



VIRGINIA BEACH CITY PUBLIC SCHOOLS

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School Board Regular Meeting Proposed Agenda **Tuesday, November 23, 2021**

School Administration Building #6, Municipal Center
2512 George Mason Drive
P.O. Box 6038
Virginia Beach, VA 23456
(757) 263-1000

Pursuant to the Virginia State Health Commissioner's Order of Public Health Emergency Statewide Requirement to Wear Masks in K-12 Schools issued August 12, 2021, and Virginia Acts of Assembly No. 1303, Chapter 456, and the Center for Disease Control and Prevention (CDC)'s guidance for K-12 schools, and the School Board's 2021-2022 Reopening Plan adopted August 10, 2021, it is determined limited public seating due to physical distancing mitigation strategies will be made available on a first-come, first-served basis beginning shortly before the Workshop session of the School Board Meeting. Members of the public will also be able to observe the School Board Meeting through livestreaming on www.vbschools.com, broadcast on VBT Channel 47, and on Zoom through the link below.

Citizens who would like to speak can sign up to speak either in person or electronically. The School Board has determined that in person speakers will be heard before speakers who are participating electronically. All speakers must be signed up to speak by noon on November 23, 2021. Speakers must state the topic that will be presented during the public comment section. During the public comments section of the Meeting, the School Board will hear comments on matters relevant to PreK-12 public education in Virginia Beach and the business of the School Board and the School Division.

If a public speaker speaks on a matter not relevant to PreK-12 public education in Virginia Beach and the business of the School Board and the School Division, the speaker will be ruled out of order and will forfeit the time left for public comment. All public comments shall meet School Board Bylaws, 1-47 and 1-48 requirements for Public Comment and Decorum and Order.

In person speakers will be required to follow physical distancing and safety protocols including wearing a face covering while in the School Administration Building and while addressing the School Board. Speakers who are under 18 years old may be accompanied by one adult while in the School Administration Building. Citizens requiring accommodations to these requirements are encouraged to participate through electronic means or to contact the School Board Clerk to discuss accommodations to these requirements. Anyone requesting an accommodation from wearing a face covering in School Board Meetings must complete this [form](#) and send to the School Board Clerk, Regina Toneatto, Regina.Toneatto@vbschools.com, by 9:00 AM the day before a School Board meeting. Anyone who makes this request as noted will be contacted by the Clerk before the scheduled meeting to note what, if any, accommodations will be provided.

Attendee link: https://us02web.zoom.us/webinar/register/WN_5dR0K_4aSZK7zXQDMi1zyQ

Call-in (301) 715-8592 ID 843 1289 9576

Public comment is always welcome by the School Board through their group e-mail account at vbcpschoolboard@googlegroups.com or by request to the Clerk of the School Board at (757) 263-1016

- 1. Administrative, Informal, and Workshop 4:00 p.m.**
 - A. School Board Administrative Matters and Reports
 - B. Quality Measures Equity Audit **Added 11/22/2021**
 - C. COVID Update
- 2. Closed Session (as needed)**
- 3. School Board Recess 5:30 p.m.**
- 4. Formal Meeting (School Board Chambers)..... 6:00 p.m.**
- 5. Call to Order and Roll Call**
- 6. Moment of Silence followed by the Pledge of Allegiance**
- 7. Student, Employee and Public Awards and Recognition**
 - A. Certificate of Achievement for Excellence in Financial Reporting – Department of Budget and Finance
- 8. Adoption of the Agenda**



9. Superintendent's Monthly Report (second monthly meeting)

10. Approval of Meeting Minutes

- A. November 9, 2021 Regular School Board Meeting **Added 11/22/2021**

11. Public Comments (until 8:00 p.m.)

The School Board will hear public comments at the November 23, 2021 School Board Meeting. Citizens may sign up to speak by completing the [online form](#) or contacting the School Board Clerk at 263-1016 and shall be allocated three (3) minutes each. Sign up for public speakers will close at noon on November 23, 2021. Speakers will be provided with further information concerning how they will be called to speak. In person speakers should be in the parking lot of the School Administration Building, 2512 George Mason Drive, Building 6, Municipal Center, Virginia Beach, Virginia 23456 by 5:45 p.m. November 23, 2021. Speakers signed up to address the School Board through Zoom or by telephone should be signed into the School Board Meeting by 5:45 p.m. All public comments shall meet School Board Bylaws, 1-47 and 1-48 requirements for Public Comment and Decorum and Order.

12. Information

- A. Interim Financial Statements – October 2021
- B. Entrepreneurship and Business Academy (EBA): Comprehensive Evaluation
- C. Positive Behavioral Interventions and Supports (PBIS): Year-One Tier I Evaluation
- D. Student Academic Performance Review
- E. Textbook Adoption:
 - 1. AP Chemistry
 - 2. AP Environmental Science
 - 3. AP Physics C
- F. Policy Review Committee Recommendations:
 - 1. Policy 6-3 / Accreditation
 - 2. Policy 6-6 / Kindergarten Program
 - 3. Policy 6-7 / Access to Programs
 - 4. Policy 6-8 / Controversial Issues
 - 5. Policy 6-9 / Religion in Curriculum
 - 6. Policy 4-75 / Conditions of Employment
 - 7. Policy 3-63 / Safety: Weapons on School Property

13. Return to public comments if needed

14. Consent Agenda

- A. Textbook Adoption: Practical Nursing – Anatomy and Physiology
- B. New Courses:
 - 1. Parenting and Early Learning Careers
 - 2. Photography & Communications Technology
 - 3. Art II: Digital Media and Design
 - 4. Art III: Digital Media and Design
 - 5. AP Digital Art
 - 6. Advanced PE – Unified Health and Physical Education
 - 7. Veterinary Assistant (DE)
 - 8. Newport News Shipbuilding Early Apprenticeship Program

15. Action

- A. Personnel Report / Administrative Appointments **Updated 11/30/2021**
- B. School Board Legislative Agenda for 2022 General Assembly Session
- C. Budget FY 20/21 Resolution Regarding Reversion and Revenue Actual Over/Under Budget Funds

16. Committee, Organization or Board Reports

17. Return to Administrative, Informal, Workshop or Closed Session matters

18. Adjournment



Subject: Quality Measures Equity Assessment **Item Number:** 1B

Section: Administrative, Informal, and Workshop **Date:** November 23, 2021

Senior Staff: LaQuiche R. Parrott, Ed.D., Director of Diversity, Equity and Inclusion

Prepared by: LaQuiche R. Parrott, Ed.D., Director of Diversity, Equity and Inclusion

Presenter(s): Dr. Gwen Lee – Thomas, Owner/Lead Evaluator of Quality Measures LLC.

Recommendation:

The Office for Diversity, Equity and Inclusion has monitored the division's equity assessment by the third-party evaluator, Quality Measures, LLC and recommendations will be shared.

Background Summary:

Our core values, strategic framework and recently adopted Educational Equity Policy 5-4 demonstrate our continued commitment to diversity, equity, and inclusion. In Section C of the Educational Equity Policy 5-4, the School Board agreed to support the Superintendent and to “assess and identify inequitable practices and procedures within the School Division that have historically or are currently resulting in inequities of opportunity for students and staff.” To accomplish this, we contracted with Quality Measures LLC (QM) to conduct a division-wide equity assessment to analyze our efforts and provide findings and recommendations to guide our equity priorities for a multi-year equity plan.

Source:

[Educational Equity Policy 5-4](#)

[Strategic Framework, *Compass to 2025*](#)

Data collection by Quality Measures LLC as part of the division-wide equity assessment (January 2021-June 2021)

Budget Impact:

The equity assessment cost was covered by existing budgets.

Virginia Beach City Public Schools Equity Assessment Report



Table of Contents

List of Figures and Tables	3
EXECUTIVE SUMMARY.....	5
METHODOLOGY.....	5
PARTICIPANTS.....	5
KEY FINDINGS.....	6
Primary Data: Interviews and Focus Groups.....	6
Equity Emphasis Ratings.....	7
Tour of Findings Survey Summary	7
Document Analysis Summary.....	8
CONCLUSION AND RECOMMENDATIONS.....	8
INTRODUCTION.....	10
METHODOLOGY.....	12
Primary Data: Identifying Participants	12
Primary Data: Invitations to Participants.....	13
Teachers.....	13
Students and Parents	14
External Stakeholders	15
Primary Data: Participation Rates	15
Primary Data: Interview and Focus Group Process.....	15
Primary Data: Demographic Profile of Participants	16
Tour of Findings.....	17
Primary Data Analysis Including Tour of Findings Survey	18
Document Analysis.....	19
Process for Identifying Recommendations	20
FINDINGS AND RECOMMENDATIONS.....	21
<i>Compass to 2025</i> Goal 1: Educational Excellence.....	21
Primary Data: Interviews and Focus Groups.....	21
Equity Emphasis Rating.....	21
Tour of Findings Data	22
Document Analysis	22
Achievement Data: SOL Performance	22
Achievement Data: Advanced Placement Exam Performance.....	23
Summary of Evidence from VBCPS Documents Reviewed.....	24
Recommendation	24
<i>Compass to 2025</i> Goal 2: Student Well-Being	25
Primary Data: Interviews and Focus Groups.....	25
Equity Emphasis Rating.....	26
Tour of Findings Data	27
Document Analysis	28
Culturally Responsive Practices	28
Student Response Team (SRT) Referrals.....	28
Disciplinary Outcomes.....	29
Summary of Evidence from VBCPS Documents Reviewed.....	31
Recommendations	31
<i>Compass to 2025</i> Goal 3: Student Ownership of Learning.....	33
Primary Data: Interviews and Focus Groups	33
Equity Emphasis Ratings.....	34
Tour of Findings Data	34
Document Analysis	35
VBCPS Gifted Services Selection.....	35
VBCPS Academy Enrollment Trends by Demographic	35

VBCPS Career and Technical Education (CTE) Enrollment by Student Group	37
VBCPS Special Education Services by Student Group.....	38
Enrollment in Rigorous Courses	39
Summary of Evidence from VBCPS Documents Reviewed.....	39
Recommendations	40
<i>Compass to 2025 Goal 4: An Exemplary, Diversified Workforce</i>	<i>41</i>
Primary Data: Interviews and Focus Groups.....	41
Equity Emphasis Rating.....	42
Tour of Findings Data	42
Document Analysis	43
VBCPS Workforce and Student Demographics.....	43
Summary of Evidence from VBCPS Documents Reviewed.....	43
Recommendations	44
<i>Compass to 2025 Goal 5: Mutually Supportive Partnerships</i>	<i>45</i>
Primary Data: Interviews and Focus Groups.....	45
Equity Emphasis Rating.....	46
Tour of Findings Data	47
Document Analysis	47
Summary of Evidence from VBCPS Documents Reviewed.....	48
Recommendations	48
<i>Compass to 2025 Goal 6: Organizational Efficiency and Effectiveness.....</i>	<i>50</i>
Primary Data: Interviews and Focus Groups.....	50
Equity Emphasis Rating.....	51
Tour of Findings Data	51
Document Analysis	52
Summary of Evidence from VBCPS Documents Reviewed.....	52
Recommendations	52
CONCLUDING REMARKS.....	55
References and Resources Used for VBCPS Equity Assessment.....	57
List of Documents Included in the Appendices	58

List of Figures and Tables

List of Figures

Figure 1. VBCPS Interview and Focus Group Respondents' Ratings of the Likelihood the Division Will Do What It Takes to Address Equity Emphases	7
Figure 2. Equity Assessment Participants (N=550)	19
Figure 3. Triangulation of Data to Create Recommendations	20
Figure 4. VBCPS Equity Emphasis Rating for <i>Compass to 2025</i> Goal 1	22
Figure 5. Screenshots of Sample SOL Reports	23
Figure 6. VBCPS Equity Emphasis Rating for <i>Compass to 2025</i> Goal 2	27
Figure 7. VBCPS Equity Emphasis Rating for <i>Compass to 2025</i> Goal 3	34
Figure 8. VBCPS Equity Emphasis Rating for <i>Compass to 2025</i> Goal 4	42
Figure 9. VBCPS Equity Emphasis Rating for <i>Compass to 2025</i> Goal 5	47
Figure 10. VBCPS Equity Emphasis Rating for <i>Compass to 2025</i> Goal 6	51

List of Tables

Table 1. List of Groups Selected for the VBCPS Equity Assessment	12
Table 2. VBCPS 2020 – 2021 Teacher Forum Invited to Participate in the Equity Assessment	14
Table 3. VBCPS Students and Parents Invited to Participate in the Equity Assessment	14
Table 4. VBCPS Internal and External Groups Who Participated in the Equity Assessment	15
Table 5. Self-Identified Demographics of Internal and External Groups Who Participated in the VBCPS Equity Assessment	16
Table 6. VBCPS Tour of Findings Invitations and Participation by High School— Including Respective Matriculating Middle and Elementary Schools	17
Table 7. VBCPS Tour of Findings Participants (Completed Surveys)	18
Table 8. Total Number of Responses to the VBCPS Equity Assessment	19
Table 9. VBCPS Advanced Placement Exam: Percent of Students Scoring 3, 4, or 5 on Exam (2015 – 2018).	24
Table 10. SRT Referrals by Student Group (2019 - 2020)	29
Table 11. Male Student Discipline Referrals, Suspensions, and RSO Rates (2018 – 2019)	30
Table 12. Female Student Discipline Referrals, Suspensions, and RSO Rates (2018 – 2019)	30
Table 13. VBCPS Gifted Services Selection Trend by Demographic and Year (2016 – 2021)	35
Table 14. VBCPS High School Enrollment by Demographic (2020 – 2021)	35
Table 15. VBCPS Academy Enrollment in percentages by Demographic (2016 – 2020)	36
Table 16. VBCPS Student Enrollment in Career and Technical Education (CTE) (2016 – 2021)	37

Table 17. VBCPS Special Education Services Trend by Demographic and Year (2016 – 2021) 38

Table 18. VBCPS Advanced Placement Enrollment (2014 – 2015) 39

Table 19. VBCPS Instructional and Administrative Staff Demographics Compared to Student Demographics
(2015 - 2016 and 2020 - 2021) 43

EXECUTIVE SUMMARY

For the past thirteen years, Virginia Beach City Public Schools (VBCPS), as a division, has engaged in intentional efforts to address inequities among the division's communities. An ongoing commitment to equity is evident in the division's five-year strategic framework, *Compass to 2025*, and its recently adopted Educational Equity Policy 5-4 (SB Policy 5-4). This policy called for an equity assessment to identify inequitable practices and procedures within the school division that have historically or are currently resulting in inequities of opportunities for students and staff.

Beginning in January 2021, VBCPS partnered with a local outside consulting firm to conduct an equity assessment, which was guided by the division's strategic framework and the Educational Equity Policy. From February to June 2021, a variety of data was collected and reviewed to determine the extent to which VBCPS was making progress to address inequities among its students, teachers, building level leaders, administrative staff, and parents.

METHODOLOGY

The data collected for this assessment were triangulated based on three (3) types of information.

- **Primary Data:** These data were collected via focus groups and interviews across internal and external stakeholder groups for the division. All data were collected February through May 2021. The questions created for the interviews and focus groups were based on a set of sources specific to K-12 educational equity as well as informed by SB Policy 5-4 and *Compass to 2025*.
- **Tour of Findings Online Surveys:** To increase participation in the equity assessment, the findings from the focus groups and interviews were summarized and shared at community virtual meetings. Participants were provided with an opportunity to respond to a short survey in response to the presentation.
- **Document Analysis:** Secondary sources (e.g., data reports and documents) were reviewed to highlight quantitative findings for each of the strategic goals and equity emphases and contextualize equitable and inequitable practices within the school division based on the Virginia Department of Education's *Navigating EdEquity Audit Tool*.

PARTICIPANTS

Participants for interviews included 56 different internal and external groups from across the division beginning with the School Board and central office leadership. At the school level, teachers, parents, and students were selected via a stratified random sample process. Convenience sampling was also used to increase participation among these groups. Of the 2,988 individuals invited from across the division, 366 participated in the interviews and focus groups. To gather more feedback from across the division, the findings were taken "on tour" to the schools within the division via a Tour of Findings webinar. Participants were invited by VBCPS by high school and their matriculating middle and elementary schools. Of the 101,469 principals, assistant principals, teachers, counselors, students, and parents who were invited, 278 participated and 137 completed an online survey providing feedback on the initial findings to share whether their experiences were similar to or different from those presented in the webinar. Finally, a recording of the Tour of Findings webinar was uploaded onto the VBCPS website along with the online survey to gather additional feedback from across the VBCPS communities. After an additional week for review, 347 individuals reviewed the webinar recording and 47 provided feedback via the online survey. Ultimately, 550

School Board members, central office staff, building principals and assistant principals, counselors, teachers, students, parents, and external stakeholders shared their experiences regarding equity in VBCPS in over 5000 comments. Of the 550 respondents, 23% were building administrators, 19% were teachers, 15% were Central Support Leadership and staff, 15% were parents, 10% were students, and 8% represented external groups.

KEY FINDINGS

Primary Data: Interviews and Focus Groups

For the primary data collected via interviews and focus groups, many of the participants shared that VBCPS values diversity and provides a wide variety of resources to support the success of all stakeholders. Specifically, PBIS/SEL for students, culturally responsive practices, and supporting diverse student groups were some of the common comments from across all stakeholder groups. However, participants in this study also varied in experiences by group (i.e., building leadership, teachers, parents, counselors, staff, etc.) and within the groups (i.e., elementary, middle, and high school principals). Some participants shared positive experiences of engagement and interaction within the VBCPS, while others noted concerns and discontentment regarding how different student populations are placed in rigorous courses, how minority students experience disciplinary practices, and types of support available to certain students and teachers. In addition, many of the participants expressed appreciation towards the initiative to explore equity within VBCPS and indicated that they were looking forward to hearing more about the final assessment findings.

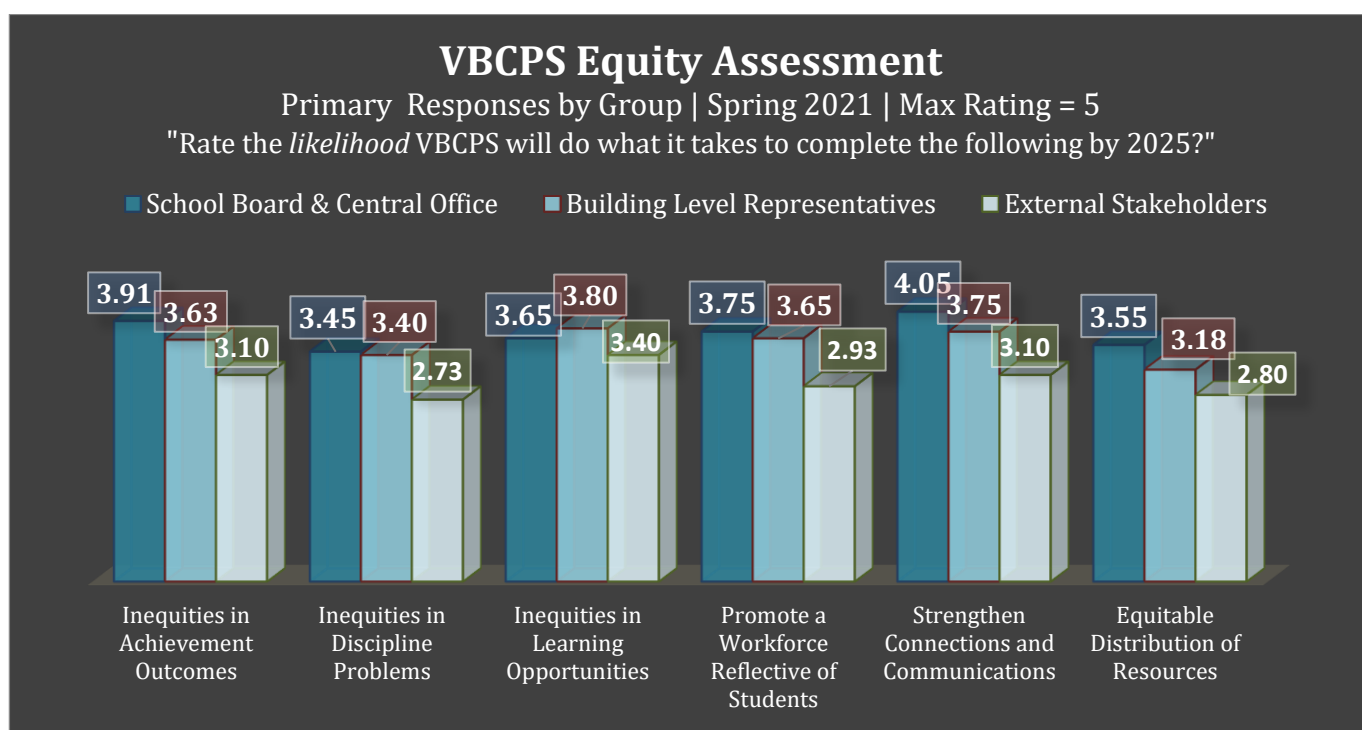
In summary, although the primary data covered all six equity emphases of the *Compass to 2025 Strategic Framework*, the top three topics that emerged, consistently from the findings, included the following.

