.

Data related to the professional learning goal showed that at least 86 percent of teachers, administrators, and ITSs at all levels agreed that professional learning provided them with the necessary knowledge to use Schoology and that help was available when needed, helpful resources or strategies were provided, and issues were resolved in a timely manner. However, in response to an open-ended item about areas for improvement, teachers, administrators, and ITSs commented on the need for more professional learning for staff, including focused sessions on AMP and new Schoology features as they are rolled out as well as more training for teachers of younger students.

Regarding Schoology helping students, teachers, and administrators exhibit transformational learning dispositions, survey results showed increases in agreement percentages from 2018-2019 to 2019-2020 regarding Schoology facilitating dispositions in nearly all areas for students, teachers, and administrators at all school levels. Overall, satisfaction with Schoology was high, with at least 81 percent of teachers, administrators, ITSs, and students indicating they were satisfied in 2019-2020, with the exception of high

school students (71%). Students' satisfaction with Schoology increased at all school levels in 2019-2020 compared to 2018-2019.

Recommendations and Rationale

Recommendation #1: Continue Schoology initiative with modifications noted in recommendations 2 through 5. *(Responsible Groups: Department of Teaching and Learning; Department of School Leadership; Department of Technology; Office of Planning, Innovation, and Accountability)*

Rationale: The first recommendation is to continue Schoology initiative with modifications noted in the recommendations below. Based on School Board Policy 6-26, following a comprehensive evaluation, a recommendation must be made to continue the program without modifications, continue the program with modifications, expand the program, or discontinue the program. The recommendation to continue Schoology with modifications is to enhance efforts related to assessments, parent access, and secondary student grade data integration.

Recommendation #2: Continue to communicate Schoology functionality at the elementary school level to encourage elementary school teachers to utilize the various functions of Schoology, such as delivering course content and assessment-related activities. *(Responsible Groups: Department of Teaching and Learning; Department of School Leadership; Office of Planning, Innovation, and Accountability)*

Rationale: The second recommendation is to continue to communicate Schoology functionality at the elementary school level to encourage elementary school teachers to utilize the various functions of Schoology, such as delivering course content and assessment-related activities. In comparison to secondary school teachers, lower percentages of elementary school teachers reported they regularly (i.e., at least weekly for K-2 teachers and daily for other levels) delivered course content to their students (56% to 59% for K-2 and 3-5 vs. 68% to 71% for middle and high school teachers). In addition, lower percentages of elementary school teachers created assignments (75% vs. 96%), used discussion boards (54% vs. 67% to 77%), and accessed and used third-party resources or applications in Schoology (48% vs. 53% to 68%). In addition, in comparison to secondary school teachers, lower percentages of elementary school teachers agreed they had the necessary knowledge and support to administer assessments in Schoology (72% vs. 85% to 90%), regularly administered an assessment in Schoology (56% vs. 72% to 83%), and that administering assessments in Schoology was efficient (70% vs. 83% to 88%). Lower percentages of elementary school teachers also agreed creating assessments was efficient (57% vs. 72% to 74%), regularly created classroom assessments (33% vs. 69% to 73%), and accessed and analyzed the classroom assessment results (50% vs. 67% to 74%). Teacher and student usage data from the Schoology platform confirmed the discrepancies across elementary and secondary levels regarding assignments, discussion boards, third-party applications, and assessments.

Recommendation #3: Provide elementary school parents with additional knowledge and support to access their child's academic information and work in Schoology. *(Responsible Group: Department of Teaching and Learning)*

Rationale: The third recommendation is to provide parents with additional knowledge and support to access their child's academic information and work in Schoology, especially at the elementary school level. Surveys of parents at the four field test schools were conducted prior to the school closure. Results showed that at the field test schools lower percentages of elementary school parents than secondary school parents agreed the

