



# Green Run Collegiate: Evaluation Update

March 2019

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## Program Overview

Green Run Collegiate (GRC) is a public charter school in Virginia Beach that offers a rigorous course of study through the International Baccalaureate (IB) Curriculum and is focused on college and career readiness and preparing students with the skills to be 21st century learners, workers, and citizens in support of the Virginia Beach City Public Schools (VBCPS) strategic plan. The curriculum employed by GRC is based on the IB philosophy delivered through the Middle Years Program (MYP) at grades nine and ten and the IB Diploma Program (IBDP) or the IB Career-Related Certificate Programs (IBCP) at grades eleven and twelve. Additional academic support is provided to students through the implementation of a whole school Advancement via Individual Determination (AVID) program.

Enrollment in GRC is open to all students in VBCPS and is based on a lottery system. GRC was designed to provide a personalized learning environment for students; provide extended learning opportunities for students through mentoring, community service, or modified school calendars; and ensure active parental involvement. In addition to a rigorous curriculum and support provided through AVID, students can benefit from additional opportunities and supports such as Saturday school, tutoring, and the mentoring program, which includes the development and monitoring of the Personalized Learning Plan (PLP) that is completed during the mentoring time.

The charter application for GRC was approved by the Virginia Board of Education's Charter School Committee on February 27, 2013 and subsequently by the VBCPS School Board on April 9, 2013. The first class of ninth-grade students started in 2013-2014 and full implementation was achieved in 2016-2017. GRC has had three previous program evaluations completed by the Office of Planning, Innovation, and Accountability during its implementation period, with the School Board receiving reports in October 2014, November 2015, and January 2018. The purpose of this evaluation update was to follow an additional cohort of students as they progressed through GRC and enrolled in college. Additionally, based upon the School Board recommendations included in the January 2018 comprehensive evaluation, this update examined the extent to which the second cohort of GRC students took advantage of the rigorous coursework by enrolling in and completing the IBDP or IBCP programs and graduating with an advanced degree, as well as enrollment in AVID. Further, student

and staff perception data will be presented based on areas noted in the January 2018 program evaluation recommendations, including counseling services focused on college financial assistance, the Personalized Learning Plan (PLP), and the mentoring program.

## Data Collection and Methodology

The Office of Planning, Innovation, and Accountability invited GRC students and staff to complete a survey regarding their perceptions of GRC. Additionally, former GRC students were given the opportunity to respond to a survey for postgraduates. For this evaluation, the evaluators used the following survey instruments:

- **Student Survey:** GRC students completed an online survey between May and June 2018. Of the 315 GRC students enrolled at the time of survey, 212 (67%) completed an online survey. Additionally, students in twelfth grade had additional questions administered as a senior exit survey. Of the 64 twelfth-grade students who were enrolled in GRC during the time of the survey, 48 (75%) of the graduating twelfth-grade students responded to the senior exit survey portion.
- **Instructional Staff Survey:** Staff received an email invitation with a link to participate in the online survey and were asked to complete the survey by June 15, 2018. Twenty (20) out of 29 instructional staff members (69%) completed a survey.

**Postgraduation Survey:** Former GRC students who graduated from the program in 2017 received a postgraduation survey one year after graduating to examine how students' college and career plans were progressing. Students without a valid email address or those who did not respond to the online survey invitation received a survey through the postal mail. Fourteen (14) of the 75 GRC graduates from 2016-2017 responded to the postgraduation survey for a survey response rate of 19 percent. Quantitative data regarding student demographics, course enrollment, attendance, discipline, test scores, and graduation were extracted from the VBCPS data warehouse using query statements and exported to Microsoft Excel spreadsheet files to allow for data analyses. Additional data provided by GRC staff, the Virginia Department of Education School Quality Profiles, and National Student Clearinghouse data provided a more complete look at GRC. It should be noted that division data are presented for reference purposes only.

Matched group analyses were also conducted to compare academic performance, attendance, and discipline of GRC twelfth-grade students who were enrolled at GRC for all four years to a matched group of students who were also in twelfth grade during 2017-2018. Propensity score matching, which measures the similarity of students who are not in a program with students who are in a program based on observable data, was used to create this matched group of students. Demographic variables as well as eighth-grade academic performance, attendance, and discipline data were used to create the comparison group. Matched group comparisons will be presented where appropriate throughout the report.

## Results

### Student Demographics

As noted previously, enrollment in GRC was based on a lottery system where interested students from schools across the division completed an enrollment request and participated in the lottery. Table 1 displays the demographic characteristics of all GRC students, all high school students throughout the division, the matched group of GRC seniors, and the matched comparison group of seniors.