- 1) ***Hiring, retention, and promotion of teachers and administrators of color.*** Teachers, external stakeholders, principals, and central office staff indicated that more needs to be done to recruit, retain, and promote teachers of color, especially males. Although some interviewees disagreed that there was a need for more male teachers, the sentiment was that all teachers should be able to serve all students. From a different perspective, teachers, central office staff, and external stakeholders also indicated concern that trying to achieve equity in the hiring of teachers could lead to filling quotas and placing diversity over quality. Seeing diversity and quality as somewhat mutually exclusive is a perception that should be addressed.
- 2) ***Student discipline disparities.*** Teachers consistently indicated that VBCPS needs to continue PBIS/SEL practices but should also hire diverse counselors who understand how to work with all populations. Minority students indicated that teachers seemed to think they need to get up close and talk loudly to them, while speaking differently to Caucasian students. Teachers also noticed that some minority students were overlooked for dress code violations in the name of “cultural style.” Parents were concerned that because they can’t be as involved in their children’s school, their children would not be treated fairly. These experiences and perceptions indicated that there was a difference in how discipline was experienced by students in VBCPS.
- 3) ***Student learning opportunities.*** Teachers and central office staff shared that more needs to be done to help minority and economically disadvantaged parents access advanced placement (AP) courses, honors courses, the International Baccalaureate program, and the academies. At least one parent shared a specific experience regarding the rejection of an application without being provided a reason—therefore indicating that there could be greater clarity on what basis decisions were made about admitting students.

Equity Emphases Ratings

When given an opportunity to rate the division's commitment to addressing its equity emphases created in the *Compass to 2025*, participants were asked to indicate the "likelihood" the division, overall, would do what it takes to do so. Using a rating scale of 1 to 5 with 1 meaning "Very Unlikely" and 5 meaning "Very Likely," participants chose a number on this continuum as a representation of their belief in VBCPS's commitment to address their equity emphases (See Figure 1).

Figure 1. VBCPS Interview and Focus Group Respondents' Ratings of the Likelihood the Division Will Do What It Takes to Address Equity Emphases.



On average, VBCPS leadership (i.e., School Board and Central Office Staff) rated the expected efforts of VBCPS higher than external stakeholders and building-level representatives (i.e., Principals, Assistant Principals, Counselors, and Teachers), except for "inequities in learning opportunities for students" which was rated higher by building-level representatives. These ratings can infer that those closest to the decision-making process were more confident in their efforts over the next four (4) years than those who were not. Given that the building-level representatives were more likely to be able to address these equity issues, directly, it appeared that their expectation was not as high as that of their leadership.

Tour of Findings Survey Summary

In general, the Tour of Findings results indicated that, similar to the primary data, the experiences of the participants in this study varied from group to group and within the groups. Some participants shared examples of students excelling in the classroom, while others noted concerns about different student populations' underrepresentation in rigorous coursework, disciplinary practices experienced differently among student groups, and support available to students and teachers regarding accessibility of the many resources available in VBCPS. Many expressed an appreciation towards the equity assessment initiative to explore equity within VBCPS and were looking forward to reading the results.

Nearly half the participants who responded to the Tour of Findings survey indicated that the results presented were similar to their experiences within VCBPS. The other half disagreed. For those who noted

similar experiences, they included references to equality and diversity or lack thereof. Specifically, when discussing diversity, it was noted that some schools do not mirror the population of the City of Virginia Beach itself, which caused disparity and inequity in some instances. Other respondents also mentioned many years of positive experiences within VBCPS, including perceptions of equality among other groups of students regardless of race, gender, socioeconomic status, or class, such as gifted education or exceptional student education, and teachers creating a supportive learning environment for students.

Document Analysis Summary

VBCPS has Clear Evidence of substantial equity work based, partly, on 67 documents reviewed during the document analysis. Documents consisted of the *Compass to 2025*, School Board Policies, staff and student characteristic spreadsheets, meeting minutes, videos, memos, PowerPoint presentations, Code of Student Conduct, as well as Research, Assessment, and Evaluation Briefs obtained from the VBCPS website. While there have been major and smaller persistent steps taken to foster “a barrier-free environment whereby all students, regardless of race, color, religion, national origin, sex, sexual orientation/gender identity, pregnancy, childbirth or related medical conditions, age, marital status, disability, or genetic information, have the opportunity to benefit from the establishment of high standards and the provision of access, support, effective and inclusive learning environments and resources required for a high-quality education,” there is still much work to be done. For example, there has been little to no movement regarding percentage of student groups enrolled in the gifted program, Career and Technical Education (CTE), rigorous courses (AP and Honors), the academies, receiving special education services, or staff demographics relative to student demographics. There has also been little movement in the proportion of teachers and administrators who reflect the demographics of the student population. However, there has been consistent professional development to include seminars, book talks, courageous conversations, participation in division and regional equity conferences, and an equity assessment to underpin the continued work through the Office of Diversity, Equity, and Inclusion.

CONCLUSION AND RECOMMENDATIONS

Overall, these findings combined with the work already completed by VBCPS indicated that while the division, collectively, is on track to achieving their espoused mission, goals, and core values regarding equity within the VBCPS community, there is still a lot of work to be done—especially among those who indicated experiences of inequities in their access to opportunities (e.g., enrolling in AP and honors courses, access to the academies) and experiencing a sense of acceptance and belonging in their classrooms. The 14 recommendations were presented as a starting point for further conversation and the development of an equity plan as required by policy 5-4.

Recommendations Related to Goal 1: Educational Excellence

R1: *Continue to make addressing inequities in achievement outcomes a priority at the division and school level by systematically identifying root causes, collaboratively implementing solutions, and closely monitoring outcomes.*

Recommendations Related to Goal 2: Student Well-Being

R2: *Collaborate with students and teachers to determine how America’s historical realities can be taught with a wholistic view of all groups with their strengths and challenges and ensure that historically marginalized groups are not consistently depicted in negative ways.*

R3: *Continue to collect and share discipline data - disaggregate by grade level, race/ethnicity, gender, economically disadvantaged, and students with disabilities.*

R4: *Follow through with the commitment to post the equity policy statement on each school's website.*

Recommendations Related to Goal 3: Student Ownership of Learning

R5: *Challenge teachers', families', and students' assumptions and beliefs that increasing diversity in rigorous coursework means lowering standards and their assumptions and beliefs about which students can learn. Also, address how those assumptions are linked to the way students are prepared for college and careers.*

R6: *Investigate the infrastructure and make the systematic processes transparent as related to placement in Advanced Placement (AP) and honors classes, and enrollment in the academies for each group based on race, gender, socioeconomic status, and ability groups.*

Recommendations Related to Goal 4: An Exemplary, Diversified Workforce

R7: *Develop essential professional development around equitable practices to include culturally responsive practices. This essential professional development will support the mind shift from 'mandatory or optional' to priority.*

R8: *Develop, implement, and measure progress on a recruitment and retention plan for teachers and administrators of color that include a mentoring program.*

Recommendations Related to Goal 5: Mutually Supportive Partnerships

R9: *Create a more intentional process that allows families to participate in the development of an equity plan and equity-related policies and non-discrimination practices.*

R10: *Continue to include external stakeholder groups (i.e., Mayor's African American Leadership Roundtable, Special Education Advisory Committee, Equity Council, and Filipino National Historical Society, etc.) in the VBCPS experience.*

R11: *Reset or restructure the Equity Council as diverse stakeholders who form working groups to address each of the Compass to 2025 Goals and Equity Emphases.*

Recommendations Related to Goal 6: Organizational Effectiveness and Efficiency

R12: *Create an equity plan with dashboards and measures of success (indicators) with the input of VBCPS stakeholders to ensure accountability and measures of progress towards equity goals for the division.*

R13: *Create safe spaces for conversations regarding race and racism, gender and genderism, ability and ableism, LGBTQ+, and socioeconomic status, along with their challenges, to foster respect, dignity, and belonging.*

R14: *Continue to demonstrate the division's commitment to equity work by supporting the DEI office and add more voices to the equity work.*

END OF EXECUTIVE SUMMARY



Virginia Beach City Public Schools

Equity Assessment Report

Quality Measures LLC, External Evaluator

131 Hanbury Road, West, Suite C1, Chesapeake, VA 23322 | 757-410-9812

INTRODUCTION

For the past thirteen years, Virginia Beach City Public Schools (VBCPS), as a division, has engaged in intentional efforts to address inequities among the division's communities beginning with the formation of the Office for Equity Affairs in 2007. This office was rebranded as the Office of Diversity, Equity and Inclusion (DEI). The DEI office supports programming such as the African American Male Summit, Beach Girls Rock Empowerment Series, the Black History Initiative, the Diversity Ambassadors Workshop, and Making Waves Mentoring Program among a wide variety of student clubs that have been chartered as advocates and support systems for students across gender, race, religions, sexual orientation, academic interests, and others.

As further demonstration of its equity commitment, VBCPS has also created an Equity Council that consists of division stakeholders (e.g., parents, teachers, students, school board, and community members) who are interested in and committed to learning more about equity-related issues as well as sharing thoughts and ideas on how equity can be addressed. The Special Education Advisory Council (SEAC) is also part of the equity work to address specific challenges that can lead to inequitable experiences among special education students and their parents. In addition to these groups, the Superintendent Student Advisory Committee and the Student Advisory Committee for DEI were developed to ensure that students have direct access to the superintendent and DEI Director's office to share their voice regarding equity and academic concerns across the division. In addition, VBCPS has both participated in as well as planned Regional and Division Equity conferences.

In November 2019 the school division adopted a five-year strategic framework, *Compass to 2025*, which includes an equity emphasis for each of six strategic goals (See Appendix A). To support the implementation of the framework and the equity emphases more specifically, VBCPS adopted its *Educational Equity Policy 5-4* in September 2020 (See Appendix B). The policy called for an equity assessment to identify inequitable practices and procedures within the school division that have historically or are currently resulting in inequities of opportunities for students and staff. To accomplish this, the division contracted with Quality Measures LLC (QM) to conduct a division-wide qualitative equity assessment to analyze efforts and provide findings and recommendations to guide the division's equity priorities for a multi-year equity plan. For this work, equity assessment was defined as:

"Equity assessments, sometimes called "equity audits" or "climate assessments," involve collecting and analyzing information, usually through multiple data-gathering processes, in order to determine the extent to which a school, college, program, or other entity is equitable to each member of the community. They provide opportunities for deep examinations of all aspects of an educational institution, from curriculum and pedagogy to policy to "climate," to uncover institutional strengths and weaknesses related to equity."

(<https://www.equityliteracy.org/equity-assessment>)

The following report provides an overview of the methodology of the assessment, findings from data collected January 2021 – June 2021, and recommendations that resulted from the information derived from the analyzed data. Virginia Beach City Public Schools Equity Assessment Report Design:

- Dr. Gwen Lee-Thomas, Lead Evaluator and Author
- Dr. Lychellia Cheeks, Co-Author and Document Analysis Lead Analyst
- Dr. Sundra Kinsey, Co-Author
- Sherrell Hendrix, Co-Author
- Charmagne Paat, Co-Author

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METHODOLOGY

The data collected for this assessment were triangulated based on three (3) types of information.

- **Primary Data:** These data were collected via focus groups and interviews across stakeholder groups for the division. For students, parents, and teachers, a stratified random sampling method was initially employed but convenience sampling was also used to increase participation in the assessment. All data were collected February 2021 through May 2021. The questions created for the interviews and focus groups were based on a set of sources specific to K-12 educational equity as well as informed by the SB Policy 5-4 and the *Compass to 2025*.
- **Tour of Findings Online Surveys:** To increase participation in the equity assessment, the findings from the focus groups and interviews were summarized and shared at virtual community meetings. Participants were provided with the opportunity to respond to a brief survey at the end of each of the 12 webinars and again with the recorded version of the webinar uploaded onto the VBCPS website. These data were collected in June 2021.
- **Document Analysis:** Secondary sources (e.g., data reports and documents) were reviewed to highlight quantitative findings for each of the strategic goals and equity emphases and contextualize equitable and inequitable practices within the school division based on the Virginia Department of Education's *Navigating EdEquity Audit Tool*.

Additional details about each of the three data sources are provided in the following sections.

Primary Data: Identifying Participants

On January 15, 2021, a kick-off meeting with QM and VBCPS Senior Staff was held to discuss the goals and outcomes of the equity assessment, share the qualitative data collection plan (focus groups/interviews), and review the initial list of potential groups to participate in the assessment provided by the VBCPS Director of Diversity, Equity and Inclusion (DEI Director). See Appendix D.

During the kick-off meeting, attendees were asked the following questions: *(1) Based on your role and responsibilities at VBCPS, what would you like to see in its Equity Plan? and (2) Using the table of potential interviewees, indicate what you would like to know from the groups?* After reviewing, discussing, and expanding upon the list of groups, the DEI Director invited over 2,988 individuals, initially, representing 56 groups, to participate in the equity assessment from February 2021 to May 2021. See Table 1.

Table 1. List of Groups Selected for the VBCPS Equity Assessment

Stakeholder Category	Number of Groups	List of Groups
VBCPS Leadership and Central Office	9	School Board, Superintendent, Senior Staff, Department of Teaching and Learning Executive Directors, Department of Teaching and Learning Directors, Community and Family Engagement, Department of School Leadership, Human Resource Specialists, Title 1 Family Engagement Specialists

Table 1. List of Groups Selected for the VBCPS Equity Assessment (Continued)

Stakeholder Category	Number of Groups	List of Groups
Building Level	35	Principals (3 Levels), Academy Coordinators, Center Directors, Assistant Principals (3 Levels), Counselors (3 Levels), Teachers (3 Levels), Teachers of the Year (3 Levels), Students (3 Levels), Superintendent Student Advisory Board, 13 Student Clubs (ACE, FACS, Filipino Club, Gay-Straight Alliance, LACE, Ladies Driven for Success, Latin Club, LGBT+, Manpower and Rise Up, Men of Excellence, Men of Valor, Spanish Honor Society, Pride Alliance), and Security Assistants.
External Stakeholders	12	African American Roundtable, Equity Council, Filipino-American National Historical Society, Former VBCPS Employees, Gifted Advisory Board, Human Rights Commission, Minority Business Council, Special Education Advisory Council, Virginia Beach PTA Members, and Families at all three (3) levels.

Primary Data: Invitations to Participate

Based on co-created verbiage with QM and the DEI Director, the Director emailed the invitees the purpose of the equity assessment and a registration link to schedule their individual interview. If a group had regularly scheduled meetings (i.e., weekly or monthly meetings), the Director reached out to the lead facilitator and asked if their group would be interested in participating in the equity assessment during their next scheduled meeting time. For any group that was larger than 20 and did not have regularly scheduled meetings (i.e., counselors, teachers, students, and parents), the DEI Director emailed the individuals an invitation to participate in the equity assessment and provided a link to register for an interview or focus group with a pre-determined date that best fit their schedule. If none of the times worked for those who wanted to participate, they were invited to submit times they were available for the QM team to schedule separately.

Teachers

To ensure feedback was obtained from teachers, the VBCPS Office of Planning, Innovation, and Accountability provided QM a deidentified spreadsheet consisting of teacher demographics. A stratified random sample was conducted based on gender (i.e., male, female), race/ethnicity (i.e., American Indian or Alaska Native, Asian or Asian American, Black or African American, Hispanic, Native Hawaiian or other Pacific Islander, White or Caucasian, or Other Race/Ethnicity), and length of service at VBCPS (i.e., 0-5 years, 6-10 years, 11+ years), with an oversampling of teachers at Title 1 elementary schools. Due to a low response rate after three months of data collection, the 2020-2021 Teacher Forum, which represented the current “Teachers of the Year” from all schools and specialty centers, were also invited to participate in the equity assessment as an effort to increase the number of teacher respondents.

In addition to the email invitation sent by the DEI Director, an AlertNow message from the superintendent was simultaneously sent to teachers to invite them to participate in the focus groups. As a result, a total of 1,213 teachers were invited to participate in the equity assessment. See Table 2.

Table 2. VBCPS 2020 – 2021 Teacher Forum Invited to Participate in the Equity Assessment

Group/Affiliation	Number of Invitees
Elementary School Teachers	239
Middle School Teachers	280
High School Teachers	607
Elementary School Teachers of the Year	55
Middle School Teachers of the Year	15
High School Teachers of the Year	17
Total	1,213

Students and Parents

To obtain feedback from both students and parents, the VBCPS Office of Planning, Innovation, and Accountability provided QM a deidentified spreadsheet consisting of student demographics. A random sample of elementary, middle, and high school students (i.e., general population) was conducted. In addition, a stratified random sample was conducted based on priority populations—as identified by VBCPS—based on race/ethnicity (i.e., Black or African American, Hispanic or Latinx, Filipino), gender (i.e., male, female), and enrollment in free/reduced lunch, with an oversampling of Title 1 elementary school students.

Overall, 751 students and their parents were invited to participate in the equity assessment via an invitation from VBCPS. The VBCPS Communications’ office sent an email to the parents of the selected students explaining the purpose of the assessment and providing a registration link to sign up for a focus group date and time that worked best for both the parent(s)’ and students’ schedule. An AlertNow message from the VBCPS Superintendent was simultaneously sent to encourage parents and their student to participate in the focus groups.

In addition to the student sampling, the Superintendent Student Advisory Board, consisting of 25 high school students, and the two (2) student representatives from the Human Rights Commission were also invited to participate in the equity assessment. Select student clubs across the division—based on minority groups or gender achievement groups—were invited to participate in the equity assessment. However, after the DEI Director reached out to the club advisors, many respondents shared that their club was inactive this year due to the pandemic or no response was received.

Due to low numbers of parents participating through the above-mentioned efforts, an invitation was also sent to the Virginia Beach PTA members detailing how to participate in the equity assessment. See Table 3 for number of invitees by group.

Table 3. VBCPS Students and Parents Invited to Participate in the Equity Assessment

Stakeholder Category	List of Groups	Number of Invitees
Students	Elementary School Students/Parents	249
	Middle School Students/Parents	337
	High School Students/Parents	165
	Superintendent Student Advisory Board	25
	Human Rights Commission – Student Representatives	2
	Student Total	778

Table 3. VBCPS Students and Parents Invited to Participate in the Equity Assessment (Continued)

Stakeholder Category	List of Groups	Number of Invitees
Parents	Elementary School Parents	249
	Middle School Parents	337
	High School Parents	165
	Virginia Beach Council of PTAS	370
	Parent Total	1,121
	Student and Parent Total	1,899

External Stakeholders

In addition to the above-mentioned groups, additional external groups were invited to participate in the equity assessment. The initial invitation was extended by the DEI Director with a registration link developed by the QM team. Although several groups were invited, not all groups were available to participate or join the conversations for which they registered. Ultimately, 103 external stakeholders were invited (not including parents), and 45 participated.

Primary Data: Participation Rates

Table 4 displays the number of invitees and eventual participants from each group included in the equity assessment. The table also includes the response rate by participant group.

Table 4. VBCPS Internal and External Groups Who Participated in the Equity Assessment

Group of Participants	Number of Invitees	Number of Participants	Response Rate
VBCPS Leadership and Central Office			
School Board	11	7	63.6%
Central Office Leadership	26	17	65.4%
Central Office Staff	63	57	90.5%
<i>Leadership Sub-Total</i>	<i>100</i>	<i>81</i>	<i>81.0%</i>
Building Level			
Principals, Academy Coordinators, and Center Directors (3 Levels)	97	52	53.6%
Assistant Principals (3 Levels)	137	52	38.0%
Counselors (3 Levels)	217	33	15.2%
Teachers (3 Levels)	1,213	64	5.3%
Students	778	36	4.6%
<i>Building Level Sub-Total</i>	<i>2,442</i>	<i>237</i>	<i>9.7%</i>
External Groups			
External Groups	103	45	43.7%
Parents	1,121	3	0.3%
<i>External Group Sub-Total</i>	<i>1,224</i>	<i>48</i>	<i>3.9%</i>
Total	3,766	366	9.7%

NOTE: The total response rate was calculated by dividing the total number of participants by the total number of invitees.

Primary Data: Interview and Focus Group Process

Interviews and focus groups were conducted to help VBCPS better understand the experiences of its members as well as address practices and procedures that resulted in inequities of opportunities and

outcomes for students, teachers, staff, and community members. Each group was asked a common set of questions that allowed for open-ended responses pertaining to their equity-related experiences with VBCPS. If a participant represented more than one group (e.g., 8th grade teacher as well as a parent of an elementary student), their responses would be combined with the group they selected to participate for the equity assessment. See Appendix E.

At the beginning of each interview and focus group, QM opened the discussion with a consent statement disclosing the purpose of the equity assessment and stating that participants' responses would be reported in aggregate and no comments would be attributed to them as an individual. QM also asked permission to record the conversation for transcription purposes only. All interviews and focus groups were conducted via Zoom or telephone. As part of the focus group and interview conversation, participants were asked to rate the likelihood that the school division would do what was necessary to accomplish each equity emphasis in *Compass to 2025*. Ratings were made on a five-point scale ranging from 1 (very unlikely) to 5 (very likely).

Primary Data: Demographic Profile of Participants

At the end of each interview and focus group, participants were asked to share their gender, race/ethnicity, affiliation with VBCPS, number of years in VBCPS, and number of years in the education system. Of the 366 individuals who participated in the interviews/focus groups, 76.0% (N = 278) shared their demographic information. Below is the demographic profile of the 278 who self-identified by gender, race/ethnicity, and length of years with VBCPS. See Table 5.