information in Schoology was easily accessible for them (59% vs. 79% to 81%), the information they accessed helped them understand what their child was working on (61% vs. 74% to 76%), the information they accessed was very or somewhat useful (76% vs. 87% to 91%), and were satisfied with Schoology (61% vs. 79% to 81%). In addition, at the field test schools, lower percentages of elementary school parents agreed that Schoology helped facilitate communication with their child's teacher (40% vs. 67% to 70%), child's principal (28% vs. 46% to 50%), and their child (67% vs. 81% to 84%). Compared to secondary school parents, at the field test schools, lower percentages of elementary school parents also reported they accessed their child's assignment information (50% vs. 80% to 84%), course materials (53% vs. 71% to 73%), and student calendar (44% vs. 61% to 67%). In response to a question about improvement areas, parents at the field test schools commented on the need for structural consistency across Schoology courses and more detailed guidelines for parents regarding using Schoology. In addition, when examining parent Schoology usage data from January to June 2020, which included parents divisionwide during the school closure, compared to secondary school parents, lower percentages of elementary school parents who logged in to Schoology accessed their child's course work, including assignments (28% vs. 42% to 44%), discussions (12% vs. 20% to 27%), and course files (9% vs. 20%). When teachers and administrators were provided the opportunity to comment on obstacles related to Schoology during the school closure, one theme that emerged across both groups was parents' lack of knowledge or difficulty navigating Schoology.

Recommendation #4: Continue to work toward ensuring secondary level grades entered in Schoology sync with Synergy. *(Responsible Groups: Department of Teaching and Learning, Department of Technology)*

Rationale: The fourth recommendation is to continue to work toward ensuring secondary level grades entered in Schoology sync with Synergy. Although not in the initial plan for Schoology, after the LMS was acquired, VBCPS decided that all secondary assignment and assessment grades entered into Schoology should be directly imported into Synergy, which is the official gradebook of record for VBCPS students. This integration has not yet been completed. A field test for passing grades from Schoology to Synergy has been scheduled for the 2020-2021 school year with a small number of teachers prior to divisionwide implementation. In response to a survey item about how the Schoology initiative could be improved, one theme that emerged from teachers, administrators, and ITSs was grades not syncing from Schoology into Synergy. According to central office Schoology implementation team members, without this data integration, teachers who choose to enter grades into Schoology were still required to enter those same grades into Synergy. Teacher survey data showed that although nearly all (at least 96%) secondary teachers reported they either frequently or occasionally created assignments in Schoology during 2019-2020, a lower percentage (80% to 82%) reported they frequently or occasionally graded assignments in Schoology. Schoology usage data showed that much lower percentages of secondary teachers graded assignments in Schoology (from 45% to 53%) than created assignments (100%). In addition, when central office Schoology implementation team members and school ITSs were asked about the efficiency of the data transitioning process, which includes grades syncing between Schoology and Synergy, approximately 33 percent of implementation team members and from 53 to 54 percent of secondary ITSs agreed that the process was efficient.

Recommendation #5: Conduct an evaluation update during 2020-2021 focused on parent perceptions of their access to Schoology. *(Responsible Group: Office of Planning, Innovation, and Accountability – Office of Research and Evaluation)*

Rationale: The fifth recommendation is to conduct an evaluation update during 2020-2021 focused on parent perceptions of their access to Schoology. In January and February 2020, a field test of parent access was conducted at four schools, during which parents at these schools were surveyed. In response to a question about improvement areas, parents at the field test schools commented on the need for structural consistency

across Schoology courses and more detailed guidelines for parents regarding using Schoology. Beginning in March 2020, due to the school closure, access to Schoology was expanded to all parents throughout the division, but 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. Depending on school level, from 9 to 20 percent of these parents who logged in accessed their child's course files, from 28 to 44 percent accessed an assignment, and from 7 to 18 percent accessed an assessment. When teachers and administrators were provided the opportunity to comment on obstacles related to Schoology during the school closure, one theme that emerged across both groups was parents' lack of knowledge or difficulty with navigating Schoology. During 2020-2021, due to the COVID-19 pandemic, Schoology will likely continue to be a primary method of delivering instructional content to students. In addition, many parents will likely have a primary role in facilitating student learning, especially during times of virtual learning, making parent access to Schoology even more important. Due to low numbers of parents using Schoology during the school closure; concerns regarding lack of knowledge and difficulty navigating Schoology expressed by teachers, administrators, and field test school parents; and the importance of parents facilitating learning during this time, it is recommended to continue to monitor parent perceptions regarding their access to Schoology through 2020-2021.
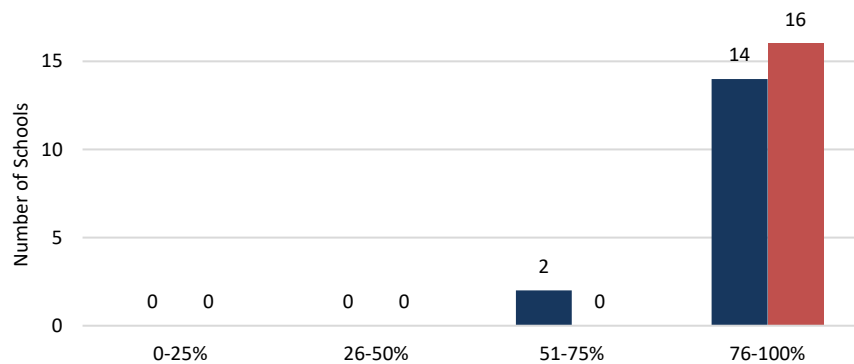
Appendices