**Table 1: GRC and VBCPS High School Student Demographics**

Student Characteristics	All GRC Students (N=344)	VBCPS High School Students (N=20,360)	Matched GRC Group of Seniors (N=55)	Matched Comparison Group of Seniors (N=55)
Male	35.8%	51.7%	32.7%	36.4%
Female	64.2%	48.3%	67.3%	63.6%
African American	39.5%	24.2%	49.1%	47.3%
American Indian	0.6%	0.3%	--	--
Asian/Pacific Islander	7.3%	6.7%	10.7%	7.3%
Caucasian	27.6%	50.8%	20.0%	23.6%
Hispanic	13.7%	9.7%	7.3%	7.3%
Two or More	11.3%	7.9%	14.5%	14.5%
Economically Disadvantaged	47.1%	37.6%*	50.9%	50.9%
Gifted	16.0%	16.4%	12.7%	16.4%
LEP	0.3%	1.7%	1.8%	3.6%
Special Education	3.2%	10.3%	3.6%	3.6%
Military Connected	9.6%	14.6%	--	--

\*Division-level Economically Disadvantaged high school student percentage was pulled from the VDOE fall membership reporting tool.

- GRC students were more likely to be female, African American, and economically disadvantaged when compared to the division's high school students.
- GRC had a lower percentage of students who were LEP, special education, or military connected when compared to the division's high school students.
- Following the matching process, the matched groups of GRC seniors and comparison group seniors were more similar demographically with no significant differences. These matched groups were used for additional analyses of student outcome data.

Table 2 displays the eighth-grade academic performance, attendance, and discipline data used to create the matched comparison group.

- There were no significant differences between the GRC matched group and division comparison group in regards to the eighth-grade variables.

**Table 2: Comparison of Additional Demographics for GRC and Comparison Matched Groups**

Eighth-Grade Student Characteristics	Matched GRC Group of Seniors (N=55)	Matched Comparison Group of Seniors (N=55)
Attendance Rate	97.6%	97.9%
Referrals	0.73	0.96
Reading SOL Standard Score	436.9	438.8
Mathematics SOL Test and Performance		
Geometry – Pass Advanced	3.6%	1.8%
Geometry – Pass Proficient	27.3%	30.9%
Algebra I – Pass Advanced	1.8%	1.8%
Algebra I – Pass Proficient	40.0%	43.6%
Grade 8 Mathematics – Pass Advanced	0.0%	0.0%
Grade 8 Mathematics – Pass Proficient	16.4%	14.5%

Note: There were no significant differences between the groups.

## IB Program Enrollment and Completion

As stated above, GRC utilizes the IB curriculum to offer a rigorous course of study to students with the option of attaining an IB diploma. Those who did not earn an IB diploma could earn an advanced studies or standard diploma, with the option of earning an IB Career Certificate. It was evident over the duration of the evaluations that most students were not opting into the IB pathways and instead choosing an advanced studies diploma. Therefore, it was recommended to increase awareness and enrollment in the IBDP as well as the IBCP pathway at GRC. The administration took the following actions related to the recommendation:

- Increased the number of IB parent information nights to include one in the fall and one in the winter.
- Conducted bi-weekly IBDP/IBCP meetings to discuss student stress.
- Provided socio-emotional support during the Advisory (mentoring) program.
- Provided incentives to complete the IBDP/IBCP programs through the Business Partnership Initiative.
- Increased the number of tutoring opportunities available through the use of “One Lunch.” One Lunch is a scheduling strategy that allows for an extended lunch period for all students during which they can eat, receive additional academic help during the school day, attend a club meeting, meet with their school counselor, take a make-up assessment, visit the Library Media Center, or simply work on homework. GRC provided students with resources for academic tutoring in all subjects as well as writing workshops during One Lunch. Additionally, IBDP and IBCP students were provided with stress management activities twice a week. Division course enrollment and graduation records were examined for the first and second graduating classes of students and comparisons were made using the matched groups.
- School guidance counselors consulted with the students on a one-to-one basis.

**Table 3: Percent of Students Enrolled in AP/IB Coursework by School**

School	2017	2018
GRC	99.7%	100.0%
Division	35.8%	37.7%

- GRC had a higher percentage of students enrolled in Advanced Placement (AP)/IB coursework when compared to the division.

**Table 4: Average Number of AP/IB Courses Taken – Matched Comparison**

Grade	Matched GRC Group	Matched Comparison Group
Grade 9***	5.8	0.1
Grade 10***	5.9	0.5
Grade 11***	4.5	1.4
Grade 12***	3.6	1.3

Note: Asterisks denote significant differences from comparison group. \*p < .1 \*\*p < .05, \*\*\*p < .01.