Table 5. Self-Identified Demographics of Internal and External Groups Who Participated in the VBCPS Equity Assessment (Note: Percentages were calculated within groups)

Demographic Characteristics	Overall (N = 278)	Central Leadership (n = 60)	Building Level (n = 198)	External Groups (n = 20)
Gender				
Male	22.3% (n = 62)	35.0% (n = 21)	19.2% (n = 38)	15.0% (n = 3)
Female	76.3% (n = 212)	63.3% (n = 38)	79.8% (n = 158)	80.0% (n = 16)
Did Not Share/Missing	1.4% (n = 4)	1.7% (n = 1)	1% (n = 2)	5.0% (n = 1)
Race/Ethnicity				
Asian	5.0% (n = 14)	3.3% (n = 2)	3.0% (n = 6)	30.0% (n = 6)
Black/African American	28.4% (n = 79)	23.3% (n = 14)	28.2% (n = 56)	45.0% (n = 9)
Hispanic	2.5% (n = 7)	0.0% (n = 0)	3.0% (n = 6)	5.0% (n = 1)
Multi-Race	2.9% (n = 8)	8.3% (n = 5)	1.0% (n = 2)	5.0% (n = 1)
Native American	0.7% (n = 2)	0.0% (n = 0)	1.0% (n = 2)	0.0% (n = 0)
White or Caucasian	60.1% (n = 167)	65.0% (n = 39)	63.1% (n = 125)	15.0% (n = 3)
Did Not Share/Missing	0.4% (n = 1)	0.0% (n = 0)	0.5% (n = 1)	0.0% (n = 0)

Table 5. Self-Identified Demographics of Internal and External Groups Who Participated in the VBCPS Equity Assessment (Note: Percentages were calculated within groups) (Continued)

Demographic Characteristics	Overall (N = 278)	Central Leadership (n = 60)	Building Level (n = 198)	External Groups (n = 20)
Average Number of Years with VBCPS Affiliation				
Average Number of Years in Current Role	7.5	4.9	8.4	N/A
Average Number of Years in VBCPS	13.8	14.1	14.1	N/A

Tour of Findings

At the conclusion of the primary data collection period, the VBCPS Superintendent requested that the external consultants take the initial findings on “tour” to obtain additional feedback from students, parents, teachers, and school-building leaders. In preparation of the “Tour of Findings,” the external consultants reviewed the data from the interviews and focus groups, combined, to summarize the responses into common themes.

There were 12 Tour of Findings webinar sessions conducted with VBCPS high schools and schools within their matriculating schools and the Renaissance Academy. Based on verbiage created by QM, the VBCPS Communications team sent an email to invite students, parents, and staff as well as sent an AlertNow message simultaneously from the VBCPS Superintendent to encourage the 101,469 individuals to participate in the Tour of Findings sessions. See Table 6 for attendance numbers.

Table 6. VBCPS Tour of Findings Invitations and Participation by High School—Including Respective Matriculating Middle and Elementary Schools

High School (HS)	Number of AlertNow Messages Sent	Number of Registered Participants	Number of Attendees	Number of Survey Respondents
1. Bayside HS	9,220	77	26	10
2. Cox HS	9,963	175	66	37
3. First Colonial HS	8,557	102	27	13
4. Green Run HS	8,482	87	14	8
5. Kellam HS	7,879	114	19	10
6. Kempsville HS	10,246	93	23	10
7. Landstown HS	11,319	122	25	11
8. Ocean Lakes HS	11,308	123	24	12
9. Princess Anne HS	6,712	88	27	11
10. Renaissance Academy	531	11	3	3
11. Salem HS	8,630	104	12	6
12. Tallwood HS	8,622	89	12	6
Total	101,469	1,185	278	137

During the 45-minute Tour of Findings webinars, QM presented the findings which were organized by six (6) common themes that emerged from the equity assessment focus groups and interviews. To ensure clarity regarding the purpose of the Tour of Findings, the external consultants shared with the webinar participants that the findings were a summary of what had been shared by VBCPS participants to date. More specifically, the consultants clarified that the findings were (a) not recommendations or suggestions, (b) not a validation or invalidation of equity in VBCPS, nor (c) an interpretation of the findings.

At the conclusion of each Tour of Findings session, participants were given an opportunity to provide feedback on the results via an online survey. A three-item survey was emailed to the attendees with the following questions. (Note: Any additional questions and comments posed by participants in the chat during the webinar were sent to the VBCPS DEI Director.)

1. How are the initial findings similar to and/or different from your experiences with VBCPS?
2. What information appears to be missing, if any, from the findings that are important to helping all students in VBCPS?
3. What is your VBCPS affiliation?

Participants were also emailed the online survey at the close of each webinar just in case they were unable to complete it at the time and the online survey and the survey remained open until the end of all webinar sessions. Finally, a recording of the 45-minute Tour of Findings presentation was also uploaded onto the VBCPS website for public viewing. As well, the online survey link was included to gather more feedback on the summary of the unanalyzed findings. As indicated in Table 7, more than 40% of the participants in the Tour of Findings completing a survey identified as a VBCPS parent. The second largest group was teachers and there were several participants who identified themselves as a teacher and a parent but were only counted in the teacher category.

Table 7. VBCPS Tour of Findings Participants (Completed Surveys)

Participant Groups	Counts	Percent
Parents	78	42.4%
Students	20	10.9%
Teachers	44	23.9%
Building Administrators	21	11.4%
Other Staff & Community Members	21	11.4%
Total	184	

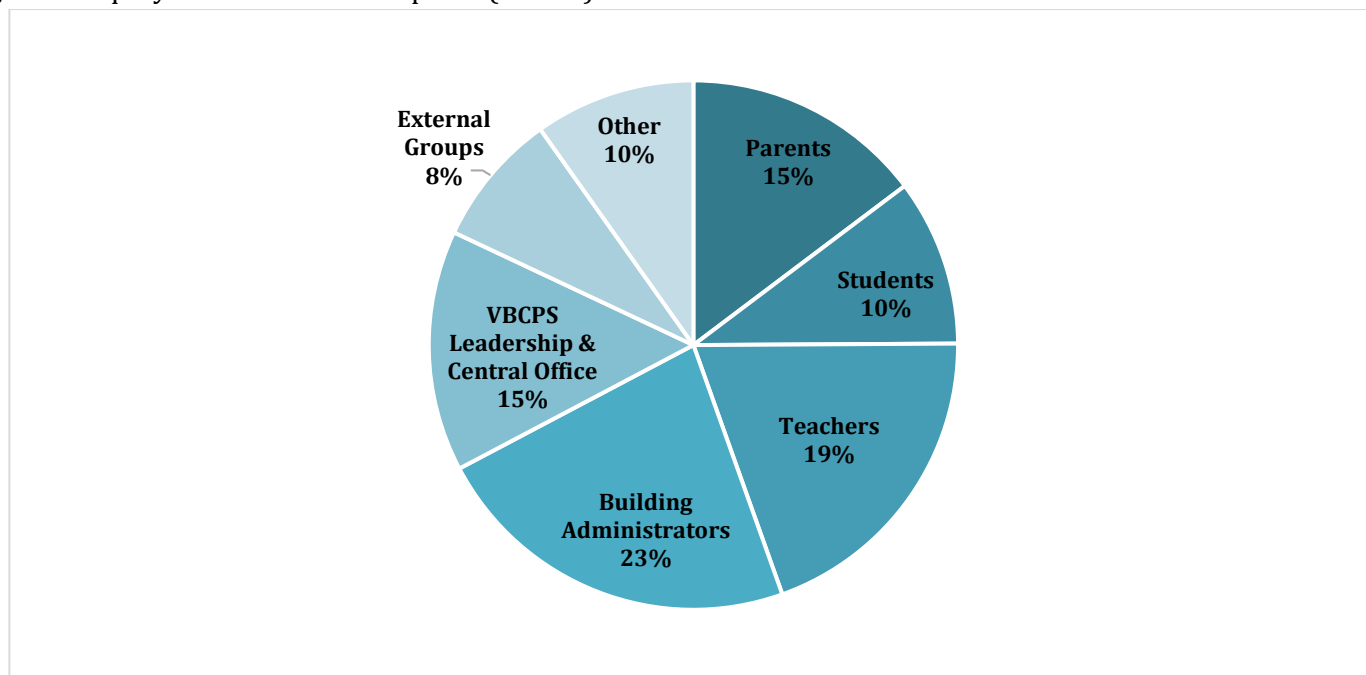
Primary Data Analysis Including Responses to the Tour of Findings Survey

The initial findings were analyzed using the similarity and dissimilarity analysis protocol by reviewing comments across the various groups. After the initial set of common themes were developed, another review was conducted to analyze the findings and determine if additional themes emerged to confirm or disconfirm initial results. After the final review—with an incorporation of the feedback from the webinar placed on the VBCPS website, a final set of common themes were identified and organized by the *Compass to 2025* goals and equity emphases. Table 8 displays the total number of participants in the equity assessment.

Table 8. Total Number of Responses to the VBCPS Equity Assessment

Data Collection Method	Number of Respondents
Interviews and Focus Groups	366
Tour of Findings Webinar Surveys (Live and Recorded)	184
Total	550

Figure 2 displays the percentage of participants representing parents, students, teachers, building administrators, VBCPS Leadership and Central Office staff, and others. Of the 550 respondents, 23% were building administrators, 19% were teachers, 15% were Central Support Leadership and staff, 15% were parents, 10% were students, and 8% represented external groups.

Figure 2. Equity Assessment Participants (N=550)

Document Analysis

An analysis of 67 VBCPS documents provided by the Office of Planning, Innovation, and Accountability or obtained from the division's website was conducted using the lens of *Compass to 2025* and the Virginia Department of Education's *Navigating EdEquity Audit Tool*. This document review was conducted to determine whether the division was focused on its equity emphases, and eventually, whether a review of the data within relevant documents aligned with the findings from the interviews and focus groups. It is important to note that these secondary data from the document analysis were not used to validate or invalidate the experiences provided in the interviews and focus groups—the lived experiences of the participants stand on their own merit. However, where there was alignment between data from the document analysis and from the interviews and focus groups, they were used to strengthen the support for the recommendations.

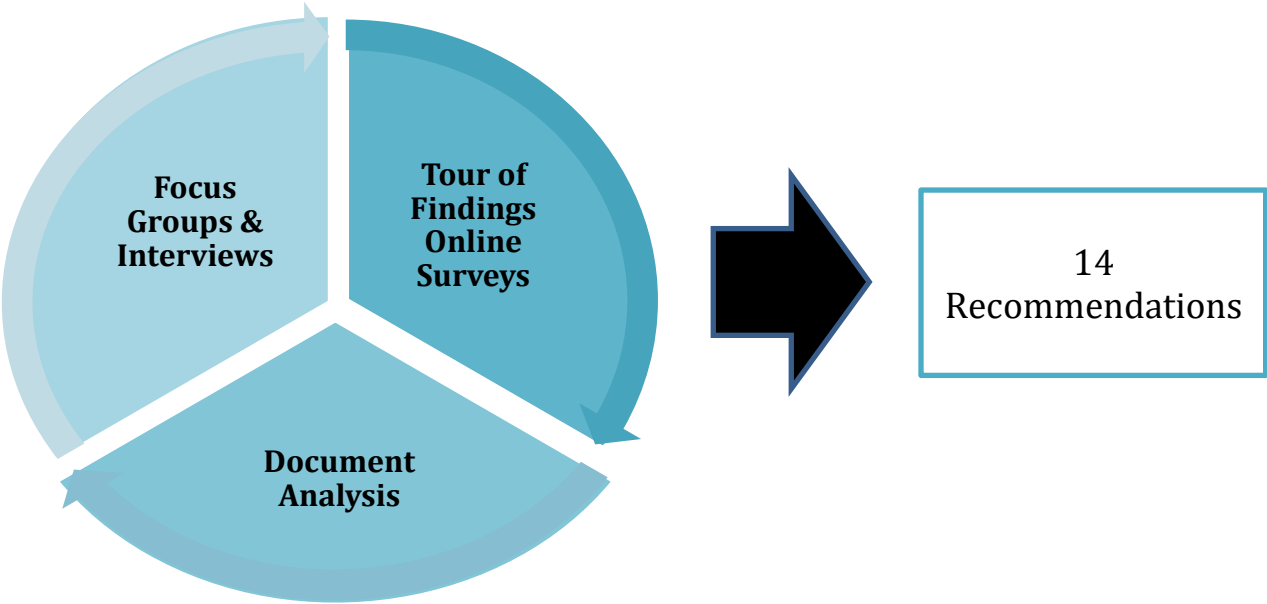
In addition to looking at these documents through the lens of the division's equity emphases, the *Navigating EdEquity Audit Tool* was also used to assess VBCPS' educational equity efforts and action steps. Documents and data named in the audit tool were requested from the school division and using a rubric (see Appendix

G), determinations were made about the degree to which evidence existed that the division was engaged in equity work aligned with expectations outlined at the state level. The degree to which evidence for this existed – or did not exist – also helped to inform the recommendations. The full results of the document analysis based on the *Navigating EdEquity Audit Tool* were presented in Appendix H.

Process for Identifying Recommendations

To ensure a comprehensive approach to designing the recommendations, the triangulation method of data collection was used. First, findings from the focus groups and interviews (N=366) served as the initial data collection to inform the extent to which inequities in opportunities were perceived or existed for students and staff. Second, to augment these findings, results from the online surveys from the Tour of Findings (N=184) were used to confirm or disconfirm and expand the initial results using the “similarities and dissimilarities” method of qualitative data analysis. Third and finally, a document analysis underpinned the analyzed findings to support the development of 14 recommendations aligned to the goal areas in the division’s strategic framework, *Compass to 2025*. See Figure 3.

Figure 3. Triangulation of Data to Create Recommendations



The findings and recommendations that follow were organized by the goal areas in *Compass to 2025*.

FINDINGS AND RECOMMENDATIONS

Compass to 2025 Goal 1: Educational Excellence

Compass to 2025 Goal: Challenge and support all students to excel academically by demonstrating the foundational literacies, core knowledge, and transferable life skills outlined in the VBCPS Graduate Profile.

Compass to 2025 Equity Emphasis: Identify and address inequities in achievement outcomes by investigating and implementing best practices and seeking innovative solutions.

Primary Data: Interviews and Focus Groups

Regarding educational excellence, evidence to support the goals of VBCPS to continue to strive towards excellence in education was centered on teachers' willingness to encourage students to participate in AP opportunities, which was directly related to *Compass to 2025 strategy 1.4* – “Increase student access and opportunities for advanced level coursework.” During discussions, participants shared there was a need to improve the “sense of belonging of minority students in AP courses.” To address concerns of this nature, attention should be given to *Compass to 2025 strategy 1.5*, which aims to “Implement and share teaching practices that foster deeper learning and engagement” and are adaptable to diverse student needs—with an emphasis on African American males and students with disabilities.

In direct support of the equity emphasis for Goal 1, participants indicated that VBCPS should continue to address the ongoing, but reducing, achievement gap. Participants also emphasized that there was a need for rigorous learning support and multicultural-oriented curriculum writers to reflect students' experiences in a more positive light.

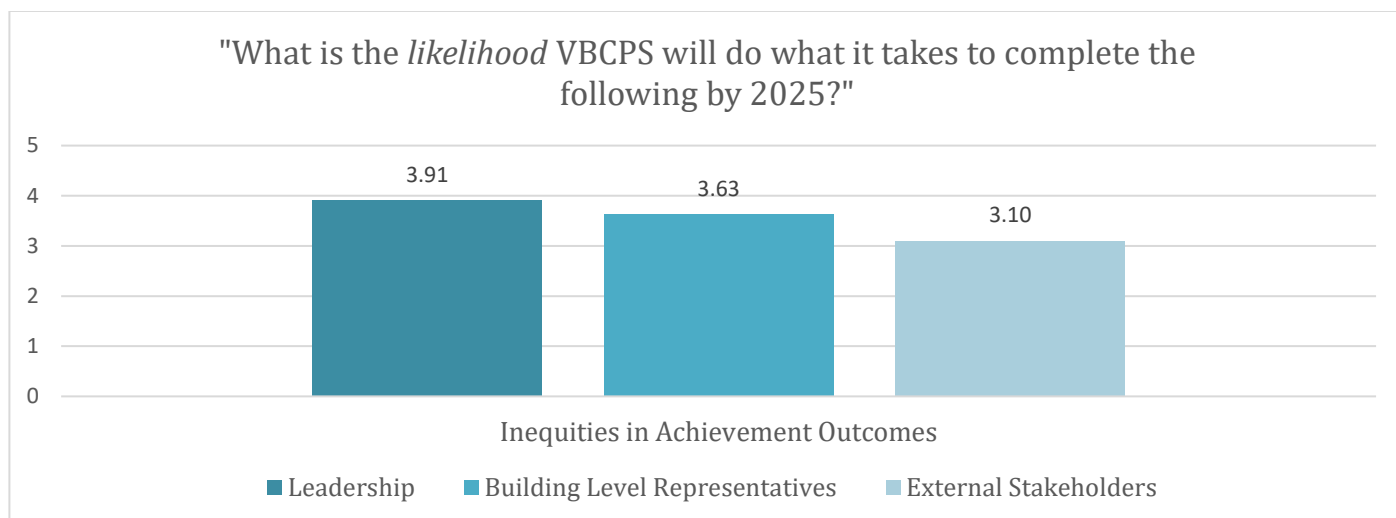
Comments Included:

- “I clearly think the data significantly shows that we are not doing enough to not only enroll minority students in advanced and honors classes, but then keep them there once they are in the class.” [Principal]
- “An example would be a board member saying ‘Well every kid has access to an AP class, so I’m not sure why you want to talk about efforts to increase the number of minority students in the AP class. Everybody has access to an AP class.’ That’s equal. That’s not equity. Access to an AP class requires sometimes you have to have a conversation with a kid to invite them in and make them feel welcomed into an AP class.” [Central Office]

Equity Emphasis Rating

The equity emphasis rating for this goal revealed that VBCPS leadership (school board and central office), building representatives, and external stakeholders believed that VBCPS was “probably likely” to do what it will take to address “inequities in achievement outcomes” by 2025. Figure 4 displays the average rating for each of the three respondent groups.

Figure 4. VBCPS Equity Emphasis Rating for *Compass to 2025* Goal 1



Tour of Findings Data

When asked for feedback on the Tour of Findings, teachers noted that the school system receives a good amount of feedback but was concerned with the level of action taken from stakeholder feedback. Conversely, some teachers voiced that the findings were very dissimilar and were not representative of most stakeholders. They have had very positive experiences within VBCPS and have had or seen many children excel, including students of color. Some teachers believed that students today have a greater desire to be inclusive regardless of differences among student groups. It was recommended that additional input was needed from stakeholders to obtain a broader view.

Comments Included:

- “This was a great and highly informative session. I look forward to hearing how the findings are defined in the future.” [Elementary School Teacher]
- “My experience with VBCPS has been positive. I believe that some of the information regarding how minority students learn was biased.” [High School Parent]

Document Analysis

Achievement Data: SOL Performance

VBCPS provided an SOL Five Year Fact Sheet for all SOL Assessments. Starting in the third grade, students were assessed either in Reading/Writing, Math, Science, or History. The scores were reported by grade level and gap groups. Gap groups consisted of racial groups, Students with Disabilities (SWD), Economically Disadvantaged students, and Limited English Proficient (LEP) students and seeks to document trends in achievement.

From 2015-2019 of the 29 content assessments administered from elementary to high school, there has been a consistent narrowing of the achievement gap on 20 of the content assessment’s outcomes. There was either no movement or a widening of an achievement gap in the remaining 9 areas. For example, Chemistry, World History 1, US History, and World Geography show the achievement gap among the gap groups was widening. Caucasian students were demonstrating higher achievement than other groups. Sample

screenshots of reports for 4th grade show narrowing achievement gaps and widening of achievement gaps for end of course World Geography, World History, and US History SOLs. (See Figure 5)