Appendix A: Distribution of Schools by Percentage of Teachers Who Reported They Used Schoology With Students
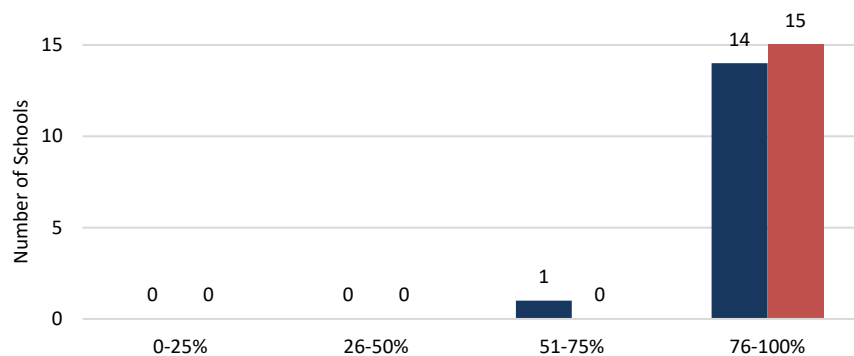
Distribution of Elementary Schools by Percentage of Teachers Who Reported They Used Schoology With Students
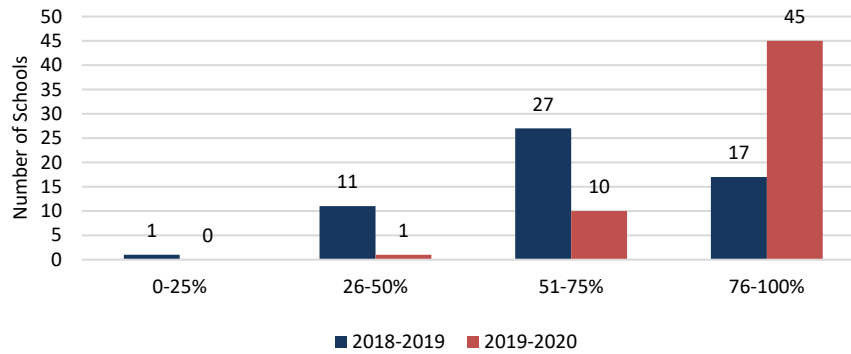
Distribution of Middle Schools by Percentage of Teachers Who Reported They Used Schoology With Students

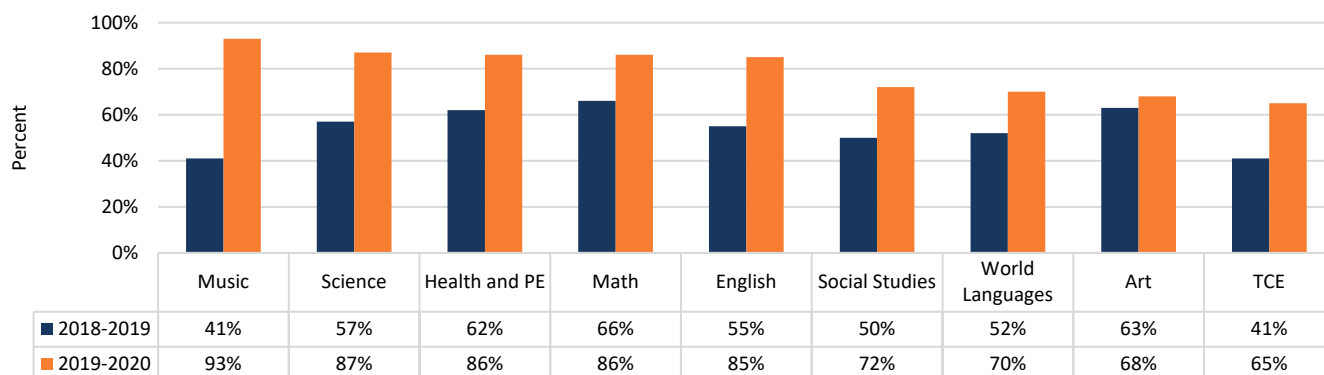**Distribution of High Schools by Percentage of Teachers Who Reported They Used Schoology With Students**