- In comparison to their matched group, the GRC seniors took more AP or IB courses throughout all four grades in high school.
- There are two levels of testing, including High Level (HL) and Standard Level (SL), for students attempting to earn an IBDP or an IBCP. IB Diploma students must score a 4 or higher to pass their HL exam, while Career Certificate students must score a 3 or higher to pass their SL exam.

**Table 5: Number and Percent of GRC Student Passing IB Exams by Level**

Test Type	% Passed in 2017	% Passed in 2018
IB - SL	40 (91%)	68 (91%)
IB - HL	16 (50%)	29 (88%)
Total	56 (74%)	97 (90%)

- Overall, 90 percent of students passed their exams in 2018, which was a 16 percentage-point increase from the prior year.
- Eighty-eight percent (88%) of students who sat for an HL exam passed and 91 percent of SL test takers passed.

**Table 6: Percent of Students Who Graduated by Year**

School	% Graduated in 2017	% Graduated in 2018
GRC	100.0%	100.0%
Division	91.9%	93.3%

- GRC had a 100 percent on-time graduation rate for their first two graduating classes, and these graduation rates were higher than the division.

**Table 7: Percent of Students Who Graduated by Diploma Type**

School	Diploma Type	2013	2017	2018
GRC	Advanced Studies	NA	72.5%*	68.7%**
	IB	NA	4.4%	3.0%
	Standard	NA	23.2%	28.4%
Division	Advanced Studies	58.3%	59.1%	58.5%
	IB	2.2%	2.4%	2.2%
	Standard	36.1%	35.4%	35.8%

\*Includes the four students who earned the IB Career Certificate (6%).

\*\*Includes the seven students who earned the IB Career Certificate (10%).

- In 2018, the graduating cohort at GRC earned a higher percentage of advanced studies and IB diplomas when compared to the division.
- However, the percentage of GRC students earning advanced studies and IB diplomas decreased from the prior year.
- GRC administration should continue to work on processes to encourage students to enroll in the IB pathways offered at GRC and provide support to encourage completion of those IB pathways, which would result in greater numbers of students earning IB credentials. According to GRC's administration, the cost of the IB exams is a barrier to completion of the IB pathways, and the GRC Governing Board is investigating funding opportunities to assist students in paying for the exams.

**Table 8: Percent of Students Graduating On Time and Earning an Advanced Studies or IB Diploma – Matched Comparison**

Graduation Measure	Matched GRC Group	Matched Comparison Group
On-Time	100%	100%
Advanced Studies or IB Diploma	74.5%	70.9%

- Although there was no difference in the percentage of students who graduated on time when comparing GRC students to their matched group,

the pattern of results showed that a slightly higher percentage of GRC seniors graduated with an advanced studies diploma. This difference was not statistically significant.

All students at GRC are presented with the opportunity for academic support through the implementation of a schoolwide AVID model which involves embedding AVID strategies in all courses. In addition to the embedded supports, GRC students are given the option to enroll in an AVID course, where they learn a variety of skills to assist them in pursuit of knowledge. Due to the importance of academic supports within an open enrollment, high rigor program, it was recommended that AVID enrollment and usage be monitored. Table 9 displays the number of students enrolled in an AVID course, and Table 10 displays the percentage of students receiving a grade of C or higher in the course.

**Table 9: Number and Percent of Students Enrolled in AVID Courses by Grade Level**

AVID Course	2016-2017	2017-2018
AVID 9	50 (14%)	34 (10%)
AVID 10	39 (11%)	37 (11%)
AVID 11	10 (3%)	24 (7%)
AVID 12	8 (2%)	14 (4%)
Total	107 (29%)	109 (32%)

- Overall, 32 percent of GRC students in 2017-2018 enrolled in the AVID course, which was an increase from the prior year (29%).

**Table 10: AVID Course Grades**

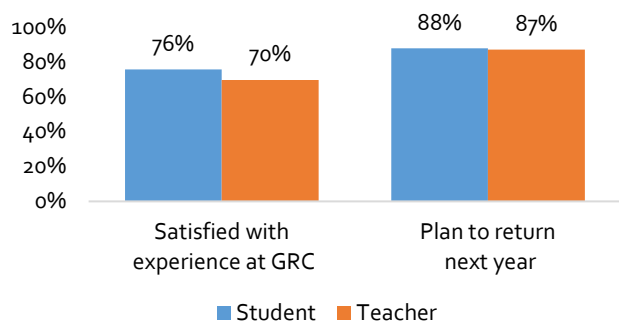
Course Grade	2016-2017	2017-2018
A	41.1%	42.2%
B	37.4%	29.4%
C	13.1%	22.0%
D	2.8%	2.8%

- Approximately 94 percent of students enrolled in the AVID course earned a grade of "C" or higher during 2017-2018.

Student and teacher satisfaction with GRC was captured on the exit survey administered at the end of the year. Results from that survey are presented in Figure 1.