Figure 5. Screenshots of Sample SOL Reports

GRADE 4									
GRADE 4 READING									
PASSING RATES	2015	2016	2017	2018	2019	'19-'18	'19-'17	'19-'15	
Total Passing	79.56	82.02	85.64	87.04	85.20	-1.84	-0.44	5.64	
Caucasian	86.19	88.36	91.07	92.76	89.91	-2.84	-1.16	3.72	
Afr American	64.30	68.97	73.57	74.51	72.65	-1.86	-0.92	8.35	
Hispanic	77.22	77.09	82.99	83.08	84.24	1.16	1.25	7.03	
Asian	90.88	89.24	89.55	93.35	91.82	-1.53	2.27	0.95	
Multiracial	78.11	83.65	87.92	88.85	88.20	-0.65	0.28	10.10	
SWD	43.93	45.41	49.47	52.19	46.59	-5.60	-2.87	2.67	
POV	69.34	72.44	77.93	79.28	76.71	-2.56	-1.22	7.37	
Afr American Males	61.92	63.93	68.41	68.97	67.27	-1.70	-1.14	5.35	
GAPS	2015	2016	2017	2018	2019	'19-'18	'19-'17	'19-'15	
Cauc vs Afr American	21.89	19.39	17.50	18.25	17.26	-0.98	-0.24	-4.62	
Cauc vs Hispanic	8.97	11.27	8.08	9.67	5.67	-4.00	-2.41	-3.30	
Non-SWD vs SWD	39.73	40.98	40.62	38.82	43.36	4.54	2.74	3.63	
Non-POV vs POV	17.12	16.43	12.92	13.93	14.81	0.88	1.89	-2.31	
GRADE 4 MATHEMATICS									
PASSING RATES	2015	2016	2017	2018	2019	'19-'18	'19-'17	'19-'15	
Total Passing	88.32	86.28	85.89	86.95	90.22	3.27	4.33	1.90	
Caucasian	92.46	91.27	91.26	92.35	93.63	1.29	2.37	1.17	
Afr American	79.03	74.86	73.93	75.21	79.74	4.53	5.81	0.71	
Hispanic	86.85	82.71	82.09	82.44	90.50	8.06	8.41	3.65	
Asian	96.03	95.17	94.57	96.26	97.19	0.93	2.62	1.16	
Multiracial	86.55	87.82	86.62	87.74	93.23	5.49	6.61	6.68	
SWD	56.24	54.32	48.23	53.32	59.10	5.78	10.87	2.86	
POV	80.96	78.36	79.06	79.21	84.50	5.29	5.44	3.54	
Afr American Males	79.42	71.61	71.73	73.56	78.26	4.70	6.53	-1.16	
GAPS	2015	2016	2017	2018	2019	'19-'18	'19-'17	'19-'15	
Cauc vs Afr American	13.43	16.41	17.33	17.13	13.89	-3.24	-3.44	0.46	
Cauc vs Hispanic	5.61	8.56	9.18	9.91	3.13	-6.77	-6.04	-2.48	
Non-SWD vs SWD	35.76	35.76	42.26	37.46	34.93	-2.54	-7.34	-0.84	
Non-POV vs POV	12.32	13.57	11.43	13.91	9.98	-3.93	-1.45	-2.34	
EOC WORLD GEOGRAPHY									
PASSING RATES	2015	2016	2017	2018	2019	'19-'18	'19-'17	'19-'15	
Total Passing	95.00	96.21	94.48	93.76	92.97	-0.79	-1.51	-2.03	
Caucasian	98.25	98.45	98.24	98.03	97.45	-0.58	-0.79	-0.80	
Afr American	84.64	88.89	84.51	80.51	78.29	-2.22	-6.22	-6.35	
Hispanic	94.74	94.87	92.36	91.10	88.89	-2.21	-3.47	-5.85	
Asian	97.55	100.00	96.77	97.75	98.31	0.56	1.54	0.77	
Multiracial	95.04	97.71	96.06	95.58	95.18	-0.40	-0.88	0.14	
SWD	75.00	80.95	60.53	61.90	46.34	-15.56	-14.18	-28.66	
POV	86.75	91.01	85.32	86.41	83.42	-2.99	-1.90	-3.33	
Afr American Males	86.09	88.89	83.72	75.15	74.52	-0.63	-9.20	-11.56	
GAPS	2015	2016	2017	2018	2019	'19-'18	'19-'17	'19-'15	
Cauc vs Afr American	13.60	9.56	13.73	17.52	19.15	1.64	5.42	5.55	
Cauc vs Hispanic	3.51	3.57	5.88	6.93	8.56	1.63	2.68	5.05	
Non-SWD vs SWD	20.52	15.63	34.72	32.88	48.62	15.74	13.90	28.09	
Non-POV vs POV	11.19	7.04	12.60	10.59	13.48	2.89	0.88	2.29	
EOC WORLD HISTORY I									
PASSING RATES	2015	2016	2017	2018	2019	'19-'18	'19-'17	'19-'15	
Total Passing	81.23	77.91	79.86	78.59	77.36	-1.22	-2.49	-3.87	
Caucasian	87.05	85.58	86.53	86.22	84.26	-1.96	-2.27	-2.79	
Afr American	66.67	60.59	64.41	62.52	60.87	-1.66	-3.55	-5.80	
Hispanic	81.06	75.77	80.65	76.20	77.21	1.01	-3.44	-3.85	
Asian	93.93	88.79	91.32	92.92	91.18	-1.74	-0.15	-2.75	
Multiracial	85.93	85.51	82.60	78.72	81.98	3.26	-0.61	-3.95	
SWD	54.18	46.41	51.52	50.00	46.82	-3.18	-4.70	-7.36	
POV	70.74	66.22	69.03	67.96	67.81	-0.15	-1.22	-2.93	
Afr American Males	69.38	59.49	64.03	62.70	59.85	-2.86	-4.18	-9.54	
GAPS	2015	2016	2017	2018	2019	'19-'18	'19-'17	'19-'15	
Cauc vs Afr American	20.38	24.99	22.12	23.70	23.39	-0.31	1.28	3.01	
Cauc vs Hispanic	5.99	9.81	5.87	10.02	7.05	-2.97	1.17	1.06	
Non-SWD vs SWD	29.77	34.90	31.71	32.07	34.27	2.19	2.56	4.49	
Non-POV vs POV	16.50	19.21	18.46	18.15	16.44	-1.71	-2.02	-0.06	
EOC WORLD HISTORY II									
PASSING RATES	2015	2016	2017	2018	2019	'19-'18	'19-'17	'19-'15	
Total Passing	80.99	82.42	81.80	77.49	78.83	1.34	-2.97	-2.16	
Caucasian	86.61	87.26	87.79	83.97	83.93	-0.04	-3.86	-2.68	
Afr American	64.94	66.96	65.84	61.28	64.94	3.66	-0.89	0.00	
Hispanic	79.42	83.38	81.69	78.00	76.88	-1.12	-4.81	-2.54	
Asian	90.38	89.03	87.38	88.43	91.30	2.87	3.92	0.92	
Multiracial	82.87	86.99	82.91	73.90	75.57	1.67	-7.34	-7.30	
SWD	58.18	60.49	54.55	45.95	43.81	-2.14	-10.74	-14.37	
POV	70.35	71.01	71.04	65.69	68.36	2.67	-2.68	-1.99	
Afr American Males	69.17	68.42	67.49	62.17	62.97	0.81	-4.52	-6.19	
GAPS	2015	2016	2017	2018	2019	'19-'18	'19-'17	'19-'15	
Cauc vs Afr American	21.67	20.30	21.95	22.69	18.99	-3.71	-2.96	-2.68	
Cauc vs Hispanic	7.19	3.88	6.10	5.97	7.05	1.08	0.96	-0.14	
Non-SWD vs SWD	23.98	22.98	28.58	32.92	36.25	3.33	7.67	12.27	
Non-POV vs POV	15.25	16.50	15.85	18.10	15.62	-2.48	-0.23	0.37	
EOC VA & US HISTORY									
PASSING RATES	2015	2016	2017	2018	2019	'19-'18	'19-'17	'19-'15	
Total Passing	87.05	86.16	87.20	85.72	68.73	-17.00	-18.47	-18.32	
Caucasian	92.22	92.03	92.82	92.04	79.56	-12.48	-13.26	-12.66	
Afr American	74.40	71.67	73.68	72.06	52.46	-19.60	-21.22	-21.93	
Hispanic	85.40	86.24	85.37	83.47	66.82	-16.66	-18.55	-18.59	
Asian	93.62	91.96	91.92	90.88	74.56	-16.32	-17.36	-19.06	
Multiracial	89.78	88.76	90.19	87.63	72.67	-14.97	-17.52	-17.12	
SWD	57.89	53.41	53.48	49.73	21.35	-28.37	-32.13	-36.54	
POV	77.28	73.97	76.48	75.94	54.94	-21.00	-21.54	-22.34	
Afr American Males	76.01	72.11	74.44	73.55	53.68	-19.87	-20.76	-22.33	
GAPS	2015	2016	2017	2018	2019	'19-'18	'19-'17	'19-'15	
Cauc vs Afr American	17.82	20.35	19.14	19.98	27.09	7.11	7.96	9.28	
Cauc vs Hispanic	6.81	5.78	7.45	8.57	12.74	4.17	5.29	5.93	
Non-SWD vs SWD	31.47	35.47	36.32	38.91	52.44	13.52	16.12	20.97	
Non-POV vs POV	14.12	17.78	15.95	14.81	23.66	8.85	7.72	9.54	

Achievement Data: Advanced Placement Exam Performance

With regards to performance on Advanced Placement exams, there was a consistent gap in results for students who took the AP exam. From 2015 to 2018, on average, 37% of African American students, 61.3% of Asian students, 51% of Hispanic students, 57.3% of Two or more race students, and 61% of Caucasian students who took the exam, scored a 3, 4, or 5. (See Table 9)

Table 9. VBCPS Advanced Placement Exam: Percent of Students Scoring 3, 4, or 5 on Exam (2015 – 2018)

Ethnic Group	2015-2016	2016-2017	2017-2018
African American / Black	36%	37%	39%
Asian	61%	59%	64%
Caucasian / White	62%	60%	61%
Hispanic	51%	49%	53%
Two or More	56%	58%	58%

Summary of Evidence from VBCPS Documents Reviewed

1. Data were regularly disaggregated by student groups. Moreover, the Office of Diversity, Equity and Inclusion (DEI) and the DEI director were identified and have been rebranded to reflect the important work of equity. School climate survey results have been disaggregated and are available for public review through the School Data platform.
2. When using the framework for this equity work, a dashboard to measure the extent to which a division is meeting its equity goals is considered an evidence-based practice. At the time of this assessment, an equity dashboard had not been developed.
3. Based on the collection and review of data that were currently being collected and disseminated within the Virginia Beach Public Schools system, the findings demonstrated that VBCPS: (1) Maintains a balanced assessment system with an emphasis on standards-based, performance-based, and student-led assessments to meet internal and external accountability requirements; and (2) Strengthens the use of Student Response Teams (SRTs) to provide academic intervention and acceleration for learners at all school levels.
4. SB Policy 5-4 C.7 and *Compass to 2025* Strategy 1.4 address identifying inequities. This work had already begun as evidenced by the division requesting a consultation with Jonathan Plucker, Ph.D., Stanley Endowed Professor of Talent Development, Johns Hopkins University. January 1, 2019, Dr. Plucker submitted findings on equity issues in gifted identification associated with Old Donation School (ODS). Some of the recommendations for the identification process were included in the 2020-2021 gifted plan.

Recommendation

R1: *Continue to make addressing inequities in achievement outcomes a priority at the division and school level by systematically identifying root causes, collaboratively implementing solutions, and closely monitoring outcomes.*

Consideration: Identify what contributes to achievement gaps and inequities. Closely monitor achievement outcomes to determine if there are changes in equitable outcomes. Utilize division-level review and school support models in use.

Rationale: This recommendation is made so that the division will view the data based on the intersections of identities and the relation to the achievement outcomes which is critical to monitoring outcomes. Although data regarding achievement outcomes were provided by grade, race/ethnicity, gender, SWD, LEP, and economically disadvantaged, the data were not presented at the levels of

intersection of identities (e.g., African American male performance, Hispanic female high school performance, or Asian males in gifted programs). One potential root cause for achievement gaps was identified by parents, teachers, and students when they indicated that VBCPS values diversity, but the sense of belonging, needs work. Students had different experiences with teachers and noticed that support was not always provided. Cobb and Krownapple (2019) suggested that the achievement gap is a curriculum gap that promotes or dismantles a “belonging gap” (p. 42). Addressing these gaps mean ensuring that students “are confident that they are seen as a human being, a person of value” (p. 43). These differences in experiences were not specifically ascribed to race, gender, or another demographic of the student or the teacher, and could very well be attributed to personality. However, for there to be consistency in student experiences at the basic level of “getting help,” there will need to be consistent unfettered conversations with students and parents regarding the realities of barriers to academic achievement experienced in the classroom, the school, or the home to identify collaborative solutions.

Compass to 2025 Goal 2: Student Well-Being

Compass to 2025 Goal: Create an inclusive learning environment that supports the physical and mental health of all students and strengthens the social-emotional skills they need to become balanced, resilient learners who are personally and socially responsible.

Compass to 2025 Equity Emphasis: Engage in culturally responsive practices division wide. Identify and address inequities in discipline practices by investing and implementing best practices and seeking innovative solutions.

Primary Data: Interviews and Focus Groups

Individuals who participated in the focus groups and interviews indicated the need to continue the positive steps of mediation, restorative practices, social-emotional learning (SEL), and Positive Behavioral Interventions and Supports (PBIS). Participants also indicated that there is a need to address the inequities in the PBIS/SEL process, particularly by hiring staff who are culturally competent and demonstrate their commitment to every student’s success during the disciplinary process.

In addition, students specifically shared that while teachers demonstrated similarities in discipline practices across racial/ethnic and gender groups regarding academics (i.e., cheating); there were dissimilarities in discipline practices across these same groups for behavior. Students reported observing inconsistent responses from teachers regarding student behavior and “teachers should make their disciplinary actions about the behavior and not the person.” Students who participated in focus groups and interviews indicated that their perception was that VBCPS believes diversity is important but would like to see more teachers of color—this aligns with Goal 2 regarding “Creating an inclusive learning environment.” Teachers also noted that some minority students were overlooked for dress code violations in the name of “cultural style.”

When asked about culturally responsive practices, participants shared that there were both advantages and challenges. For advantages, participants indicated that students were learning from their personal connections and that created greater rapport with students when their backgrounds and points of view were being considered. With regards to disadvantages, teachers were challenged with addressing the conflict between resources provided for the curriculum and the students’ lived experiences.

Comments Included:

- “When developing the curriculum, make sure there is an emphasis on diversity and equity when choosing materials and resources to use for instruction.” [Principal]

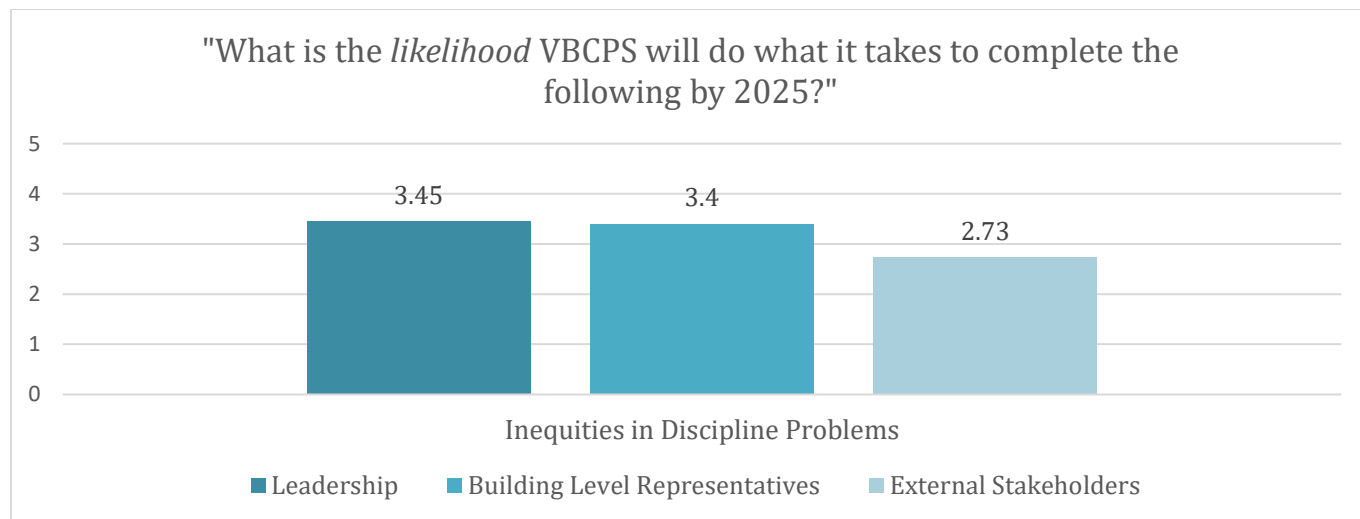
- “Don’t always show minorities in a negative light. Minorities are not just in poor rural areas or urban areas. They are in the suburbs too.” [Student]
- “Don’t keep teaching my child ‘they were a slave.’ Yes, it was part of our history, but to do it over and over, effects my child negatively, and the other children.” [Parent]
- “Continue to place culturally responsive teaching at the forefront because the societal issues are only going to get bigger.” [High School Teacher]
- “VBCPS just checks the box on diversity and equity but more needs to be done to really impact students.” [External Stakeholder]
- “I see a bigger equity divide this year than I’ve ever seen before of the rich getting richer and the poor getting poorer, and that’s what keeps me up at night, are those babies that I know are not getting what they need but are all in my virtual class.” [Teacher]
- “And so, if we go back to the notion of professional development, could we just have discussions about race and equity, and inclusion in a manner that equips us to support teachers in actually meeting the needs of a diverse group of kids in the classroom? I just don’t see tangible evidence of where it ever actually translates into curriculum instruction and assessment.” [Assistant Principal]
- “The key to eliminating the barriers is to understand the needs of the individual schools and students they serve.” [Principal]
- “There are some measurements that have been provided when you talk about narrowing achievement gaps or narrowing disparate proportionality and disciplinary referrals.” [Principal]
- “There is a committee redoing the discipline guidelines. One of the things I think we can do better is, sometimes there are some supports that we need, and we can’t get those support until there’s a laundry of interventions, including suspensions.” [Principal]
- “Some teachers think they need to be more aggressive with African American students by getting close and raising their voice, but with White students they say ‘alright, stop doing that, go sit down.’” [Student]
- “When police were placed in schools, I saw more African American males being placed in custody than other groups.” [Teacher]
- “I worry that many teachers in the division come from a particular background that limits their perception of the variety of students which we serve and support. And therefore, it makes it a challenge. And that’s why we see it in the curriculum, that’s why we see it in discipline data. Because one, there’s a lack of, on some parts, understanding of all the students I serve, and their backgrounds and experiences and how that shows up in the classroom and therefore impacts instruction.” [Principal]

Equity Emphasis Rating

The equity emphasis rating for this goal area revealed that VBCPS leadership and building representatives believed that VBCPS was “probably likely” to do what it will take to address “inequities in discipline problems” by 2025 while the average rating provided by external stakeholders indicated that they believed

the division was “unlikely” to do what it would take to address discipline problems. Figure 6 displays the average rating for each of the three respondent groups.

Figure 6: VBCPS Equity Emphasis Rating for *Compass to 2025* Goal 2



Tour of Findings Data

Teachers commented, in response to the Tour of Findings webinar, that attention is needed to ensure equitable application of discipline for students. In addition, some counselors commented that children in VBCPS have positive experiences with few issues. Regarding the curriculum, some teachers believed that minority representation within the instructional materials was adequate and represented positively. Others noted that the curriculum could be expanded to include more culturally diverse experiences beyond what is typically taught. While there is work to be done, many believed that VBCPS has dedicated staff.

Comments Included:

- “I think VBCPS has work to do, but I believe we have truly dedicated staff and experts to make our schools more equitable. I am excited to see the work that will be done.” [Middle School Counselor]
- “The initial findings are very similar to what I see in VBCPS. My students... want the curriculum taught more about different cultures and their histories.” [Elementary School Teacher]
- “I agree with the students that disciplinary treatment should be equitable among students and based on the action, not any demographic. I feel this should be explored more to see why students feel this is an issue.” [High School Teacher]
- “Please include more culturally diverse literature in our curriculum. The only Black figure students hear repeatedly is Jackie Robinson, which has negative ties to being Black. Black history month and other diverse holidays need to be celebrated across the division and not just within teachers who choose to celebrate all their students.” [Elementary School Teacher]
- “I feel equity and culturally responsive classes need to be essential for all VBCPS employees. Everyone needs to grow to support all learners.” [Elementary School Teacher]

- “A focus on having a solid work ethic is missing from the findings. Study skills information or resources would benefit students.” [Elementary School Teacher]
- “From my experiences with VBCPS, there is no need for instructional material aligned with equity and inclusion. The school system's focus with all instructional material should be on academics.” [Elementary School Teacher]
- “Why is there a gap between what some parents feel is being taught (specifically that minorities are shown negatively) and what teachers say is being introduced? Also, how can you bridge the gap with parents who say they cannot be more involved with teachers but want to have more input with them?” [High School Teacher]
- “Schools need to focus on teaching children factual subjects and not personal beliefs. That is the only way to offer ALL students the same opportunities and resources” [Middle School Student]

As leaders of individual schools within VCBPS, principals and assistant principals alike noted positive experiences and supportive learning environments for students. When asked whether the findings were similar or dissimilar to their experiences, most respondents indicated they were similar. However, the concern was raised that more stakeholder input was needed to capture a larger sample size and ensure that parents' voices were included along with community stakeholders.

With regards to students and parents' experiences, their responses centered around equality, stakeholder input, student behavior and discipline practices, teacher support, hiring and retention, and student achievement. They also commented on the social and emotional impacts of learning.

Document Analysis

Culturally Responsive Practices

Over the past five years, VBCPS has offered numerous professional development opportunities to support culturally responsive practices in the school division. Examples included the following:

- 16 opportunities to engage in candid conversations about race. The average attendance in the candid conversations was 38.8.
- 8 mandatory sessions for school counselors regarding CRP with an average attendance of 47.5 per session at elementary, middle, and high school.
- 10 essential sessions on supporting reading and writing with CRP; average attendance 36.
- 122 offerings related to Student Response Team (SRT), Cultural awareness, and Multi-Tiered Systems of Support.
- Culturally Responsive Practices Summer Institute

Student Response Team (SRT) Referrals

Data from the *Student Response Teams (SRT): Status Update for 2019-2020* report indicated that economically disadvantaged and male groups make up the largest percentage of students referred for attendance, behavior, or academic concerns. If concerns were not resolved through the SRT process, students may be referred to child study and eligibility for special education services. SRT referrals relative to grade level division demographics indicated that African American students were more likely to be referred in elementary and middle school, while Caucasian students were more likely to be referred at the high school level. Relative to grade level, student group, and division populations, 60.7% of elementary students referred were economically disadvantaged while 42.0% of elementary students were reported as economically

disadvantaged at the division level. Data for economically disadvantaged students by grade level were cited in the *Equity Assessment Student Characteristics* document for 2019-2020 school year. See Table 10.

Table 10. SRT Referrals by Student Group (2019 – 2020)

Student Group	Category	Elementary	Middle School	High School
Economically Disadvantaged	SRT Referred	60.7%	72.4%	53.5%
	Division population	42.0%	42.2%	36.1%
African American	SRT Referred	35.5%	40.1%	28.9%
	Division population	22.2%	23.0%	24.0%
Hispanic	SRT Referred	14.1%	13.8%	12.5%
	Division population	13.3%	12.6%	10.7%
Asian	SRT Referred	1.1%	1.4%	4.3%
	Division population	5.7%	6.4%	6.6%
Caucasian	SRT Referred	37.6%	35.9%	47.4%
	Division population	47.5%	47.2%	48.7%

Disciplinary Outcomes

With regards to discipline, VBCPS provided information regarding the percentage of referrals and suspensions of students and disaggregated the data by race/ethnicity, gender, economically disadvantaged, and students with disabilities (SWD). From the most recent report provided for this assessment, *VBCPS End-Of-Year Discipline Presentation for the 2018-2019 School Year*, it was reported that African American males and females had the highest percentage of referrals across all grade levels in comparison to students in all other groups. In addition, the percentage of suspensions were also higher among African American males and females in elementary and middle schools. For high schools, African American males had a higher suspension percentage than other male groups, but female students with disabilities (SWD) had a higher suspension percentage than other female groups.