Appendix B: Percentages of Schools With Administrators Reporting the Majority of Teachers Use Schoology Features

Feature Used By At Least Half of Teacher	Elementary		Middle		High	
	2018-2019 N = 56	2019-2020 N = 55	2018-2019 N = 15	2019-2020 N = 15	2018-2019 N = 15	2019-2020 N = 15
Used groups	59.0%	77.8%*	86.7%	80.0%	53.3%	86.7%
Added folder, files, or links	80.3%	92.7%	93.3%	100%	86.6%	100%
Created assignments	71.4%	92.7%	86.7%	100%	86.7%	100%
Used discussion boards	12.5%	52.7%	33.3%	86.7%	46.6%	80.0%
Graded assignments	1.8%	61.8%	33.3%	86.7%	60.0%	93.3%
Created classroom assessments	7.2%	65.5%	46.7%	86.7%	73.3%	93.3%
Administered assessments	21.4%	85.4%	53.3%	93.4%	73.3%	93.3%
Used third-party applications	14.3%	80.0%	26.7%	86.7%	40.0%	86.7%
Created common assessments using AMP	0.0%	40.0%	0.0%	46.7%	20.0%	53.3%
Accessed and analyzed results with a classroom assessment	5.4%	70.9%	40.0%	86.7%	33.3%	100%
Accessed and analyzed results with an AMP assessment	3.6%	78.2%	0.0%	80.0%	13.3%	80.0%

Note: *One administrator did not respond to this question, N = 54.

Appendix C: Secondary Teacher Reported Regular Access and Use of Division-Created Curriculum Resources by Content Area

	Music	Science	Health and PE	Math	English	Social Studies	World Languages	Art	TCE
2018-2019	41%	57%	62%	66%	55%	50%	52%	63%	41%
2019-2020	93%	87%	86%	86%	85%	72%	70%	68%	65%

Appendix D: Teacher Reported Frequency of Use by Grade Level and Content Area

Grade K to 2 Teacher Reported Frequency of Use by Grade Level

Frequency of Use	Kindergarten		Grade 1		Grade 2	
	2018-2019	2019-2020	2018-2019	2019-2020	2018-2019	2019-2020
Daily use	5.5%	15.0%	12.3%	24.0%	14.5%	34.4%
Weekly use	15.6%	30.5%	18.9%	39.0%	21.9%	35.4%
Monthly use	11.1%	6.8%	14.9%	7.7%	11.8%	8.7%
Quarterly use	4.0%	4.5%	5.3%	7.7%	5.3%	5.8%
Use Total	**36.2%**	**56.8%**	**51.3%**	**78.3%**	**53.5%**	**84.2%**
No use	63.8%	43.2%	48.7%	21.7%	46.5%	15.8%

Grade 3 to 5 Teacher Reported Frequency of Use by Grade Level

Frequency of Use	Grade 3		Grade 4		Grade 5	
	2018-2019	2019-2020	2018-2019	2019-2020	2018-2019	2019-2020
Daily use	25.6%	44.6%	26.0%	42.9%	27.8%	44.2%
Weekly use	22.2%	31.1%	22.0%	32.9%	19.2%	30.9%
Monthly use	10.7%	7.1%	10.2%	6.9%	12.2%	7.1%
Quarterly use	3.0%	3.7%	3.1%	5.1%	3.3%	5.6%
Use Total	**61.5%**	**86.5%**	**61.4%**	**87.9%**	**62.4%**	**87.8%**
No use	38.5%	13.5%	38.6%	12.1%	37.6%	12.2%