**Figure 1: Student and Teacher Satisfaction and Plans to Return**



- Satisfaction rates were similar to the prior evaluation with a majority of students (76%) and teachers (70%) indicating they were satisfied with their experience at GRC.
- At least 87 percent of ninth- through eleventh-grade students and teachers indicated that they planned to return the following year.

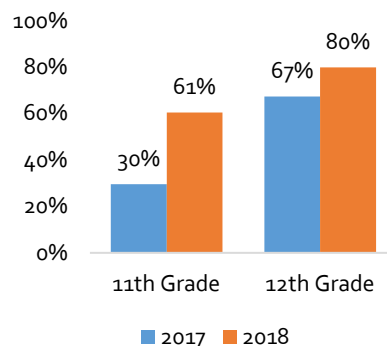
## College Financial Counseling

Students at GRC are provided with access to college financial counseling in their eleventh- and twelfth-grade years as they prepare for postsecondary education. Ensuring that students receive multiple opportunities for counseling services designed to support financing college was recommended to assist students with their plans for college enrollment. In order to ensure students received multiple opportunities for counseling services designed to support financing college, the GRC administration took the following actions:

- Conducted a focus group to determine students' college financial assistance needs.
- The ACCESS advisor conducted a series of college financial assistance presentations for both juniors and seniors.
- Increased the presence of the ACCESS advisor at school events so that students became familiar with the resources they had available.
- Increased the visibility of scholarships when they were announced by utilizing social media platforms.

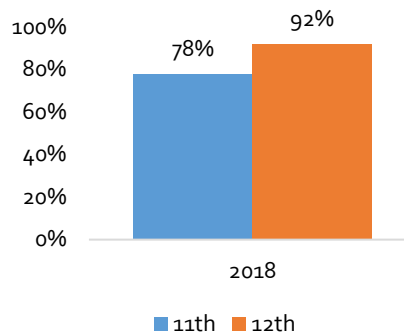
Survey results regarding college financial counseling are presented in figures 2 and 3.

**Figure 2: Percent of Students Receiving Financial Counseling by Grade Level and Year**



- Overall, 72 percent of students in grades 11 and 12 indicated that they received college financial counseling services.
- When examined by grade level, 61 percent of eleventh graders and 80 percent of twelfth graders indicated that they received those services.
- The percentage of students indicating that they received college financial counseling services increased by almost 31 percentage points for eleventh graders and 13 percentage points for twelfth graders compared to the results from the previous year.

**Figure 3: Percent of Students Who Indicated That College Financial Counseling Met Their Needs**



Note: This question was added in 2017-2018 as part of the evaluation update; therefore, no comparison to a prior year is available.

- Seventy-eight percent (78%) of eleventh graders and 92 percent of twelfth graders who participated in 2018 indicated that the college financial counseling that they received met their needs.

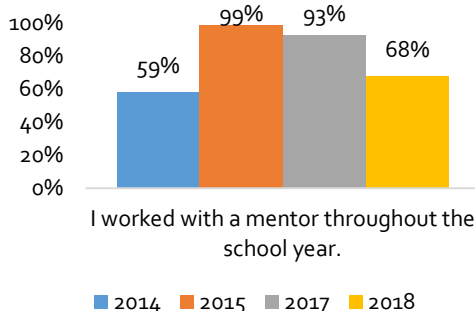
## Mentoring and Personalized Learning Plan

Students at GRC receive support from a one-to-one mentoring program which pairs a classroom teacher with a student to review student progress, access student data, and formulate a plan for success at GRC and beyond called the Personalized Learning Plan (PLP). To construct the PLP, mentors work with students to discuss plans and review the students' data to see if they are in alignment with the students' goals. In order to ensure fidelity to the mentoring and personalized learning plans as recommended, GRC took the following actions in 2017-2018:

- Surveyed students and staff to determine strengths and areas for improvement for the Advisory (mentoring) program as well as the PLP.
- Conducted professional development for the Advisory program to ensure consistency during its implementation.
- Embedded the PLP in all courses during the second semester so that students articulated academic goals for the second half of the year.
- Routinely updated the PLP after progress reports and report cards.

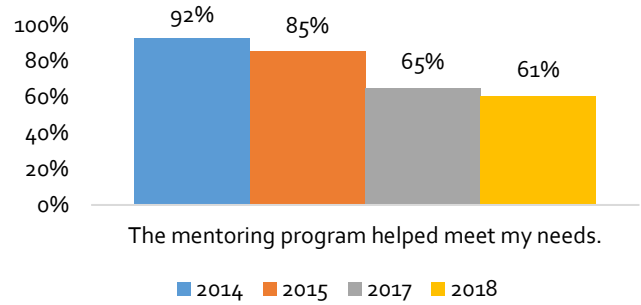
Student and teacher survey results related to perceptions and use of the mentoring and PLP are displayed in figures 4 through 10.