Further disaggregation of the data regarding discipline experiences among students, included comparing the findings that were reported in the VBCPS presentation to determine if there were any differences in the rate at which students who were referred for disciplinary action were suspended as an outcome of the referral—Referral-Suspension Outcome Rate (RSO Rate).¹ To calculate the RSO rate, first, the percentages were converted to a decimal. Second, the suspension percentage was then divided by the referral percentage, and third, the result was multiplied by 100 to convert to a percent.

When comparing the percentage of referrals that resulted in suspensions, overall, 44% of referrals for elementary school males resulted in suspensions, 55% of referrals of middle school males resulted in suspensions, and 44% of high school male referrals resulted in suspensions (See Table 11). For females, the rates were slightly lower with 39% of elementary school female referrals resulting in suspensions, 51% of

¹ The referral-suspension-outcome (RSO) rate was created for this report, specifically, to not confuse it with the term “suspension rate,” which is currently used by VBCPS to display a different statistic for a different purpose.

middle school female referrals resulting in suspensions, and 42% of high school female referrals resulting in suspensions. See Table 12.

When reviewing the referral and suspension data specific to males, the reported data revealed that RSO rates were higher among SWDs in elementary school at 63%, compared to the overall 44% of all elementary school male rates. In addition, African American males had an RSO rate of 59% and Hispanic males had a 55% RSO rate compared to Caucasian males who had an RSO rate of 44% and Multiracial students who had a 42% RSO rate among elementary school males. This comparison revealed that when determining the rate at which suspensions result from referrals, SWD among elementary school males have a higher RSO rate, even though their referral percentage was slightly lower than African American males and economically disadvantaged males in elementary schools. A review of the same data at the middle and high school levels revealed that African American males and SWD male students had higher RSO rates than the other groups in both middle and high schools.

Table 11. Male Student Discipline Referrals, Suspensions, and RSO Rates (2018 – 2019)

Characteristic	Elementary Schools			Middle Schools			High Schools		
Total # of Referrals and Suspensions for Males	5,581 (R)	2,411 (S)	44% (RSO)	7,813 (R)	4,330 (S)	55% (RSO)	7,214 (R)	3,378 (S)	47% (RSO)
African American / Black	22%	13%	59%	48%	36%	75%	37%	23%	62%
Caucasian	9%	4%	44%	25%	15%	60%	24%	13%	54%
Hispanic	11%	6%	55%	30%	20%	67%	26%	13%	50%
Multiracial	12%	5%	42%	30%	19%	63%	28%	17%	61%
Economic Disadvantaged	18%	10%	55%	43%	30%	70%	36%	22%	61%
SWD	19%	12%	63%	41%	30%	73%	32%	21%	66%

(R)=Referrals | **(S)**=Suspensions | **(RSO)**=Referral-Suspension-Outcome Rate. No Asian groups were included in the VBCPS data.

Similar to the referrals and suspensions percentages shown for males, data from the same presentation indicated that during the 2018-2019 school year, African American, Caucasian, and SWD female students had similar RSO rates (50% each), and Hispanic and Multiracial elementary school females had lower RSO rates—25% and 33%, respectively. When reviewing female RSO rates at the middle school level, SWD females and African American female students had the highest RSO rates—68% and 65%, respectively; and at the high school level—59% and 52%, respectively. See Table 12.

Table 12. Female Student Discipline Referrals, Suspensions, and RSO Rates (2018 – 2019)

Characteristic	Elementary Schools			Middle Schools			High Schools		
Total # of Referrals and Suspensions for Females	1,075 (R)	417 (S)	39% (RSO)	3,669 (R)	1,864 (S)	51% (RSO)	3,945 (R)	1,644 (S)	42% (RSO)
African American / Black	8%	4%	50%	34%	22%	65%	29%	15%	52%
Caucasian	2%	1%	50%	10%	5%	50%	14%	6%	43%
Hispanic	4%	1%	25%	15%	9%	56%	20%	10%	50%
Multiracial	3%	1%	33%	16%	9%	56%	19%	6%	32%
Economic Disadvantaged	6%	3%	50%	27%	17%	63%	27%	13%	48%
SWD	7%	3%	43%	25%	17%	68%	27%	16%	59%

(R)=Referrals | **(S)**=Suspensions | **(RSO)**=Referral-Suspension-Outcome Rate. No Asian groups were included in the VBCPS data.

In summary, these data indicated that, comparatively, SWD and African American students, regardless of gender, tend to have higher referrals, higher suspensions, and higher RSO rates than students in other characteristic groups at the middle and high school levels. At the elementary school level, although African American and SWD male and female students have higher referrals and suspensions, comparatively, African American, Caucasian, and SWD elementary female students have the same RSO rates.

Summary of Evidence from VBCPS Documents Reviewed

1. Emphasis has been placed on increasing the presence of diverse groups in the curriculum and widening the lens to view historical accuracy of contributions made by historically marginalized people and groups.
2. VBCPS does have command over the hidden, unspoken, and experienced curriculum. This command includes how textbooks and instructional materials, both hard copies and digital, were evaluated in the division.
3. Discipline data were available on the division and school profiles through the Virginia Department of Education profile link. The information was also made available from the VBCPS Department of Planning, Innovation, and Accountability. It is inconsistent as to which level data can be found for the various VBCPS groups (i.e., parents, staff, building principals, etc.). For example, bullying and harassment information can be accessed through VDOE Division Profile link provided by the division but not through VBCPS. This may be the case because VBCPS indicated that some information cannot be reported, because of the impact of COVID-19 on student attendance.
4. The September 2020 Equity Council meeting included Sylvia Nery-Strickland (Cheroenhaka Nottoway Tribe), Chief Emeritus Lee Lockamy (Nansemond Nation), and Michael Cloud-Butler (Lac Courte Oreilles Indian Reservation) to address renaming mascots. It was reported that seven VBCPS schools have mascots that reference Native American imagery. Guests shared that if the name or image was not offensive, the name does not need to be changed, but increasing opportunities to learn about Native American culture was preferable.
5. The student code of conduct includes a “Notice of Non-Discrimination Policy” and includes a process for reporting discrimination. This statement and process are also located at the end of evaluation and research documents from the VBCPS Office of Planning, Innovation, and Accountability.
6. Reviewing documents within the equity framework for this equity assessment revealed that there were no submitted documents showcasing stakeholder groups participating in the development of the anti-racist components of SB Policy 5-4.
7. A review of individual school websites revealed that the public statement referenced in SB Policy 5-4 Section E.1 was not available on all school websites.

Recommendations

R2: Collaborate with students and teachers to determine how America’s historical realities can be taught with a holistic view of all groups with their strengths and challenges and ensure that historically marginalized groups are not consistently depicted in negative ways.

Consideration: Include the use of instructional tools and artifacts such as wall posters, authors chosen, guest speakers, and other visuals that create inclusive learning environments. Also, support teachers in their classrooms to address this in both age and content appropriate ways which includes challenging

topics including assumptions about racism, genderism, ableism, and LGBTQ+ experiences. Finally, support teachers in understanding the *fluidity* of the authentic lived experiences of students when compared to the resources adopted. One suggestion is to review the VDOE *Navigating EdEquity Audit* tool as an option since it delineates specific steps to consider.

Rationale: Parents and students shared in their conversations that when information was presented with the picture of a person, the African American was often presented in a negative light. Although students and parents had these comments, a teacher indicated that while culturally responsive practices have advantages for developing a rapport with students, it can also be challenging when the approved resources are different from the lived experiences of the students. In addition, although VBCPS provides many professional development opportunities for teachers to engage in culturally responsive practices, cultural sensitivity and cultural humility should be incorporated as they have been identified as ways to help teachers engage more effectively with students. This recommendation was made to encourage conversations with students regarding the holistic view of the historical realities of marginalized groups.

R3: *Continue to collect and share discipline data - disaggregate by grade level, race/ethnicity, gender, economically disadvantaged, and students with disabilities.*

Consideration: Create a set of metrics of improvement, provide clarity around expectations for accountability, and implement consistently across all levels of the VBCPS community. Continue to engage in Positive Behavioral Interventions and Supports (PBIS) and Social-Emotional Learning (SEL) as components of student well-being. Also, provide professional development support for teachers to understand how their disciplinary actions for minorities and students with disabilities can result in disproportionality in the discipline data compared to their peers.

Rationale: Although the disaggregation of data for discipline has been very instrumental in demonstrating transparency and accountability within VBCPS, it will also be important to review the data more closely with an equity lens. Some students noted that teachers respond different to African American students than white students when misbehavior is occurring. Students suggested that teachers should “make it [discipline] about the behavior, not the student.” Some teachers and parents, on the other hand, believed that teachers’ actions toward students were about the behavior not the race/ethnicity or gender of the student. The VBCPS data, however, revealed that African American male students received more referrals across all grade levels than any other group, while Caucasian males had the lowest referral rate across all grade levels. Similarly, the African American males’ suspension percentage was also higher across all grade levels while the Caucasian male suspension percentage was lower. However, when the percentage of suspensions that resulted from the percentage of referrals were reviewed using a referral-suspension-outcome rate (RSO), data revealed that African American male students and male students with disabilities have the highest RSO rates at every grade level. Lewis and Diamond (2015) discuss The Disciplinary Routine that includes how students are “selected” for discipline and how they are “processed” to experience a disciplinary outcome (pgs. 46 & 47). In addition, Lewis and Diamond also pointed out that much of the disciplinary routine is predicated on policies and rules that are implemented by individuals who have a perception of what behavior should be sanctioned and in what fashion. They also pointed out that the behaviors that may be common among certain racial groups (i.e., cultural capital) were often handled based on a relationship to the culture.

R4: Follow through with the commitment to post the equity policy statement on each school's website.

Consideration: This statement is in response to the SB Policy 5-4, E.1.

Rationale: Section E.1, Communication, of the SB Policy 5-4 indicated that “Each school shall post the following public statement”—which is the SB Policy commitment.

“Virginia Beach City Public Schools is committed to establishing and sustaining an equitable community that exemplifies the School Division’s core values and equity mission to end the predictive value of race, ethnicity, color, religion, national origin, sex, sexual orientation/gender identity, pregnancy, childbirth or related medical conditions, age, marital status, disability and to ensure each member of the school community’s success. The School Board and the School Division reject all forms of unlawful discrimination and harassment as destructive to their core values and strategic goals.”

At the writing of this report, the statement had not been placed on the schools’ websites. Schein (2010) offers three levels of culture with level one referencing Artifacts (p. 24)—which are structures and processes that can be seen, touched, and experienced by those who interact with the organization. VBCPS has committed to a set of core values that are located on its website to make known its commitment to equity and has created this statement for all school websites. For a commitment to equity to become known at every level, division wide, it will be helpful for each school to place this statement on its website.

Compass to 2025 Goal 3: Student Ownership of Learning

Compass to 2025 Goal: Engage all students in rigorous, authentic, and student-centered learning to help them identify their passions, take ownership of their learning, and create a plan for pursuing their postsecondary goals.

Compass to 2025 Equity Emphasis: Identify and address inequities in learning opportunities for students by investigating and implementing best practices and seeking innovative solutions.

Primary Data: Interviews and Focus Groups

The equity emphasis for Goal 3 includes “identify and address inequities in learning opportunities for students by investigating and implementing best practices and seeking innovative solutions.” Comments from participants (teachers, students, and parents) indicated that identifying and addressing inequities can be difficult and are often “investigated” in a way that gives voice to those who are already vocal.

- **Communication with Parents via Students:** Communicating with parents so that they can help their students apply for AP courses, honors courses, and the academies has been typically conducted via email. Some students indicated in their focus groups that their parents were often very busy working and do not always check email unless the student was aware of a communication the parent needed to see and respond—at which point the student had to remind the parent to check email. In addition, a teacher shared that “Helping parents (minority and lower SES) better understand the process of how to apply for AP courses and the academies is needed.” In addition, one teacher noted, “all children’s parents are encouraged to apply for AP opportunities, but not all kids have private tutors.”
- **Students and the Academy:** Students who were familiar with the academies (members or siblings of members) indicated that there was often a stigma associated with being in the academies—students were perceived as “Academy Kids” and carried a stigma of being treated better than non-academy

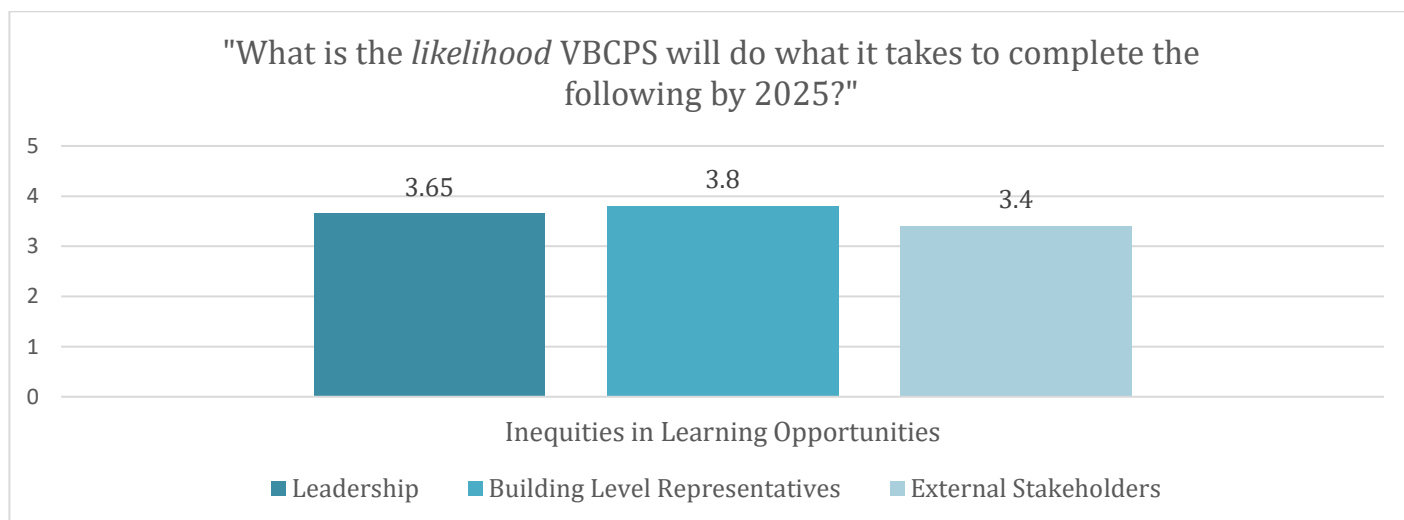
students. Even though this may not be the intent of VBCPS, it is what was perceived by the students. In addition, teachers indicated that when reviewing applications of students for the academies, potential candidates should not be limited to students with straight A's and that some students need help seeing themselves as "smart"—this is something teachers need to provide to all students. In addition, one parent shared that an application was completed for one of the Academies for an SWD student, but the application was rejected and the reason for the rejection was not provided.

- **Student Access to Technology and Resources:** Although participants indicated that VBCPS works diligently to ensure that all students have internet access for virtual learning, not all students have reliable internet access. In addition, students indicated that sometimes teachers have unrealistic expectations of them, such as assuming they have the time to complete certain projects or that they have certain resources at home (i.e., cameras to take photographs).

Equity Emphasis Rating

The equity emphasis rating for this goal area revealed that VBCPS leadership, building representatives, and external stakeholders believed that VBCPS was "probably likely" to do what it will take to address "inequities in learning opportunities" by 2025. Figure 7 displays the average rating for each of the three respondent groups.

Figure 7. VBCPS Equity Emphasis Rating for *Compass to 2025* Goal 3



Tour of Findings Data

Regarding enrollment in the academies, parents and students commented on the lack of diversity within the academies, however, that was not the sentiment for all. Some believed that the selection committee is intentional to ensure that the program attracts a qualified group of students. To help fill some of the educational gaps between students, a recommendation was made to establish a formal peer mentoring program with the use of volunteers.

Comments Included

- "VBCPS has amazing opportunities for some of our students and community... amazing teachers, counselors, coaches, administrators that have been instrumental in a child's social, emotional, and academic growth." [High School Parent]

- “The selection committees of the academies make deliberate efforts to balance the gender of the students. The same effort/spirit should be applied to ensure proportionate racial representation/diversity of the student population vis-a-vis the population of Virginia Beach.”
[Middle School Parent]

Document Analysis

VBCPS Gifted Services Selection

At the time of this report the Gifted Services Updates were presented at the 2020 School Board Retreat. The report included action steps recommended by Dr. Jonathan Plucker’s findings of the gifted selection process. The findings noted that there were some inequities given the consistent rate of selection with minimal variances. This chart shows the percent of students by ethnic group selected to receive gifted services between the 2016 and 2020 school years. Except for Caucasian, Females, and SWD, all other student groups show an upward trend in enrollment. See Table 13.

Table 13. VBCPS Gifted Services Selection Trend by Demographic and Year (2016 – 2021)

Student Group	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Race/Ethnicity					
African American/ Black	8.7%	8.8%	8.8%	9.0%	9.2%
American Indian	0.3%	0.2%	0.2%	0.2%	0.2%
Asian	9.1%	9.5%	9.7%	9.8%	10.6%
Caucasian	65.5%	64.3%	63.3%	62.4%	60.8%
Hispanic	7.0%	7.2%	7.7%	8.0%	8.5%
Native Hawaiian and Pacific Islander	0.7%	0.6%	0.6%	0.6%	0.6%
Multiracial	8.7%	9.5%	9.6%	10.0%	10.2%
Gender					
Female	50.4%	50.2%	49.8%	49.4%	48.8%
Male	49.6%	49.8%	50.2%	50.6%	51.2%
Other Characteristics					
Econ Disadvantaged	17.5%	18.0%	18.8%	20.1%	21.3%
LEP	0.6%	1.1%	1.1%	1.1%	1.5%
SWD	2.2%	2.4%	2.4%	2.3%	2.3%

*LEP means Limited English Proficiency and SWD means Students with Disabilities

VBCPS Academy Enrollment Trends by Demographic

In the 2020-2021 school year the following groups were identified by demographic in VBCPS high schools. The percentages for the various groups were used to determine the level of representation within the academies, collectively. See Table 14.

Table 14. VBCPS High School Enrollment by Demographic (2020 – 2021)

Student Groups by Demographic	High School Enrollment Percentage
Race/Ethnicity	
African American	24.2%
American Indian	0.2%
Asian	6.5%
Caucasian	47.7%
Hispanic	11.3%

Table 14. VBCPS High School Enrollment by Demographic (2020 – 2021) (Continued)

Student Groups by Demographic	High School Enrollment Percentage
Native Hawaiian and Pacific Islander	0.5%
Multiracial	9.5%
Gender	
Female	49.4%
Male	50.6%
Other Characteristics	
Econ Disadvantaged	38.2%
SWD	10.8%
Gifted	18.3%

Over the past five (5) years, VBCPS enrollment in the academies has remained relatively steady from 3,212 in the 2016-2017 school year to 3,389 in 2020-2021. Between Fall of 2016 and Fall of 2019, while there was a steady increase in the number of students enrolling in the academies, the enrollment range for all except multiracial, economically disadvantaged, and gifted remained steady with a slight increase even when the enrollment dropped for other student groups.

Specifically, during the five years, students identified as African American and Asian had steady enrollments at 12% to 13%, while students identified as Caucasian had an enrollment that ranged from 55% to 57%. In addition, students identified as Native Hawaiian and Pacific Islander had an enrollment that ranged from 0.6% to 0.8%, students identified as Multiracial had an 8.7% to 10% enrollment range, and students identified as American Indian had a 0.2% to 0.3% enrollment range. See Table 15.

Table 15. VBCPS Academy Enrollment in percentages by Demographic (2016 – 2020)

Student Groups (Total Academy Enrollment)	2016-2017 (N=3,212)	2017-2018 (N=3,450)	2018-2019 (N=3,541)	2019-2020 (N=3,735)	2020-2021 (N=3,389)
Race/Ethnicity					
African American	12.4%	12.9%	12.8%	12.9%	12.3%
American Indian	0.2%	0.3%	0.3%	0.2%	0.2%
Asian	13.1%	12.7%	12.0%	12.2%	12.2%
Caucasian	57.4%	57.0%	57%	56.2%	55%
Hispanic	7.6%	7.6%	7.9%	8.1%	8.1%
Native Hawaiian and Pacific Islander	0.6%	0.8%	0.8%	0.7%	0.7%
Multiracial	8.7%	8.7%	9.1%	9.7%	10.5%
Gender					
Female	61.0%	61.3%	60.7%	62%	61.5%
Male	39%	38.7%	39.3%	38%	38.5%
Other Characteristics					
Econ Disadvantaged	17.3%	18%	18.2%	18.7%	18.8%
SWD	0.6%	0.4%	0.5%	0.5%	0.6%
Gifted	48.3%	43.3%	50.5%	51.6%	54%

Representation by Race/Ethnicity

When reviewing the data with an equity lens, the steady enrollment of the racial/ethnic groups demonstrated that VBCPS has maintained enrollments of all identified groups in the academies but has also maintained underrepresentation among certain groups. For example, students identified as African American make up 24.2% of the VBCPS high school student body, but only make up 12% to 13% of the

academies or 50% less than their representation in VBCPS high schools. Concomitantly, Asian students who make up 6.5% of the VBCPS high school student body represented 12% to 13% of the academy enrollments—double their representation. In addition, the enrollments of students who were identified as Caucasian, represented 47.7% of the high school student body, yet, represented 55% to 57% of the academy enrollments over the past five years—demonstrating an average of 10% higher representation.