Middle School Teacher Reported Frequency of Use by Content Area

Frequency of Use	English		Math		Science		Social Studies	
	2018-2019	2019-2020	2018-2019	2019-2020	2018-2019	2019-2020	2018-2019	2019-2020
Daily use	54.7%	76.3%	45.9%	74.7%	62.0%	79.2%	63.1%	83.5%
Weekly use	23.1%	19.7%	29.6%	20.7%	18.5%	16.7%	16.5%	12.4%
Monthly use	6.0%	2.0%	10.2%	1.3%	5.6%	1.7%	2.9%	1.7%
Quarterly use	0.9%	0.0%	1.0%	2.0%	0.0%	0.8%	0.0%	0.0%
Use Total	**84.6%**	**98.0%**	**86.7%**	**98.7%**	**87.0%**	**98.3%**	**82.5%**	**97.5%**
No use	15.4%	2.0%	13.3%	1.3%	13.0%	1.7%	17.5%	2.5%

High School Teacher Reported Frequency of Use by Content Area

Frequency of Use	English		Math		Science		Social Studies	
	2018-2019	2019-2020	2018-2019	2019-2020	2018-2019	2019-2020	2018-2019	2019-2020
Daily use	55.1%	65.9%	44.7%	63.7%	51.3%	72.9%	61.0%	83.2%
Weekly use	23.7%	27.8%	22.4%	25.7%	30.0%	18.8%	23.2%	11.9%
Monthly use	4.2%	1.6%	9.4%	3.5%	2.5%	2.4%	0.0%	1.0%
Quarterly use	0.0%	0.8%	1.2%	2.7%	0.0%	0.0%	0.0%	0.0%
Use Total	**83.9%**	**96.0%**	**80.0%**	**95.6%**	**86.2%**	**94.1%**	**85.4%**	**96.0%**
No use	16.1%	4.0%	20.0%	4.4%	13.8%	5.9%	14.6%	4.0%

Appendix E: Staff Agreement Regarding Schoology Enhancing Dispositions Related to Transformational Learning

Teacher Agreement Regarding Schoology Helping Students Exhibit Dispositions Related to Transformational Learning

School Level	Elementary		Middle		High	
	2018-2019	2019-2020	2018-2019	2019-2020	2018-2019	2019-2020
Self-assess and reflect to help personal learning	33.1%	36.9%	46.2%	60.4%	42.5%	57.1%
Use inquiry and collaboration to approach concepts from different perspectives	36.5%	39.3%	45.2%	54.8%	41.9%	57.1%
Demonstrate mastery in critical thinking, communication, creativity, collaboration, and citizenship	39.2%	43.5%	46.7%	59.9%	42.9%	60.9%
Collaborate using digital tools to support learning	42.6%	48.0%	54.9%	68.6%	49.9%	65.6%
Demonstrate mastery through creation of digital work	38.6%	46.1%	48.4%	62.6%	47.3%	63.9%

Note: The other response options were neutral and disagreement.

Administrator Agreement Regarding Schoology Helping Teachers Exhibit Dispositions Related to Transformational Learning

School Level	Elementary		Middle		High	
	2018-2019	2019-2020	2018-2019	2019-2020	2018-2019	2019-2020
Plan personalized learning opportunities	74.5%	83.1%	65.2%	81.6%	78.1%	77.8%
Plan digital learning experiences	85.1%	89.2%	73.9%	86.8%	78.1%	83.3%
Take a personalized, student-centered approach	80.9%	66.2%	69.6%	73.7%	81.3%	80.6%
Leverage digital tools for personalized learning	85.1%	81.5%	69.6%	78.9%	83.9%	83.3%
Incorporate collaboration and connection	80.9%	83.1%	65.2%	86.5%	71.9%	80.6%
Use gradual release and differentiation	78.7%	69.2%	69.6%	76.3%	54.8%	69.4%

ITS Agreement Regarding Schoology Helping Teachers Exhibit Dispositions Related to Transformational Learning

School Level	Elementary		Middle		High	
	2018-2019	2019-2020	2018-2019	2019-2020	2018-2019	2019-2020
Plan personalized learning opportunities	83.3%	81.6%	81.3%	100%	75.0%	84.6%

School Level	Elementary		Middle		High	
	2018-2019	2019-2020	2018-2019	2019-2020	2018-2019	2019-2020
Plan digital learning experiences	83.3%	95.9%	87.5%	100%	100%	92.3%
Take a personalized, student-centered approach	66.7%	79.6%	87.5%	88.9%	87.5%	69.2%
Leverage digital tools for personalized learning	86.1%	85.4%	93.8%	100%	100%	84.6%
Incorporate collaboration and connection	63.9%	69.4%	87.5%	72.2%	75.0%	84.6%
Use gradual release and differentiation	72.2%	71.4%	75.0%	83.3%	87.5%	84.6%

Note: The other response options were neutral and disagreement.