**Figure 4: Percent of Students Who Indicated That They Worked With a Mentor Throughout The Year**



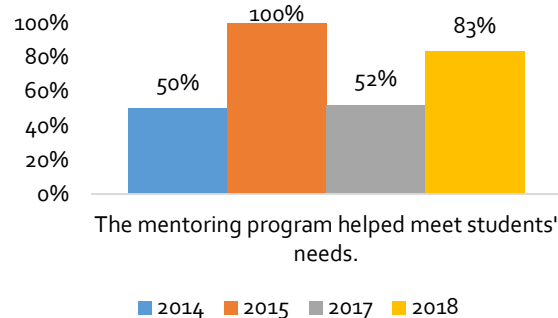
- In 2015-2016, the highest percentage of students (99%) indicated that they worked with a mentor. Since 2015-2016, there has been a decrease each year with 68 percent of students indicating that they worked with a mentor in 2017-2018.

**Figure 5: Percent of Students Agreeing That the Mentoring Program Helped to Meet Their Needs**



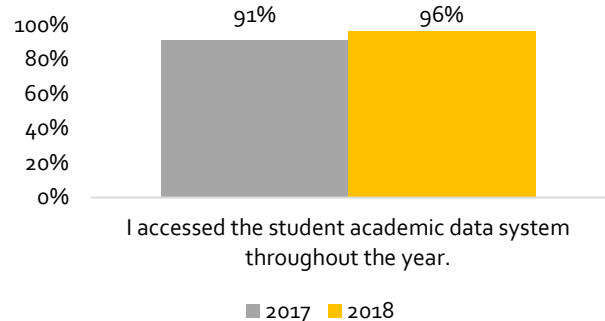
- There has also been a decrease in the percentage of students who agreed that the mentoring program met their needs with 61 percent of students agreeing with the survey item in 2017-2018.

**Figure 6: Percent of Teachers Agreeing That the Mentoring Program Helped Meet Their Students' Needs**



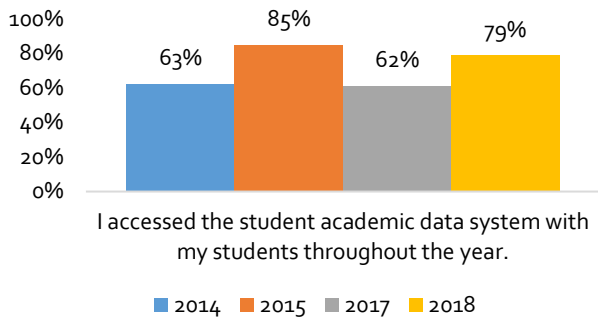
- For the 2017-2018 school year, a majority of teachers (83%) indicated that the mentoring program met their students' needs, which was an increase of 31 percentage points from the prior year.

**Figure 7: Percent of Students Who Indicated They Accessed Their Student Data**



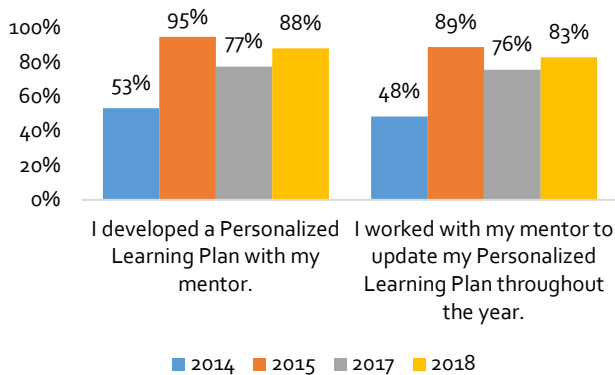
- Ninety-six percent (96%) of students in 2018 indicated that they accessed their student data throughout the year, which was an increase of 5 percentage points from the prior year.

**Figure 8: Percent of Teachers Who Indicated That They Accessed the Data System With Their Students**



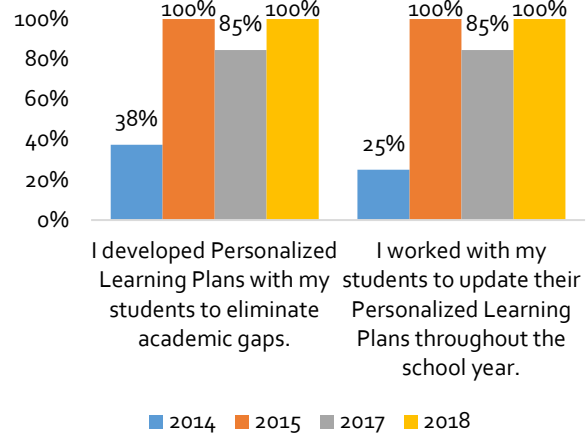
- In 2017-2018, 79 percent of teachers indicated that they accessed the data system with their students, which was an increase of 17 percentage points from 2016-2017.