Overall, when reviewing the data by race/ethnicity, the overrepresentation of enrollments in the academies appeared to exist among Asian, Caucasian, and Pacific Islander students, while underrepresentation appeared to exist for African Americans and Hispanics. For students identified as multiracial (or 2 or more races) and students identified as American Indian, their representation appeared to be equitable with regards to their enrollment in the academies.

Representation by Gender

Another view of the data included gender enrollments overall in VBCPS high schools compared to representation in the academies. Data show that students who were identified as female appeared to be overrepresented in the academy enrollments with a steady enrollment of 61% while making up 49.4% of the VBCPS high school enrollment. Dissimilarly, students identified as male, had a steady enrollment between 38% and 39% in the academies but made up 50.6% of the high school enrollment in VBCPS—an underrepresentation.

Representation by Other Characteristics

Finally, when looking at the enrollment of students identified as economically disadvantaged, SWD, and Gifted, there were stark differences in their enrollment representation. As may be expected, students identified as Gifted represented 48.3% to 54% of the academies' enrollment over the five-year period, while representing 18.3% of the VBCPS high school enrollment. Dissimilarly, SWD students represented 0.4% to 0.6% of enrollment in the academies over the past five years while representing 10.8% of the VBCPS high school enrollment.

In summary, when the demographical data were viewed from a comprehensive equity lens, overrepresentation or equitable representation appeared to exist for Asian, Caucasian, female, gifted students, while underrepresentation existed for African American, Hispanic, male, economically disadvantaged, and SWD students. As a result, increasing enrollments among the underrepresented groups should be addressed for VBCPS to provide equitable learning opportunities for all students.

VBCPS Career and Technical Education (CTE) Enrollment by Student Group

Student group enrollments in CTE programs have been consistent between the 2016 and 2020 school years. However, Asian, Hispanic, multiracial, and economically disadvantaged students have experienced an increase in enrollment percentages that have been consistently higher over the five-year period. See Table 16.

Table 16. VBCPS Student Enrollment in Career and Technical Education (CTE) (2016 – 2021)

Student Groups	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Race/Ethnicity					
African American / Black	24.6%	24.0%	22.8%	24.0%	24.4%
American Indian	0.2%	0.3%	0.3%	0.1%	0.2%
Asian	4.6%	4.2%	5.6%	7.4%	6.0%
Caucasian/White	52.7%	52.5%	50.5%	48.3%	50.1%
Hispanic	9.6%	11.0%	11.3%	10.6%	11.0%

Table 16. VBCPS Student Enrollment in Career and Technical Education (CTE) (2016 – 2021) (Continued)

Student Groups	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Native Hawaiian and Pacific Islander	0.9%	0.7%	0.4%	0.5%	0.2%
Multiracial	7.3%	7.3%	9.1%	9.1%	8.2%
Gender					
Female	35.5%	34.0%	33.2%	34.0%	36.2%
Male	64.5%	66.0%	66.8%	66%	63.8%
Other Characteristics					
Econ Disadvantaged	32.9%	33.4%	36.5%	37.5%	35.8%
SWD	18.3%	16.8%	16.3%	15.3%	13.7%

To view these data from an equity lens, data were reviewed to determine the extent to which student representation in CTE courses aligned with 2021 enrollment patterns of the high school population by race, gender, economically disadvantaged, and SWD. As indicated in Table 14, in the 2020-2021 school year, African American students made up 24.2% of the VBCPS high school student body and represented 24.4% of the CTE student body in 2021. Similarly, representation in CTE courses among American Indian (0.2%), Asian (6.0%), Caucasian (50.1%), Hispanic (11.0%), Native Hawaiian and Pacific Islander (0.2%), Multiracial (8.2%), and students identified as economically disadvantaged (35.8%) were similar to their representation among the VBCPS high school student body.

When reviewing the numbers by gender, female students were underrepresented while male students were overrepresented. Specifically, female students made up 49.4% of the VBCPS high school student body in 2021 but represented 36.2% of the CTE student enrollment in the same year. Concomitantly, male students represented 50.6% of the high school student body while making up 63.8% of the CTE enrollments. Finally, students identified as SWD were overrepresented in CTE courses when comparing their enrollments in 2021—10.8% of the high school student body and 13.7% of the CTE enrollments in 2021.

VBCPS Special Education Services by Student Group

Exceptional learner student groups show some fluctuations with membership. However, African American students and Caucasian students who received services show a downward trend over the last five years. Specifically, Hispanic, Multiracial, economically disadvantaged, and Limited English Proficiency (LEP) groups appeared to experience a slight upward trend in participation. See Table 17.

Table 17. VBCPS Special Education Services Trend by Demographic and Year (2016 – 2021)

Student Groups	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Race/Ethnicity					
African American / Black	30.7%	31.4%	30.4%	29%	30.1%
American Indian	0.3%	0.3%	0.4%	0.3%	0.3%
Asian	2.5%	2.8%	2.7%	2.7%	2.6%
Caucasian / White	47.3%	45.7%	45.9%	45.3%	44.1%
Hispanic	11.0%	11.3%	11.5%	12.7%	12.7%
Native Hawaiian and Pacific Islander	0.4%	0.4%	0.4%	0.5%	0.5%
Multiracial	7.8%	8.1%	8.8%	9.2%	9.6%

Table 17. VBCPS Special Education Services Trend by Demographic and Year (2016 – 2021) (Continued)

Student Groups	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Gender					
Female	33.2%	33.3%	32.7%	33.4%	33.4%
Male	66.8%	66.7%	67.3%	66.6%	66.6%
Other Characteristics					
Econ Disadvantaged	50.4%	50.1%	50.8%	52.7%	53.8%
Gifted	2.8%	2.9%	3.3%	3.3%	3.5%
LEP	1.2%	1.2%	1.3%	1.9%	2.2%

*LEP means Limited English Proficiency

Enrollment in Rigorous Courses

Advanced Placement (AP) Assessment Briefs indicated that there was an upward trend of students taking AP courses. However, Caucasian students maintained 59.3% of the enrollment in rigorous courses from 2014 to 2018. On average, African Americans held 13% of enrollment, Asian Pacific Islanders held 10.6%, Hispanic Latino held 8.3%, Two or More races held 7.3% of AP course enrollment over the same time. This chart lists enrollment numbers and the average percent of enrollment over the four years reported in the VBCPS Assessment Briefs. See Table 18.

Table 18. VBCPS Advanced Placement Enrollment (2014 – 2018)

Ethnic Group	2014-2015	2015-2016	2016-2017	2017-2018	Average % of enrollment
African American/Black	842	919	945	954	13%
Asian/Pacific Islander	709	733	725	770	10.6%
Hispanic/Latino	567	592	595	604	8%
Two or More	499	504	520	588	7.3%
Caucasian/White	3,803	4,057	4,223	4,299	59.3%
ALL	6,441	6,825	7,022	7,233	

Summary of Evidence from VBCPS Documents Reviewed

1. Course enrollment data were available but appeared to be available to those who know where to look since the data's location is not conspicuous (i.e., a tab that says "School Data"). The "School Data" tab under "About Us" may be an obstacle for the public and groups historically marginalized.
2. *Compass to 2025* Goal 3 has two strategic components that address student engagement. One, students were invited to complete an academic and career plan that gives student voice in developing their future. Two, this co-created career plan targets increased opportunities for student leadership and voice in school-level decisions.
3. Student Characteristic documents indicated that the demographics of AP courses reported little to no change over the past five years with regards to enrollment. It was also noted that schools with high minority enrollments, have fewer minority students enrolled in AP courses and gifted programs at

the elementary and middle school levels. This finding suggested greater attention is needed to promote and expand equitable access to services and programs that support students' future aspirations.

Recommendations

R5: Challenge teachers', families', and students' assumptions and beliefs that increasing diversity in rigorous coursework means lowering standards and their assumptions and beliefs about which students can learn. Also, address how those assumptions are linked to the way students are prepared for college and careers.

Consideration: Provide professional development support for teachers to understand how referrals for gifted programs, advanced placement, and enrollment in the academies and CTE programs can be influenced by perceptions that may not be associated with academic achievement.

Rationale: Feedback from the Tour of Findings demonstrated that students in AP courses believed that increasing diversity in their programs would diminish the quality of their diplomas. This recommendation would address the perception that diversity—racial/ethnic groups who are underrepresented among the AP enrollments in the data—would not have an adverse effect on the outcome or rewards of current AP students. Teachers stated in a focus group that, “All students should be ready for Algebra I in 8th grade, which is a gateway course. Students should opt-out not opt-in.” In addition, another teacher shared that “Helping parents (minority and lower SES) better understand the process of how to apply for AP courses and the Academies is needed.” These comments along with the secondary data presented in this report, demonstrated that the lack of student enrollment in rigorous courses (i.e., AP, Honors, and the Academies) were less likely a result of achievement ability, but of understanding the process of how to enroll, how to complete the application, and how to advocate for opportunities. Taking ownership of the learning opportunities for students begins with understanding the process and how to access the opportunities.

R6: Investigate the infrastructure and make the systematic processes transparent as related to placement in Advanced Placement (AP) and honors classes, and enrollment in the academies for each group based on race, gender, socioeconomic status, and ability groups.

Consideration: Continue to talk with students, families, and teachers regarding the participation gaps in honors and AP classes, and the academies. These conversations should include knowledge of the application process, support for the completion of the application, where to submit and how to advocate for acceptance. Also, make transparent the application reviewers' perceptions of who an acceptable candidate is, and the factors often used to make that determination.

Rationale: This recommendation was designed to address the systematic processes related to placement in AP, honors, and the academies rather than attributing enrollment trends solely to individual effort. Comments from the interviews and focus groups with teachers indicated that many parents are unaware of how to get their child in AP, Honors, or International Baccalaureate (IB) courses/programs. In addition, the VBCPS secondary data on AP enrollments, revealed that Asian and Caucasian students were overrepresented in comparison to their percentage of the high school student population, while African American, Hispanic, and SWD were underrepresented in the academies. From a different perspective, the percentage of students representing all the reported racial/ethnic groups for CTE appeared to be represented in comparison to their make-up of the high school student body, except for females—who were overrepresented in the academies and underrepresented in the CTE programs.

Compass to 2025 Goal 4: An Exemplary, Diversified Workforce

Compass to 2025 Goal: Foster a positive working climate that values and invests in a high-quality, diversified workforce who exemplify the division's core values.

Compass to 2025 Equity Emphasis: Place a priority on recruiting, retaining, and promoting a workforce representative of our diverse student population.

Primary Data: Interviews and Focus Groups

Another theme from the Tour of Findings was "Hiring, Retention, Promotion, and Professional Development" that aligned with Goal 4 – An Exemplary, Diversified Workforce. The Equity Emphasis for goal four is to "Place a priority on recruiting, retaining, and promoting a workforce representative of our diverse student population."

During virtual interviews, participants emphasized the abundance of professional development opportunities that were available within VBCPS, which was supportive of *strategy 4.4*, "promote and expand resources to support the health and well-being of all staff." While support for this strategy seemed to be evident across VBCPS, participants noted that there was a difference in support levels across central office departments. Therefore, the emphasis on the word "all" in *strategy 4.4* should be given additional attention by conducting a more in-depth investigation of what professional opportunities departmental staff would like to have that are not encouraged or accessible.

Regarding hiring practices, participants indicated that there were perceptions that there were not enough minority candidates available for various positions. Participants provided statements that indicated a perception that diversity and quality of candidates were in conflict. The participants also mentioned that there is a need to be intentional about diversity during the teacher interview process.

When discussing retention, participants mentioned the need for a mentoring program for teachers of color as well as the need to maintain a diverse workforce. When discussing topics of promotion, participants shared that the internal promotions sometimes limit opportunities for diverse candidates, can often lead to nepotism, and limit opportunities for candidates outside of the VBCPS system. A comment from one of the focus groups indicated that when a teacher or administrator of color is promoted, there is no plan in place to address the diversity in the vacant position. This is not to imply that people of color should always replace people of color, but that a critical view of how teachers and administrators of color are hired, mentored, promoted, and supported should be addressed.

Comments Included:

- "Children must see people who look like them in their classes, and who are able to relate to them and their culture and ethnicity, and specifically their family needs." [External Stakeholder]
- "There are no teachers who look like our ESL students, our Latinx students. We have a growing Indian population. There are no teachers who look like that." [School Counselor]
- "I would like to see more people of color in positions that are not related to equity, inclusion, and diversity." [Assistant Principal]
- "The pool we hire from, often doesn't reflect the diversity that we're seeking in who we're hiring. And so that really limits our choices, sometimes, which is not what we want. And it's not necessarily what's best for our kids, but we're going with what's out there and who's applying for the jobs." [Assistant Principal]

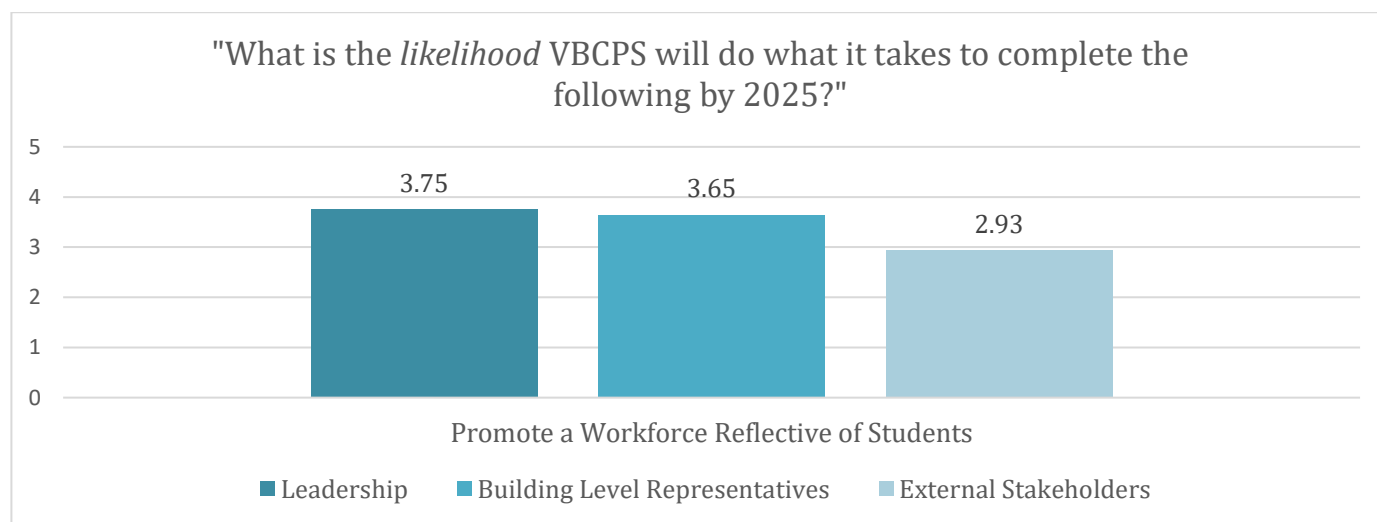
Each of these statements warranted greater effort to satisfy the following strategies from *Compass to 2025*:

- *Strategy 4.3*: “Support intentional, focused, and innovative recruitment and retention efforts to increase the diversity and quality of various applicant pools.”
- *Strategy 4.5*: “Provide comprehensive onboarding and induction for all staff focused on the division’s vision, mission, and core values.”

Equity Emphasis Rating

The ratings for this equity emphasis revealed that external stakeholders were less likely to believe that VBCPS will do what it takes to “promote a workforce reflective of students.” However, building-level representatives and VBCPS leadership indicated VBCPS was “probably” or “likely” to do what it takes to address this equity emphasis by 2025 (See Figure 8).

Figure 8. VBCPS Equity Emphasis Rating for *Compass to 2025* Goal 4



Tour of Findings Data

When analyzing the Tour of Findings data, some respondents believed that more emphasis needs to be placed on increasing diversity among administration and teachers, others did not. Comments ranged from grave concerns regarding inequities and lack of diversity within VBCPS leadership to a belief that there is already a fair assessment of equitable distribution in its current state. These sentiments were based on a more significant emphasis on the quality of personnel by race and gender.

Regarding personnel decisions, comments from principals and assistant principals centered more on recruitment and the need to increase diversity among teachers related to race and gender, particularly for Black males. The desired goal would be to develop “a pool of candidates to ensure a diverse workforce reflective of the student population” from which principals can choose.

Comments Included

- “I know we need more teachers that represent the diversity of students. Are those people applying and not getting hired or is the applicant pool not diverse? [Elementary School Teacher]”

- “We need additional African American teachers. We also need to keep the African American staff we have.” [Middle School Parent]
- “An example would be a pool of candidates to ensure a diverse workforce reflective of the student population. Overall, there is a teacher shortage and that only continues to impact the shortage of diverse candidates.” [Middle School Parent]
- “In my experience and on my level, I think there is a need to have more African American males in the schools that will relate to the males in the school. They will definitely provide mentorship, be a role model, and allow boys to see that teachers do not have to be a female dominated profession.” [High School Parent]
- “As a male working in the school division, I don’t believe that you need to focus on hiring more males. Focus on hiring the best teachers.” [Elementary School Teacher]
- “I think it’s great we are addressing this, but I worry about taking policies too far. The racial profiling for hiring is worrisome because it sounds great on the surface, but will we be shunning qualified candidates in order to satisfy the optics of meeting some sort of diversity mandate?” [Elementary School Principal]

Document Analysis

VBCPS Workforce and Student Demographics

Inequities were observed within the demographics of the VBCPS workforce. Generally, school divisions should strive to have instructional and administrative demographics that match the demographics of their student population. Staff and student demographics from the 2020 – 2021 academic year were compared. Results revealed that Caucasians were overrepresented in instructional and administrative staff. It should be noted that growth was observed when comparing 2020 – 2021 data to 2015 – 2016 data. See Table 19.

Table 19. VBCPS Instructional and Administrative Staff Demographics Compared to Student Demographics (2015 - 2016 and 2020 - 2021)

Group	Years of Comparison	African American	Hispanic	Asian	Caucasian
Students	2020 – 2021	23.3%	12.8%	6.4%	46.3%
	2015 – 2016	23.7%	11.0%	5.9%	49.7%
Instructional Staff	2020 – 2021	10.4%	3.7%	2.6%	81.5%
	2015 – 2016	9.9%	2.6%	2.5%	84.0%
Administrative Staff	2020 – 2021	19.7%	2.8%	2.4%	73.5%
	2015 – 2016	18.5%	1.1%	2.2%	77.4%

Summary of Evidence from VBCPS Documents Reviewed

1. There was an abundance of data points of administration, faculty, and student characteristics and demographics.
2. The LEAD Aspiring Administrator Program is a program that offers instructional staff and current administrators who aspire to be principals or who want to take on more administrative responsibilities the opportunity to participate in the Aspiring Administrator Program (AAP). Tier 1 are instructional staff who aspire to leadership positions. September 2019 and April 2021, LEAD

Aspiring Administrator Program reflected the gap regarding the level of diversity in preparing future administrators.

3. According to the September 2019 evaluation report, the AAP program manager and Department of School Leadership (DOSL) invited aspiring administrators to join the cohorts. The September 2019 comprehensive evaluation report of LEAD AAP clarified that cohorts consisted of returning members. By the conclusion of the third cohort, there were a total of 42 participants, and 7 out of 42 (17%) of the participants were African American, 1 out of 42 (2%) was Hispanic, and 34 out of 42 (81%) were Caucasian. It was noted that, for various reasons, 12 participants dropped out of the program. Five of the 12 who dropped out of the program were promoted to assistant principal or administrator positions. The race nor gender of participants was indicated. The April 2021 update indicated a fourth cohort was in progress. However, there were no Hispanic participants in the fourth cohort. It was also noted that no Hispanics completed either the AAP or the APP programs.
4. According to the Student and Staff Characteristics 2020-2021 report, Teachers' years of experience in Title I schools ranged from 8-15 years while Academy and Tech school teachers' experience ranged from 13-24 years.
5. SB Policy 5-4 B.1 acknowledges that societal and historical factors have contributed to educational inequities within the school division and the SB Policy is designed to take intentional steps to replace factors that may lead to inequities.
6. The Division offered numerous opportunities for professional development regarding culturally responsive practices (CRP), social emotional learning (SEL) practices and participated in Region 2 Equity Conferences.

Recommendations

R7: Develop essential professional development around equitable practices to include culturally responsive practices. This essential professional development will support the mind shift from 'mandatory or optional' to priority.

Consideration: Create a culture where equitable practices are normalized among teachers, counselors, building leaders, central office leaders, and staff members. This may lead to reviewing hiring practices of minorities, mentoring, and hiring teachers and administrators of color, measuring students' sense of belonging, and challenging institutional processes and practices that lead to inequities.

Rationale: This recommendation supports the continuing professional development efforts already occurring in the school division and suggests that a normalization of these conversations across the division needs to occur. Data collected from the interviews and focus groups revealed that VBCPS is resource rich and offers teachers a great deal of services, professional development, and teaching support that includes, but not limited to, culturally responsive practices, grade level content, teaching with technology, and providing resources for students and parents that teachers can access and promote. However, teachers indicated in the focus groups and interviews that the resources were vulnerable to inequities, because not all teachers have the time or familiarity with navigating all the resources that were available. Teachers also indicated that some principals were not supportive of their participation in professional development because it would be viewed as a failure of the principal's leadership.

R8: Develop, implement, and measure progress on a recruitment and retention plan for teachers and administrators of color that include a mentoring program.

Consideration: Create a pool of teacher candidates that reflects the demographics of the student population from which principals can choose and engage in talent exchange partnerships with historically Black colleges and universities' teacher preparation programs (e.g., guest speakers and joint programming).