Schoology Navigational Markers

LEVEL 1 (toes in the water)	LEVEL 2 (waist-high)	LEVEL 3 (all in)
I can access my personal resources and create personal resource collections. I can post updates and announcements to my course, including reminders, class summary, etc. I can create ungraded, graded and shared discussions with due dates. I can create folders, files, links and pages. I can organize learning materials within folders into logical and clear instructional sequences (such as by time, unit or subject). VBCPS Schoology Course Design - Key Features I can create an assignment and tag with aligned learning objective. I can provide feedback and score student assignments. (Document Viewer) (Google Assignment) I know the difference between Schoology Assessment, Test/Quiz, and AMP. I can create and administer an assessment in Schoology Assessment and/or a Test/Quiz. I can add or import a curriculum resource from a T&L curriculum group. I can recognize the difference between an event and an assignment in Schoology. I can maintain an updated calendar of events, assignments and assessments. I can configure an AMP assessment in my course.	I can create a group with a team, including sharing resources. I can share a personal resource collection. I can use the gradebook and view mastery learning data. I can create a media album. I can create a rubric aligned to learning objectives and set it as the grading scale/rubric on an item requiring student submission. I can individually assign tests, quizzes, assignments, and discussions to individual students. I can individually assign folders to individual students. I can embed features such as online videos (e.g. Youtube), Interactive Images (e.g. Padlet), quiz-oriented videos (e.g. PlayPosit), web published presentations (e.g. Google Slides), etc. directly into pages, test and quizzes and assignments in Schoology to promote ease of use and efficient access. I can integrate third party applications into my course content (Discovery Education, Gale Databases, WELNET, CK-12, Playposit, etc). I can set up student completion rules to allow self-paced learning.	I can allow students to contribute to the course via the update feature, discussions and comments within assignments. I can use the workload planning feature to help determine student workload in Schoology. I can access course analytics to identify student use and trends. I can collaborate with colleagues to create and distribute a common assessment in AMP. I can create opportunities for students to share learning artifacts via the portfolios. I can create a personalized student experience.

VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE

August 2019

Endnotes

[1] September 25, 2017 Senior Staff presentation.

[2] VBCPS Continuity of Learning Plan. Accessed March 20, 2020.

[3] VBCPS Emergency Learning Plan. https://www.vbschools.com/cms/one.aspx?portalId=78094&pageId=26633784

[4] Interviews with the Department of Teaching and Learning members.

[5] C. Antolin. Personal communication. October 14, 2020.

[6] T. LaGatta and C. Antolin. Interview. July 23, 2019.

[7] Actions taken regarding recommendations document.

[8] T. LaGatta and C. Antolin. Personal communication. October 12, 2020.

[9] AlertNow Messages document, January 28, 2020.

[10] https://www.vbschools.com/cms/One.aspx?portalId=78094&pageId=23923167

[11] Based on data obtained from the Department of Technology.

[12] https://www.vbschools.com/cms/One.aspx?portalId=78094&pageId=205028

[13] https://www.vbschools.com/cms/One.aspx?portalId=78094&pageId=23923167

[14] Actions taken regarding recommendations document.

[15] Costs for the Schoology conference from summer 2019 were not included.

[16] C. Bruno. Personal communication. September 10, 2020.

Aaron C. Spence, Ed.D., Superintendent
Virginia Beach City Public Schools
2512 George Mason Drive, Virginia Beach, VA 23456-0038

Produced by the Office of Planning, Innovation, and Accountability.
For further information, please call (757) 263-1199.

vbschools.com
your virtual link to Hampton Roads' largest school system

VIRGINIA BEACH
CITY PUBLIC SCHOOLS
CHARTING THE COURSE

December 2020