**Figure 9: Percent of Students Agreeing They Developed and Updated Their PLP With a Mentor**



- When asked if they developed a PLP with their mentor, 88 percent of students agreed that they had developed one during 2017-2018, which was an increase of 11 percentage points from 2016-2017.
- Students were also more likely to agree in 2017-2018 that they updated their PLP with their mentor throughout the year (83%), a 7 percentage-point increase from the prior year.

**Figure 10: Percent of Teachers Agreeing They Developed and Updated PLPs With Students**



- When teacher results were examined, there was a 15 percentage-point increase in agreement levels regarding developing a PLP with students and updating it throughout the year (85% in 2016-2017 to 100% in 2017-2018 for both survey items).

It should be noted that the GRC comprehensive evaluation was not presented until January 23, 2018, which left approximately four months for the administration to address recommendations and make changes to the mentoring program in 2017-2018. Additional changes made for the 2018-2019 school year included the following:

- Incorporated feedback from students, staff, and the School Planning Council when making modifications to the Advisory (mentoring) program.
- Personalized Learning Plan will undergo a minor change and will turn into a “Personalized Learning Portfolio.” The portfolio will be created utilizing features in Schoology.
- There will be an increased focus on building relationships between students and staff.

## College Readiness and Enrollment

GRC monitors students’ college readiness and enrollment in order to ensure they are providing students with the skills necessary to enroll and be successful in college. The GRC students’ PSAT and SAT scores as well as SAT participation rates were compared to their matched group.

**Table 11: PSAT and SAT Data – Matched Comparison**

Measure	Matched GRC Group	Matched Comparison Group
PSAT Combined Score	914.7	912.2
Reading/Writing	459.5	464.0
Mathematics	455.3	448.2
SAT Participation	85.5%	74.5%
SAT Total Score	1038.9	1047.3
Reading/Writing	521.7	531.7
Mathematics	517.2	515.6

- GRC students had similar overall PSAT scores to their matched comparison group, with slightly higher scores in the area of mathematics but slightly lower scores in the area of reading/writing.
- A higher percentage of the GRC students attempted the SAT than their matched comparison group.
- GRC students had slightly higher scores in the area of mathematics but slightly lower scores in the area of reading/writing on the SAT.
- None of these differences were statistically significant.

College enrollment data are provided by the National Student Clearinghouse and provided information about students' enrollments and persistence in college. College enrollment percentages for GRC's first two graduating classes are displayed in Table 12. College enrollment comparisons with the matched groups are provided in Table 13.

**Table 12: Percent of Students Enrolling in College in the Fall Immediately After Graduation**

% Enrolled the Fall Immediately after High School	2016-2017	2017-2018
GRC	77%	66%
Division	60%	57%

- GRC had a higher percentage of students enrolling in college immediately after graduation when compared to the division.
- College enrollment percentages decreased for the school's second graduating class in 2018 compared to the Class of 2017.

**Table 13: Graduation Details for 2017-2018 – Matched Comparison**

Measure	Matched GRC Group	Matched Comparison Group
Plan for 4-year College	69.1%	58.5%
Enrolled in College	69.1%	60.0%

- When surveyed about their post high school plans, a higher percentage of GRC students indicated their plan was to attend a four-year college after graduation than the matched comparison group.
- College enrollment data showed a higher percentage of GRC students enrolled in college during the fall after high school graduation than the matched comparison group.
- Neither of these differences was statistically significant, which may be due to the relatively small size of the groups.

To further examine college enrollment, an additional analysis was conducted to examine college persistence of 2016-2017 graduating GRC twelfth-grade students to a matched group of students who were also in twelfth grade during 2016-2017.

**Table 14: 2016-2017 Graduating Seniors College Enrollment and Persistence – Matched Comparison**

Measure	Matched GRC Group	Matched Comparison Group
Enrolled in College in First Year***	87.5%	65.8%
Remained in College in Second Fall*	89.3%	77.5%

Note: Asterisks denote significant differences from comparison group. \*p < .1 \*\*p < .05, \*\*\*p < .01.

- In comparison to their matched group, a higher percentage of 2016-2017 GRC graduates enrolled in college at any point throughout their first year after graduation.
- Of those former GRC students who enrolled in college at any point throughout the first year after graduation, a higher percentage of GRC students remained in college into their second year in comparison to the matched group.

## Postgraduation Survey Results

GRC graduates from 2017 were surveyed one year after graduation in order to provide former students an opportunity to reflect on how GRC prepared them for postsecondary education or employment. Results from the postgraduation survey are presented in Table 15 and additional items are discussed below.