Rationale: Comments from the conversations that suggested a need to place more attention on recruiting and retaining teachers and administrators of color, were not just for the representation of the student body, but to increase opportunities that are lacking, in general. Teachers and administrators commented in the focus groups and interviews that the hiring practices (not policies) of VBCPS tend to lead to nepotism and cronyism because when leaders were promoted, they co-promote individuals with whom they were already familiar and have worked with in prior positions. This practice often makes it difficult for those who are not "friends with the promoted" or those who are outside of VBCPS. Since the teaching staff is currently Caucasian, primarily (81.5%), and the administrative staff is primarily Caucasian (73.5%), it could be inferred that the larger percentages result in what is referenced as the "affinity-bias" defined as "the preference or tendency to appreciate people like us. We are more likely to get along with others who are the same as us."² This recommendation supports VBCPS reviewing its practices in addition to its policies when it comes to the success of minority teachers, building administrators, and central office administrators. One suggestion to support this recommendation is to work with teacher education programs at the local universities, beginning with Hampton Roads. Norfolk State University—a Historically Black College and University (HBCU) and Old Dominion University—a Minority Serving Institution (MSI) are places where a partnership can result in exchange of ideas, sharing of opportunities, and creating joint programming for professional development across the division.

Compass to 2025 Goal 5: Mutually Supportive Relationships

Compass to 2025 Goal: Cultivate mutually supportive partnerships- among families, schools, the division, businesses, military, faith-based, civic and city agencies- to support student well-being, enhance real-world learning, and broaden opportunities for career exploration and experience.

Compass to 2025 Equity Emphasis: Strengthen connections and communication with families and students in most need of additional support.

Primary Data: Interviews and Focus Groups

One theme that emerged from the qualitative data gathered through the focus groups and interviews involved "information sharing." This theme was directly related to Goal 5 and has an equity emphasis to "Strengthen connections with families and students in most need of additional support." Support for this goal emerged in the focus groups and interviews where participants spoke of the various information sharing and gathering opportunities provided by VBCPS. Participants expressed a desire for consistent messaging across schools as well as communication in a way that was accessible and understood.

Comments from the interviews and focus groups revealed that some parents still do not receive the information that is shared by the division. An elementary counselor indicated that the best way to get information to parents who are not accessible through the traditional VBCPS methods is to call them,

² Affinity Bias defined by Future Learn at <https://www.futurelearn.com/info/courses/diversity-inclusion-awareness/0/steps/39958>, (Retrieved, 11-8-21)

personally. In addition, students indicated that their parents were often busy with multiple jobs and did not have the time to check emails unless the student informed them there was an email to read and respond. When students were asked how VBCPS can better communicate with their parents, suggestions included “tailor emails to the parent naming the student’s school rather than saying ‘all students should do this . . .’.” Another suggestion was to send reminder emails that were also specific such as “We sent out an email about how scholarships are going to go out.” In other words, make the subject line more informative.

In addition, several participants suggested that VBCPS should find a way to not only collect responses from surveys but also share the results of surveys widely. Concern was also raised that more stakeholder input was needed to capture a larger sample size and ensure that more parents’ voices were included along with community stakeholders. There was also mention that participants saw a need for safe places to engage in conversations that have the potential to be uncomfortable regarding as race/ethnicity, diversity, equity, and inclusion.

Comments Included:

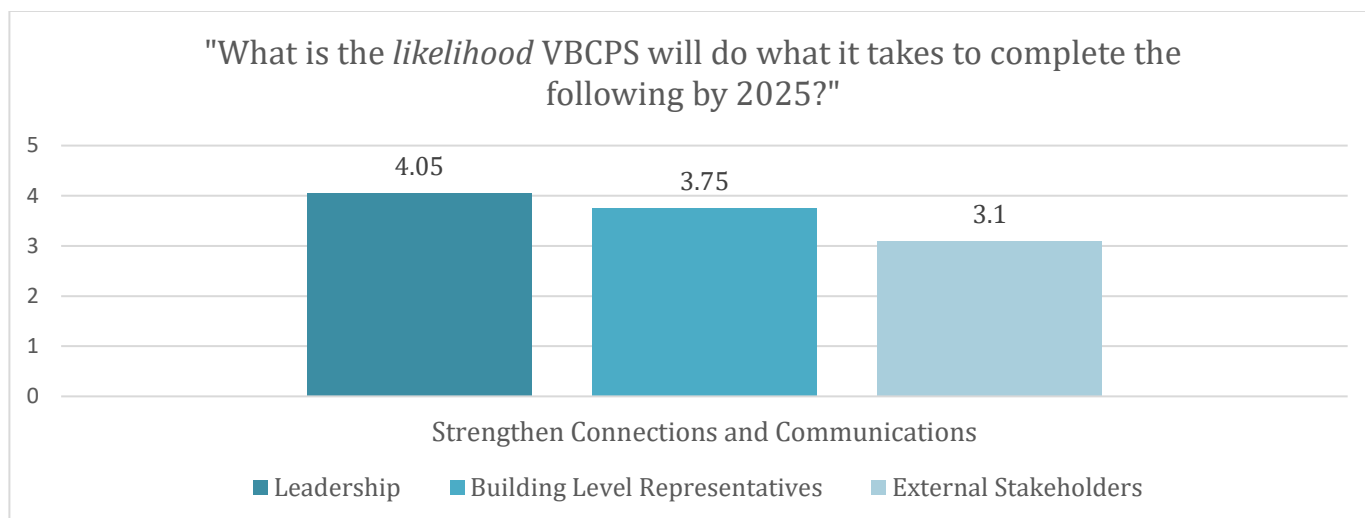
- “I would say that I find that it can be very difficult for parents of students, really at any grade level, whether it be elementary, middle, or high school, it can be difficult for parents to get information, and it can be inconsistent for parents to get information. And that is not to say the schools, the faculty, and staff don’t make a great effort to bringing parents into the fold in multiple ways. Nonetheless, I think there is room for improvement.” [Equity Council]
- “I think Virginia Beach tries to solicit feedback from the stakeholders, whether it’s the community, or the teachers, or different groups, but I know that there’s a family in community engagement, and those people work closely to find out what the community does and need and how we can help people reach their goals.” [Gifted Advisory Board]
- “I wish we could do a better job of helping parents understand all of the opportunities that are available for their students starting in elementary school through middle and high school. I think we unfortunately don’t get out enough information.” [Central Office]
- “There is a lot of effort provided to help parents access information for their children, but it just isn’t always received. However, there is always room for improvement.” [Central Office]

Equity Emphasis Rating

When rating the likelihood that VBCPS would “strengthen connections and communications,” the ratings were similar to the others in that external stakeholders indicated that VBCPS was “probably likely” to do what it will take to address this equity emphasis by 2025. In addition, the building-level representatives indicated VBCPS was more “likely” to address this equity emphasis (See Figure 9).

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Figure 9. VBCPS Equity Emphasis Rating for *Compass to 2025* Goal 5



Tour of Findings Data

Principals and assistant principals referenced communication and information sharing with students and parents in their responses to the online survey. Responses implied that a lot of information is shared with parents and students. However, it was recommended that targeted campaigns be developed to help increase the likelihood of the data being consumed. Additional recommendations focused on support for counselors and teachers, specifically, mental, and emotional support. Sensitivity training for leaders was mentioned as a concern related to fair treatment and respect within the profession.

Enthusiasm for next steps based on the results was also present among principals and assistant principals. Reference was made to some schools being models of best practices. A review of these practices might help fill gaps for other schools.

Comment Included

- Similarly, we can share important information with students, parents, and families through several platforms, but I often find that it still isn't received or read. It's almost as if there are too many places to check so none of them are very effective." [High School Parent]

Document Analysis

As a communal effort, VBCPS has a significant number of external stakeholders who serve on division committees as well as work with VBCPS with their own stand-alone committees. These include, but are not limited to, the Mayor's African American Roundtable, the National Filipino American Historical Society, the Minority Business Council, the Human Rights Commission, SEAC, and the Minority Business Council. These groups work with VBCPS to identify, address, and provide solutions to the success for all students, teachers, administrators, and staff, including issues related to equity and its impact on the community. In addition, the Equity Council, as mentioned earlier, represent both the internal and external views of and for VBCPS, and all issues associated with the public good as part of the educational experience. Over the past few years, the Equity Council has grown, and the different types of information shared from VBCPS leadership have expanded. Given the design and diversity of ideas of the Equity Council, it has the potential to be a more intentional group of advisors who can help VBCPS reach its equity goals.

Summary of Evidence from VBCPS Documents Reviewed

1. When looking for the mission statement on VBCPS's website, it took six levels to reach the mission statement (VBCPS > About Us > Our Leadership > School Board > Policies and Regulations > Section 6 – Instruction > Mission Statement > Vision Statement 6-1—at the time of this assessment.
2. The SB Policy 5-4 was developed and approved September 9, 2020. Development and implementation of such a policy suggested a desire to create equitable outcomes for students of VBCPS, which would require mutually supportive partnerships with stakeholders as defined in Goal 5.
3. *Compass to 2025* is the division's strategic framework with an equity emphasis for each goal. The goals are posted on the website of all schools across all grade levels and building programs.
4. The Division created the Department of Communications and Community Engagement (DCCE) which has oversight over the Family and Community Engagement office. According to the VBCPS website, the DCCE serves as an advocate to strengthen involvement with the public including publications, crisis communication, advisory committees, and community partners.
5. The VBCPS website "Parent" tab on the main page has two links with technology and parent information in Spanish.
6. Each Title I school has guidelines to annually adopt a Parent and Family Engagement Plan. This plan outlines the partnership and roles families, parents, and students will play in school success, meeting dates, and offering to provide the policy in "a language parents can understand." Twelve (12) out of 17 Title I schools (70.5%) have a plan posted.
7. SB Policy 2-42.1 for School Planning Council (SPC) will have membership seats for community members to include school partners, volunteers, parents, PTSA president, and students when appropriate. The SPC will monitor school plans for Continuous Improvement.
8. Volunteer hours are tracked and reported by the Office of Family and Community Engagement. In 2019-2020 there were 344, 496 volunteer hours of service and over 27,000 volunteers. These data represent a 22% decrease in volunteer hours and volunteers from the previous year of 2018-2019 which may be due to the COVID-19 pandemic. This office also oversees community partnerships that impact academic success and personal growth for students.
9. There is evidence that community voice surveys are translated into the four most common non-English languages spoken by EL students (Spanish, Tagalog, Chinese, and Vietnamese)

Recommendations

R9: Create a more intentional process that allows families to participate in the development of an equity plan and equity-related policies and non-discrimination practices.

Consideration: Recommend asking those who typically do not respond to common VBCPS communications, how they should receive and be provided information in a way they can access, understand, and engage in the communication. For instance, provide opportunities for building level tours for feedback that can be conducted at varying times to provide working families an opportunity to be available. Continue to provide multilingual information for families. Finally, create a check-in process with families to determine if the multilingual information or communication strategies are effective with

regards to location of information, type of information, timing of information, and understandability of the information.

Rationale: Documents from VBCPS revealed that there are numerous ways information is communicated to families and various groups in various languages. This recommendation supports that VBCPS continue these strategies but become more intentional in the process of gaining support from families so they can participate in ways that are meaningful. With this equity assessment, the methods of communication with parents—mainly via email and AlertNow—were the ways that are most common. Although these communication strategies are very effective, they are not as effective for all families. Survey results from the Tour of Findings indicated that there needs to be more parent and student voices in this equity assessment before developing an equity plan for VBCPS. This recommendation supports that sentiment. Although the shared experiences of those who have participated in this assessment shaped many of the recommendations—in conjunction with the secondary data—more voices will be needed to develop the equity plan as part of the VBCPS commitment to equity among its communities.

R10: *Continue to include external stakeholder groups (i.e., Mayor’s African American Leadership Roundtable, Special Education Advisory Committee, Equity Council, and Filipino National Historical Society, etc.) in the VBCPS experience.*

Consideration: Gather external stakeholder groups’ suggestions to create benchmarking indicators that are helpful to ensuring an equitable experience for all students, teachers, and staff.

Rationale: During the conversations with external stakeholders, there was a common sentiment that VBCPS values diversity because it is seen in the SB Policy 5-4, more minorities have been hired, and there were incremental steps being made—even though the community would like to see them occur at a faster rate. With regards to equity, the members defined equity as creating a level playing field by giving students what they need instead of giving all students the exact same thing and providing everyone with the tools they need. However, they were not as clear on what VBCPS meant by equity. Also, external stakeholders believed that VBCPS has implemented afterschool programming and transportation where needed which was a sign of addressing equity, however, they also believed that issues of discipline still need to be addressed. In addition, there were discussions regarding “what is the metric for equity?” and “how do we know we’ve achieved it?” One external stakeholder group described equity as “equal opportunity for everyone,” but also indicated that “equity would not be for our group.” This recommendation supports the continued effort of VBCPS to include external stakeholders whose advocacy can be a critical strategy to moving the division’s equity efforts forward.

R11: *Reset or restructure the Equity Council as diverse stakeholders who form working groups to address each of the Compass to 2025 Goals and Equity Emphases.*

Consideration: The working groups can review relevant documents regarding equity; identify strategies that can address any emerging inequities; support the development of an equity plan; and encourage VBCPS stakeholder participation in data collection efforts regarding equity work (i.e., focus groups, town hall conversations, interviews, etc.).

Rationale: In its current form, the Equity Council consists of internal and external stakeholders who are interested in equity issues across the division and their impact on the VBCPS communities. Over the past few years, the Equity Council has grown and is primarily a platform for VBCPS to share information from the division and allow members to ask questions about the information or request additional information. This recommendation supports restructuring, resetting, or creating an Equity Council

Working Group (ECWG) that consists of members who have expertise and experience in at least one of the six goals in the *Compass to 2025*. Expertise and experience are not just technical and content-specific (i.e., financial resources, curriculum development, or counseling), but also student-oriented, parent-oriented, and community-oriented. Each member can be assigned to a goal along with its equity emphasis and review the data in VBCPS, have conversations with others, and support the development of the equity plan. As VBCPS reaches out to get more input from communities (i.e., parents, student groups, and external stakeholders) for the equity plan, the ECWG can serve as a communication conduit to their respective communities. The ECWG would also reflect the diversity of the VBCPS communities based on race/ethnicity, gender, SES, school(s), and SWD in addition to affiliation. The working groups will also work with VBCPS to identify emerging inequities as current inequities improve.

Compass to 2025 Goal 6: Organizational Efficiency and Effectiveness

Compass to 2025 Goal: Pursue the effective and efficient use of division resources, operations, and processes to support the division’s vision, mission, and strategic goals.

Compass to 2025 Equity Emphasis: Ensure equitable distribution of human, fiscal, and capital resources across the division.

Primary Data: Interviews and Focus Groups

Focus group participants spoke of the VBCPS resources being in a state of vitality (defined as a state of being strong and active; energetic) because of Title I Funding, online teaching resources, and the variety of instructional resource supports. They also described the VBCPS resources as being in a state of viability (defined as useful and practical) such as the provision of Chromebooks during the pandemic, availability of literacy coaches, materials being translated in various languages, and frequency of instructional and program events among many others.

Although VBCPS was described mostly as resource rich by most participants, some of the focus group members described VBCPS resources as vulnerable (defined as being susceptible to inequities). For example, participants spoke of the need for there to be equitable teacher support across content areas—particularly with courses that are not SOL-oriented, alignment of instructional materials to equity and inclusion, and consistent reliable internet access for students. Participants also noted that VBCPS capital-related inequities were evident in the quality of the school buildings. There are currently some buildings where minority students are primarily enrolled that need repair while other buildings with fewer minorities have \$70M and \$80M structures or plans.

While resources for the division were evident, students voiced that they experienced inconsistent support from their teachers during the pandemic. Related to the inconsistent support was concern with VBCPS to become a model for equitable practices. To reach this admirable goal, critical issues identified by participants included placing culturally responsive practices at the forefront and providing equity training for teachers to ensure they understand how to help all students were suggestions that reflected distributing equitable resources where needed.

Comments Included:

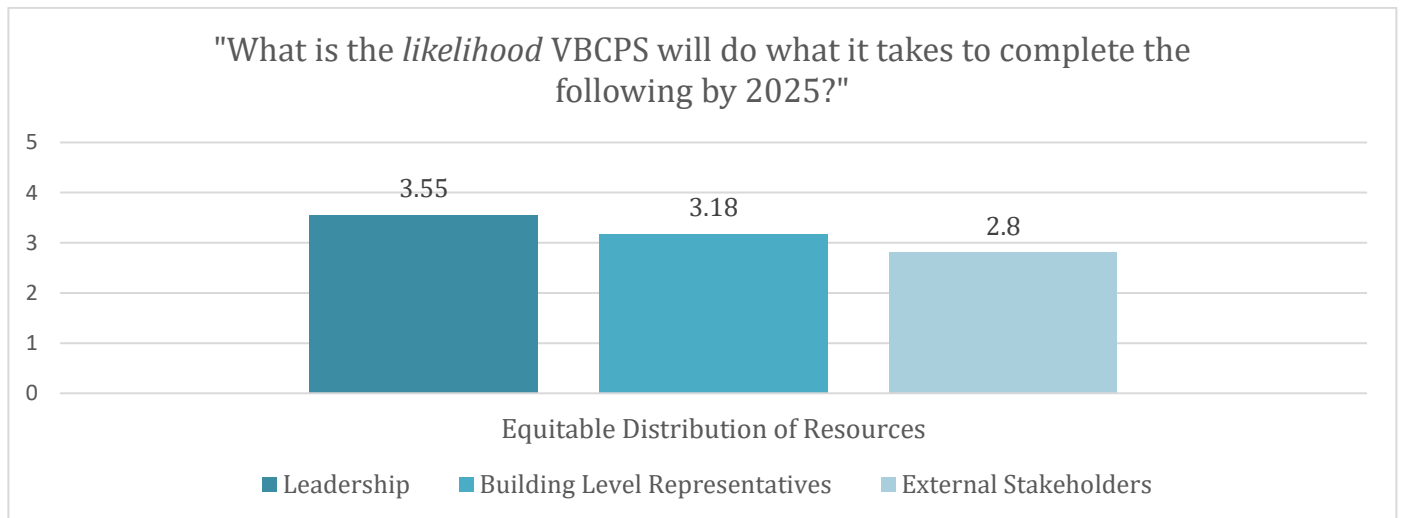
- “So, making sure that we are leveraging and making sure that folks have the necessary materials and resources to be successful.” [Principal]
- “I just want to say that Virginia Beach has just an extensive number of resources that are easily found like on SharePoint, ClassLink, Schoology, etc.” [Teacher]

- “I think the access to the online resources and the curriculum being in the palm of your hands quickly is phenomenal because there is a lot.” [Teacher]
- “I would say how they would demonstrate [equity] is to allocate funds that are needed to put certain things in front. That’s not just funds, its personnel, the infrastructure. Making sure that the infrastructure is needed there to facilitate equity. And what I mean by infrastructure is the talent that is needed there, the technology maybe that’s needed there, and the processes that are needed there in order to facilitate equitable interaction between the students and teachers within the school system.” [External Stakeholder]

Equity Emphasis Rating

The average ratings for this equity emphasis focused on the equitable distribution of resources were lower than the other emphases for all three groups. For example, external stakeholders indicated that VBCPS was “unlikely” to do what it takes to address this equity emphasis by 2025. Building-level representatives and VBCPS leadership indicated that VBCPS was “probably likely” to do what it takes to address this equity emphasis (See Figure 10).

Figure 10. VBCPS Equity Emphasis Rating for *Compass to 2025* Goal 6



Tour of Findings Data

Comments gathered in response to the Tour of Findings reflected a variety of perspectives on the resources provided by VBCPS and to whom the resources were or should be available.

Comments Included

- “I agree that there are many resources provided. However, the organization of such resources does not make them easily accessible or easy to find.” [High School Parent]
- “There is unequal access to resources for students; the curriculum needs to be responsive and sensitive to the Black experience (it’s not) and the people opposing equity need to be addressed.” [High School Teacher]
- “These resources should be offered based on each individual need, regardless of race, sex, or background.” [Middle School Student]

- “It is necessary to help students that are at a disadvantage, however, help seems to only be available for those at the very bottom. For example, elementary summer school is by invitation only. Nothing is offered to students who require some additional support in certain areas.” [Elementary School Assistant Principal]

Document Analysis

As part of this equity assessment, little data were available regarding the efficiency and effectiveness of how VBCPS distributes resources in an equitable manner. What has been evident is that VBCPS has Title 1 schools that receive federal funding for students who have higher rates of free and reduced lunch, and a noted comment in meetings that the division has begun “listening tours” at the various schools to hear from parents, students, and external stakeholders and include their voice in the work that supports the mission, vision, and core values of VBCPS. These listening tours cover an array of topics including the equitable practices of VBCPS and equitable distribution of various resources.

Summary of Evidence from VBCPS Documents Reviewed

The division has a mission statement that includes “will empower every student to become a life-long learner who is a responsible, productive and engaged citizen within the global community.” A clear articulation of equity goals may be inferred, but not explicitly written as the statement can imply equitable outcomes for all students in the mission statement. As an implied statement, the mission has been aligned with the equity emphasis in Goal 6 to “Ensure equitable distribution of human, fiscal, and capital resources across the division.” Additionally, there was no evidence that parents and students participated in the development of the mission statement.

Recommendations

R12: Create an equity plan with dashboards and measures of success (indicators) with the input of VBCPS stakeholders to ensure accountability and measures of progress towards equity goals for the division.

Consideration: This includes, but is not limited to, workforce demographics (recruitment and retention), resource allocations for capital investments in schools, training and professional development opportunities, promotion practices, student achievement, disciplinary outcomes and practices, college and career readiness, and academic program opportunities. Finally, continuously share the dashboards and benchmarks with the VBCPS stakeholders and gather input and feedback on “How Equity is going in VBCPS.”