**Table 15: GRC Postgraduation Survey Agreement Percentages**

Survey	Percent Agreement
My experience at Green Run Collegiate...	
Prepared me for furthering my education.	100% (n=10)
Prepared me to be successful in college.	100% (n=10)
Prepared me for my employment.	75% (n=8)
Provided me with a rigorous course of study.	100% (n=8)
Helped me to make decisions about my educational path.	88% (n=8)
Helped me to make decisions about my career path.	88% (n=8)
Provided me with a solid foundation from which to pursue my goals.	75% (n=8)

- Overall, at least 75 percent of former students agreed with statements about GRC preparing students for education and work by providing a rigorous course of study and a solid foundation.
- All former students agreed that GRC prepared students for furthering their education, prepared students to be successful in college, and provided students with a rigorous course of study.
- Eighty-eight percent (88%) of former GRC students would recommend GRC to other students interested in a rigorous program.
- Eighty percent (80%) of former students who responded to the postgraduation survey indicated that their experience at GRC influenced their decision about their college major.
- All former GRC students who responded to the survey indicated that GRC prepared them for college at least as much as their peers, and 90 percent indicated that they were better prepared than their peers.

## Additional Matched Comparison Outcomes

Additional analyses compared GRC seniors' academic performance, discipline, and attendance data with their matched comparison group. Tables 16 and 17 display the performance comparisons on SOL tests by average scores and proficiency levels. Table 18 displays the comparisons of discipline and attendance data from grades 9 through 12.

**Table 16: Average SOL Scores by Subject Area – Matched Comparison**

Subject	Matched GRC Group	Matched Comparison Group
Reading	450.6	447.0
Writing	477.0	465.0
Geometry*	414.9	426.5
Algebra II	475.5	464.3
Earth Science	428.4	429.3
Biology*	435.4	446.5
Chemistry	437.3	446.9
World Geography	451.3	451.7
World History II*	460.2	443.9
VA & US History	443.6	448.1

Note: Asterisks denote significant differences from comparison group. \*p < .1 \*\*p < .05, \*\*\*p < .01.

**Table 17: Percent of Students by SOL Proficiency Level – Matched Comparison**

Subject and Level	Matched GRC Group	Matched Comparison Group
Reading		
Pass Advanced	1.8%	3.7%
Pass Proficient	98.2%	96.3%
Writing		
Pass Advanced*	36.4%	24.1%
Pass Proficient*	63.6%	70.4%
Geometry		
Pass Advanced	0.0%	0.0%
Pass Proficient*	78.9%	94.1%
Algebra II		
Pass Advanced	27.3%	14.9%
Pass Proficient	70.9%	83.0%
Earth Science		
Pass Advanced	0.0%	0.0%
Pass Proficient	96.2%	92.0%
Biology		
Pass Advanced**	0.0%	10.9%
Pass Proficient**	98.2%	81.8%
Chemistry		

Subject and Level	Matched GRC Group	Matched Comparison Group
Pass Advanced	4.0%	4.3%
Pass Proficient	92.0%	91.5%
World Geography		
Pass Advanced	0.0%	0.0%
Pass Proficient	100%	100%
World History II		
Pass Advanced	15.4%	8.6%
Pass Proficient	82.7%	85.7%
Subject and Level	Matched - GRC Group	Matched - Comparison Group
VA & US History		
Pass Advanced	7.3%	7.4%
Pass Proficient	90.9%	90.7%

Note: Asterisks denote significant differences from comparison group. \*p < .1 \*\*p < .05, \*\*\*p < .01.

- Based on average SOL scores and the percent earning pass advanced scores, the pattern of results showed that GRC seniors performed better on the Writing, Algebra II, and World History II SOL tests than their similar matched comparison group during their time in high school. However, not all of the differences were statistically significant.
- The similar comparison group performed significantly better on the Geometry and Biology SOL tests than GRC seniors during their time in high school.

**Table 18: Average Referrals and Attendance Rates – Matched Comparison**

Measure	Matched GRC Group	Matched Comparison Group
Referrals		
Grade 9	0.9	0.5
Grade 10	0.4	0.9
Grade 11	0.6	0.9
Grade 12	0.4	0.6
Attendance Rate		
Grade 9**	95.6%	97.6%
Grade 10*	95.2%	96.6%
Grade 11***	93.0%	96.7%
Grade 12**	91.3%	94.4%

Note: Asterisks denote significant differences from comparison group. \*p < .1 \*\*p < .05, \*\*\*p < .01.

- Although the differences were not statistically significant, GRC seniors had, on average, more referrals when they were in grade 9 than their

matched comparison group, but fewer referrals in the later grades.

- While they were in grades 9 through 12, the GRC seniors had significantly lower attendance rates than their matched comparison group.

## Summary

Green Run Collegiate (GRC) is a public charter school that enrolled its first class through a public lottery in 2013-2014 and graduated its first cohort of seniors in 2016-2017. This evaluation update was conducted to document and assess actions taken regarding the School Board approved recommendations from the 2016-2017 comprehensive evaluation as well as to assess the progress of an additional cohort of graduates at GRC. Data for the evaluation update were collected from the Virginia Beach City Public Schools data warehouse, the GRC administration, and stakeholder surveys.

Overall, in 2017-2018, 344 students enrolled in GRC. Students at GRC were more likely to be female, African American, or economically disadvantaged when compared to the division's high school students. Therefore, in addition to examining the GRC students' progress relative to the division's students, an additional matched comparison group of graduates was constructed using propensity score matching to assess program outcomes. This comparison group of graduates was similar demographically and academically to GRC graduates.

It was expected that GRC students would enroll in and complete the rigorous IB pathways (e.g., Diploma Program and Career Pathways). When program enrollment data were examined, all GRC students were enrolled in rigorous coursework such as AP or IB courses compared to 38 percent of division high school students. The GRC graduates also enrolled in significantly more AP and IB courses while they were in high school than the similar comparison group. All GRC students graduated within four years, and a higher percentage of students earned an advanced studies diploma when compared to the division, but there were no significant differences in the on-time graduation rate or the percentage of GRC students earning advanced studies diplomas when compared to the similar comparison group. Additionally, students were generally not completing the most rigorous IB pathways (e.g., 13% or less completed the IB Diploma Program and IB Career Certificate) offered at GRC.

This could have been due to the cost of the IB exams required for IB program completion. The GRC Governing Board is investigating funding options to assist students in paying for IB exams.

As part of the GRC program of study, eleventh- and twelfth-grade students were to receive college financial counseling services to prepare them for postsecondary education. The GRC administration conducted focus groups to determine students' needs for information and increased the visibility of scholarship information and advisors. Analysis of survey items showed notable improvements in the percentage of eleventh- and twelfth-grade students who reported receiving college financial counseling services. In addition, 78 percent of juniors and 92 percent of seniors indicated that the college financial counseling met their needs.

To support students in their academically rigorous coursework, GRC worked with students to develop a PLP and provided support through a mentoring program. The PLP is developed and updated in mentoring sessions between the student and the teacher. The GRC administration embedded the PLP in students' courses, conducted professional development for teachers, and surveyed students and staff regarding the PLP process and mentoring. Survey data from students suggested that students did not perceive that they were working with their mentors throughout the year; however, at least 83 percent of students indicated that they accessed the academic data system, developed a PLP, and worked with a mentor to update their PLP throughout the year. Additionally, 79 percent of teachers indicated that they accessed the data system with students, and all teachers responding to the survey indicated they developed and updated PLPs with their students. Overall, the PLP and mentoring activities appear to be occurring as conceptualized by GRC; however, the students appear less likely to connect the PLP activities with the mentoring program.

The evaluation update was also conducted to assess the progress of an additional graduating cohort at GRC. As part of college preparedness, GRC monitors students' PSAT and SAT scores. The analyses using the similar comparison group showed that GRC seniors had statistically similar scores on the PSAT and SAT. When college enrollment rates were examined, 2018 GRC graduates had a higher percentage enrolling in college immediately after graduating (69%) compared to the similar comparison group (60%), but the difference was not statistically significant. Additional college enrollment and persistence data for GRC's first

graduating class in 2017 showed that a significantly higher percentage of GRC graduates enrolled in college the first year after high school, and a higher percentage persisted in college from their freshmen to sophomore year compared to a similar comparison group. Former GRC students from the school's first graduating cohort in 2016-2017 were sent a postgraduation survey one year after high school graduation to reflect on how GRC prepared them for postsecondary activities. Fourteen students (19%) of the 2017 graduating class responded. All respondents agreed that GRC provided a rigorous course of study. All respondents agreed that GRC prepared them to further their education and to be successful in college, while 75 percent agreed that GRC prepared them for employment and provided them with a solid foundation to pursue their goals.

Overall, GRC has taken action to address the recommendations from the 2016-2017 comprehensive program evaluation. Results from this update suggest that there are two areas that GRC should continue to address including student enrollment in and completion of the rigorous IB pathways and the mentoring component. Data indicate that students are enrolling in rigorous coursework and graduating with advanced studies diplomas, but are not completing the most rigorous pathways (e.g., IBDP and IBCP) available at GRC. Additionally, GRC should continue to monitor the mentoring program to ensure that mentoring activities meet students' needs.

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March 2019