Rationale: The primary purpose of this equity assessment was to provide recommendations from data and conversations with the VBCPS communities for the development of a multi-year equity plan. External stakeholders, primarily, mentioned benchmarks and needing clarity regarding what VBCPS considers equity—especially in comparison to equality. Utilizing the *Compass to 2025* and the SB Policy 5-4 as the initial approach to establishing an equity plan and embedding the recommendations, can serve as a foundation for the equity plan. The secondary data presented several differences in the experiences of students. Student focus group and interview data highlighted inconsistencies in how students experience the classroom, learning opportunities, and discipline, while parents highlighted the challenges with receiving, understanding, and acting upon information that shares resources for their students. In addition, several external stakeholders were unclear about what “equity” means for VBCPS and how “equity” is distributed among students and teachers. The equity plan, with benchmarks, and measures of progress for each of the strategic goals will clarify (a) what VBCPS mean by equity, (b) how

VBCPS identifies inequities, and (c) how VBCPS measures efforts toward equity with a dashboard of metrics and non-metrics to describe the inequities/equities. Once developed and affirmed across the division, the dashboard should be uploaded onto the VBCPS website for accountability and transparency. In addition, secondary data showed different experiences for Asians and Native Hawaiians and Pacific Islanders separately in some cases and collapsed under the group of Asian in others. These different ways of reporting student experiences can limit the opportunity to see how students across Asian groups perform, access learning opportunities, or participate in the academies. Disaggregating those experiences by ethnic group can ensure that inequities are addressed for all students who are identified as Asian.

R13: *Create safe spaces for conversations regarding race and racism, gender and genderism, ability and ableism, LGBTQ+, and socioeconomic status, along with their challenges, to foster respect, dignity, and belonging.*

Consideration: Difficult conversations must include feedback from those who do not believe racism exists or prefer equality over equity. All voices must be included in a respectful manner to address and support successes for all VBCPS communities. Normalize those conversations so that equitable practices, processes, and policies can be adequately addressed.

Rationale: Comments from interviews and focus groups as well as survey results from the Tour of Findings revealed concern that many believe that equality is fairer than equity. For others, the idea of equity is a way to give some individuals resources and opportunities while denying others those same resources and opportunities. Blankstein and Noguera (2015) indicated that “such responses tend to occur because when the term equity is raised, it often evokes a zero-sum scenario: a perception that if we do more for those who are disadvantaged it will mean there will be less for the advantaged” (p. 3). In addition, teachers from the focus groups and interviews indicated that VBCPS must address the “opposers of the equity policy,” if it would like to become a model for equitable practices among other school divisions. Difficult conversations are normal when it comes to inequity—regardless of the demographic of race/ethnicity, gender, SWD, religion, LGBTQ+, or economically disadvantaged. This recommendation will support the creation of safe spaces for all difficult conversations to include advocates, skeptics, and those who just want to learn more, and must be designed to ensure dignity and respect of opinions, lived experiences, and ideas. Finally, validate everyone’s lived experiences in the conversation and worthy of dignity and respect.

R14: *Continue to demonstrate the division’s commitment to equity work by supporting the DEI office and add more voices to the equity work.*

Consideration: Demonstrate greater commitment by holding all stakeholders accountable for the equity work beyond the sole responsibility of the DEI office and have the VBCPS school community share their challenges and successes regarding equity in their respective areas (i.e., Chief Officers, Department Leaders, Principals, etc.). Finally, keep the equity work centered as a continuous improvement process and strategic action item.

Rationale: This recommendation is provided to support continuation of the equity work that VBCPS is doing, already, and provide additional suggestions on ways to strengthen commitment. Throughout the conversations from the focus groups and interviews, teachers, administrators, staff, students, and external stakeholders highlighted the commitment VBCPS has with valuing diversity. Evidence included hiring a Director of Diversity, Equity, and Inclusion; adopting the SB Policy 5-4; hiring more diverse teachers and administrators; and supporting student clubs that are advocates based on race/ethnicity, religion, nationality, gender, and LGBTQ+. However, when asked about the commitment to equity, there

were fewer responses except for those who described equity with the language of equality (i.e., giving everyone the same opportunities). When diversity, equity, and inclusion are relegated to one office, it hinders the momentum of expectations across the division and inadvertently promotes DEI work for an office or person(s) rather than the entire organization. DEI work is for everyone in the VBCPS community. With the Chief Officers, Executive Directors, Principals, and Equity Council Working Group sharing ideas and addressing challenges collaboratively with teachers, school bus personnel, assistant principals, counselors, and central office staff, the work of Equity becomes the commitment of the entire division and its communities.

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CONCLUDING REMARKS

Over the past several months, data from VBCPS have been collected from internal and external stakeholders (primary data) and various documents (secondary data) were reviewed to determine the extent to which the division has engaged in equity efforts. Using as a framework the alignment of the *Compass to 2025* goals and equity emphases, the *Educational Equity Policy 5-4*, and the VDOE *Navigating EdEquity* tool, the findings have demonstrated that VBCPS has accomplished a significant amount of work to address inequities among its students, teachers, building level leaders, staff, and parents.

Overall, VBCPS has publicly acknowledged its commitment to addressing equity through its strategic goals with the equity emphases; core values; SB Policy 5-4; mission statement; vision statement; establishment of the Office of Diversity, Equity and Inclusion; student clubs; professional development for teachers and staff; and documentation that espouses what the organization believes. In addition, VBCPS has made available to the public, documents of interest that have been disaggregated by demographic groups as a point of accountability and transparency to its stakeholders. Beyond those efforts, the work will need to include reviewing the data beyond the current overall percentages to identify where the inequities exist at the intersection of identities (i.e., African American males, Asian females, SWD elementary females, etc.). To this point, analysis of over 5,000 comments from interviews, focus groups, and online surveys from the Tour of Findings, indicated that there were opposing views regarding what equity means, what represents inequities, and that equality is fairer than equity. This is not uncommon in this work. Blankenstein and Noguera (2015) stated that “In education circles, the word *equity* is often controversial and confusing” (p. 3). Therefore, VBCPS will need to make an intentional effort to address these perceptions as it continues to work collaboratively with both internal and external stakeholders.

Finally, although the primary data covered all six equity emphases of the *Compass to 2025*, the top three topics that emerged, consistently, included (1) hiring, retention, and promotion of teachers and administrators of color, (2) student discipline disparities, and (3) student learning opportunities. The views from the primary data typically represented an agreement or disagreement that inequities existed in these three areas. Although the 14 recommendations provided in this report were presented as a starting point for the development of an equity plan, creating safe spaces for difficult conversations will be paramount as VBCPS proceeds to address the inequities that emerged from the data and the experiences of the participants. In addition, there will need to be more conversations across the division—particularly with students and parents—to create a stronger or different case for the recommendations presented. Ultimately, many of the participants believed that VBCPS is likely to do what it takes to address its inequities in all six areas of its strategic framework.

In general, the Tour of Findings results indicated that the experiences of the participants in this study varied from group to group and within the groups. Some participants shared positive experiences of engagement and interaction within VBCPS, along with examples of students excelling in the classroom. Others noted concerns about different student populations, disciplinary practices, and support available to students and teachers. Many expressed an appreciation towards the initiative to explore equity within VBCPS and were looking forward to reading the results.

The document analysis revealed that VBCPS has clear evidence of substantial equity work based, partly, on 67 documents reviewed during the document analysis. Documents consisted of the *Compass to 2025*, School Board Policies, staff and student characteristic spreadsheets, meeting minutes, videos, memos, PowerPoint presentations, Code of Student Conduct, as well as Research, Assessment, and Evaluation Briefs obtained from the VBCPS website. While there have been major and smaller persistent steps taken to foster “a barrier-

free environment whereby all students, regardless of race, color, religion, national origin, sex, sexual orientation/gender identity, pregnancy, childbirth or related medical conditions, age, marital status, disability, or genetic information, have the opportunity to benefit from the establishment of high standards and the provision of access, support, effective and inclusive learning environments and resources required for a high-quality education,” there is still much work to be done. For example, there has been little to no movement regarding percentage of student groups enrolled in gifted, CTE, rigorous courses, receiving special education services, or staff demographics relative to student demographics. It is noted that, there has been consistent professional development to include seminars, book talks, courageous conversations, participation in division and regional equity conferences, and an equity assessment to underpin the continued work through the Office of Diversity, Equity and Inclusion.

Overall, these findings combined with the work already completed by VBCPS indicated that while the division, collectively, is on track to achieving their espoused mission and goals regarding equity within the VBCPS community, continued efforts as well as new intentional efforts are needed—especially among those who indicated experiences of inequities in their opportunities to enroll in advanced and honor courses, access to the academies, and experiencing a sense of acceptance and belonging in their classrooms.

Next steps can be incremental and sometimes bold as VBCPS is “intentional in its efforts to replace factors that may lead to inequities, including racism, discrimination, harassment, and prejudices with attitudes and behaviors that reflect acceptance, belonging, compassion, integrity, understanding, fairness, cooperation and respect” (SB Policy 5-4 B.2, 2020). The findings and recommendations from this assessment provided a solid starting point for continuing and strengthening the division’s work related to educational equity.

END OF REPORT

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List of Documents Included in the Appendices

Appendix A: VBCPS *Compass to 2025 Strategic Framework*

Appendix B: VBCPS *Educational Equity 5-4 Policy*

Appendix C: VDOE *Navigating EdEquity VA*: Equity Audit Tool

Appendix D: List of Potential Focus Groups for VBCPS Equity Assessment

Appendix E: List of Common Questions Asked for VBCPS Equity Assessment Focus Groups and Interviews

Appendix F: List of Reports and Resources Used for Document Analysis

Appendix G: Document Analysis Rubric

Appendix H: Document Analysis Narrative Summary

Educational Equity 5-4

School Board of the City of Virginia Beach
Policy 5-4

STUDENTS

Educational Equity

A. Purpose

The School Board values the diversity in our community and staff. The School Board believes that all students, staff, and community members, regardless of backgrounds, deserve a rigorous and respectful learning and work environment where diversity is valued and used toward achieving positive academic and social outcomes. The School Board and the School Division are committed to developing a capacity for cultural competence and a commitment to equity and inclusion to enable the fulfillment of its core values and life-long learning competencies. This Policy defines expectations for consideration of racial and social equity, including meaningful stakeholder involvement in planning, developing, and implementing policies, practices and initiatives as well as review by the School Board of the School Division's efforts to address issues of educational equity. It provides a framework to advance educational equity in alignment with the School Board and the School Division's visions and priorities.

B. Generally accepted beliefs

1. The School Board acknowledges that complex societal and historical factors have contributed to educational inequities within the School Division.
2. The School Board will to be intentional in its efforts to replace factors that may lead to inequities, including racism, discrimination, harassment and prejudice with attitudes and behaviors that reflect acceptance, belonging, compassion, integrity, understanding, fairness, cooperation and respect.
3. The School Board understands that the concept of educational equity is not the same as equality. Equity refers to fostering a barrier-free environment whereby by all students, regardless of race, color, religion, national origin, sex, sexual orientation/gender identity, pregnancy, childbirth or related medical conditions, age, marital status, disability, or genetic information, have the opportunity to benefit from the establishment of high standards and the provision of access, support, effective and inclusive learning environments and resources required for a high-quality education. Strict equality of opportunity and resources between students may not result in educational equity. Therefore, review and deliberative decision making regarding equitable practices and allocation of resources may be needed to achieve the School Board's and the School Division's goals for educational equity.
4. Race means a socially constructed category of identification based on physical characteristics, ancestry, historical affiliation, or shared culture.

5. Racial equity means the absence of institutional and structural barriers experienced by people based on race or colors, that have impeded access opportunities, and results.
6. Social equity means the absence of institutional and structural barriers experienced by people that impede opportunities and results based on other societal factors such as: age; sex; sexual orientation; gender identity; religion; national origin; ethnicity; marital status; pregnancy, childbirth and related medical conditions; disability; socio-economic status; neighborhood of residence; and other related factors.
7. Equity gaps means the disparity in a metric in achievement, opportunity, or treatment that can be reasonably be correlated to racial or social inequity practice.

C. Educational Equity Assessment, Plan for Equity Priorities and Practices, and Review

The School Board and the School Division will assess the educational equity issues of the School Division and then create an Equity Plan to identify priorities, correct and address the inequities, and review and monitor such efforts.

1. The School Board directs the Superintendent to assess and identify inequitable practices and procedures within the School Division that have historically or are currently resulting in inequities of opportunity for students and staff.
2. The Superintendent is authorized to employ personnel or retain outside services to assist in the assessment, review and ongoing implementation of educational equity practices.
3. The Superintendent or designee(s) will report such assessments as well as recommended changes to practices, procedures, policies and/or regulations to the School Board. The written report shall also be made available to the public and the School Division's Equity Council.
4. The Superintendent and the School Board may begin incorporating changes based on assessments and review prior to such reports.
5. The Superintendent and the School Board will determine the goals and priorities for the School Division's equity programs and practices and how the Superintendent or designees will report assessment efforts to the School Board. The Superintendent or designee(s) will then create an Equity Plan for the School Division.
6. The School Board shall no less than annually review data from the Superintendent or designee(s) regarding the goals and priorities of the School Division's Equity Plan.
7. The Equity Plan reports and data provided to the School Board will include but not be limited to equity gaps in: student achievement; identification and enrollment in gifted education; enrollment in academies and advanced courses; student discipline rates; graduation rates; and alternative program enrollment. The reports shall also include evidence of growth in each identified equity gap.
8. The Superintendent, through the Director of Diversity, Equity and Inclusion, shall be responsible for implementation and evaluation of School Division strategies for implementation.
9. Adequate resources, both human and financial, shall be reasonably allocated to achieve these goals.

D. School Board commitments

The School Board will commit to the following:

1. Supporting the Superintendent in identifying processes and practices that cause or contribute to inequitable outcomes.
2. Respecting and championing the diversity and life experiences of all community members to support the School Division's core values and strategic goals.
3. Adopting processes, practices, and initiatives to ensure an equitable school community inclusive of diversity, race, color, religion, national origin, sex, sexual orientation/gender identity, pregnancy, childbirth or related medical conditions, age, marital status, disability, or genetic information.
4. Identifying and acknowledging where lack of access and opportunity may exist in the School Division and may have compounded educational inequities.
5. Supporting development of processes, practices, and initiatives that will foster equity of opportunity and equity of access to programs, services, and resources.
6. Requiring mandatory training for all School Board Members and staff regarding: implicit bias and how it produces inequitable practices and outcomes; cultural awareness and culturally responsive teaching and educational practices; improve culturally responsive practices in order to serve the School Division's diverse students and communities.
7. Supporting a culturally responsive curriculum and assessments for all students.
8. Increasing equity, diversity, and inclusion in the School Division by addressing identified practices, where they may exist, that contribute to discrepancies in recruitment, hiring, and retention practices.
9. Requiring that administrator and teacher personnel evaluation systems incorporate culturally responsive teaching practices.

E. Equity Policy Communication

The Superintendent or designee(s) is directed to ensure that this Equity Policy is communicated to students, staff, and the community as set forth below.

1. Each school shall post the following public statement:
 "Virginia Beach City Public Schools is committed to establishing and sustaining an equitable community that exemplifies the School Division's core values and equity mission to end the predictive value of race, ethnicity, color, religion, national origin, sex, sexual orientation/gender identity, pregnancy, childbirth or related medical conditions, age, marital status, disability and to ensure each member of the school community's success. The School Board and the School Division reject all forms of unlawful discrimination and harassment as destructive to their core values and strategic goals." The School Division will post this statement on the School Division website and social media sites.
2. This Policy shall be available to families and translated into other languages to ensure accessibility.
3. The School Division shall ensure that the public is aware of this Policy and the means for students, families, and staff to report inequities and other forms of alleged discrimination and harassment.

F. Curriculum and Instruction

The Superintendent or designee(s) will ensure that curriculum and instructional materials reflect the School Board's commitment to educational equity.

1. Curriculum and instructional materials for all grades shall reflect diversity and include a range of perspectives and experiences, particularly those of historically underrepresented groups.
2. All curriculum materials shall be examined for bias by the Department of Teaching and Learning. Where materials reflect bias, teachers utilizing the materials will acknowledge and seek to understand the bias and communicate this important context to students and parents/legal guardians prior to instruction.
3. The School Division shall develop, support, and implement curriculum and instruction as well as educational resources that have been reviewed and determined not to promote bias.
4. Class instructional activities and extracurricular programs shall be designed to provide opportunities for cross-cultural and cross-racial interactions that foster respect for diversity. The School Board supports interschool activities that will allow students to experience the diversity within their schools and the School Division.
5. To address disparities in course participation (i.e. academies and AP/honors participation), middle and high schools will offer opportunities for supplementary coursework, such as summer bridge programs, study skills, or tutoring during or after school, to students interested in moving to higher level courses. This information will be made available to students and families through school counselors, school bulletins and webpages.

G. Policy Enforcement

The School Board directs the Superintendent or designee(s) to enforce this Policy and create regulations and practices to implement this Policy. The School Board will annually review School Division's implementation of this Policy and take appropriate action to ensure compliance with and enforcement of this Policy.

Adopted by School Board: September 9, 2020



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COMPASS TO 2025 STRATEGIC FRAMEWORK

STUDENT-CENTERED FOR STUDENT SUCCESS

GOAL 1

EDUCATIONAL EXCELLENCE

Challenge and support all students to excel academically by demonstrating the foundational literacies, core knowledge, and transferrable life skills outlined in the VBCPS Graduate Profile.

EQUITY EMPHASIS

Identify and address inequities in achievement outcomes by investigating and implementing best practices and seeking innovative solutions.

STRATEGIES

1. Pursue opportunities to expand early childhood education offerings.
2. Further integrate reading and writing across the curriculum and implement a plan for monitoring and improving achievement in these areas.
3. Develop, implement, and monitor a K-12 plan for improving mathematics achievement.
4. Increase student access and opportunities for advanced level coursework.
5. Implement and share teaching practices that foster deeper learning and engagement and are adaptable to diverse student needs (with an emphasis on African American males and students with disabilities).
6. Ensure there are explicit connections within the curriculum to the 5Cs and the attributes in the division's Graduate Profile and use the curriculum in all areas of study to support students' acquisition of these skills and attributes.
7. Maintain a balanced assessment system with an emphasis on standards-based, performance-based, and student-led assessments to meet internal and external accountability requirements.
8. Strengthen the use of Student Response Teams (SRTs) to provide academic intervention and acceleration for learners at all school levels.

POTENTIAL INDICATORS INCLUDE:

reading on grade level; SOL performance; enrollment and performance in advanced courses, etc.

GOAL 2

STUDENT WELL-BEING

Create an inclusive learning environment that supports the physical and mental health of all students and strengthens the social-emotional skills they need to become balanced, resilient learners who are personally and socially responsible.

EQUITY EMPHASIS

Engage in culturally responsive practices divisionwide. Identify and address inequities in discipline practices by investigating and implementing best practices and seeking innovative solutions.

STRATEGIES

1. Provide a safe, welcoming, and inclusive learning environment that is conducive to student learning.
2. More deeply integrate social-emotional learning (SEL) into the PreK-12 curriculum.
3. Engage in culturally responsive practices at the classroom, school, and division level.
4. Increase student participation in school and community activities.
5. Use responsive practices such as morning meetings and student advisories to support SEL.
6. Develop students' digital wellness by helping students learn to make responsible decisions in their use of technology.
7. Address physical health through nutrition and fitness programs.
8. Implement procedures to systematically evaluate behavioral and mental health needs and provide programs and services to meet identified needs.
9. Continue to use Student Response Teams (SRTs) and the positive behavioral interventions and supports (PBIS) framework to provide social, emotional, and behavioral support to students.

POTENTIAL INDICATORS INCLUDE:

student reported SEL skills; attendance; participation in extracurricular activities and community service, etc.

GOAL 3

STUDENT OWNERSHIP OF LEARNING

Engage all students in rigorous, authentic, and student-centered learning to help them identify their passions, take ownership of their learning, and create a plan for pursuing their postsecondary goals.

EQUITY EMPHASIS

Identify and address inequities in learning opportunities for students by investigating and implementing best practices and seeking innovative solutions.

STRATEGIES

1. Partner with students to create inquiry-based and experiential learning opportunities with an emphasis on global, cross-curricular and real-world connections.
2. Enable student ownership of learning through goal-setting and reflection with opportunities to make decisions in the learning process.
3. Refine capacity for transformational learning by focusing on the dispositions necessary for providing students with authentic, student-centered learning opportunities.
4. Expand upon the effective and efficient use of technology to meet students' individual needs and provide them with the tools for accessing, creating, and sharing knowledge.
5. Create and use online portfolios as a place for students to curate artifacts connected to the Graduate Profile to demonstrate their learning and inform the development of their postsecondary goals and signature projects.
6. Engage all stakeholders in ensuring that all students have an actionable plan for pursuing their postsecondary goals by effectively implementing the Academic and Career Planning (ACP) process K-12.
7. Provide increased opportunities for student leadership development and input into school-level decisions.
8. Further promote and expand equitable access to services and programs that support students' future aspirations, including real-world learning opportunities inside and outside of the classroom facilitated through mutually supportive partnerships.

POTENTIAL INDICATORS INCLUDE:

student and parent perceptions of the ACP process; students participating in work-based experiences; meeting college entry benchmarks, etc.

COMPASS TO 2025 STRATEGIC FRAMEWORK

STUDENT-CENTERED FOR STUDENT SUCCESS

GOAL 4

AN EXEMPLARY, DIVERSIFIED WORKFORCE

Foster a positive working climate that values and invests in a high-quality, diversified workforce who exemplify the division's core values.

EQUITY EMPHASIS

Place a priority on recruiting, retaining, and promoting a workforce representative of our diverse student population.

STRATEGIES

1. Remain focused on providing a competitive compensation and benefit plan that includes differentiated compensation for hard to staff positions and schools.
2. Revisit the employee evaluation process to ensure it is aligned with the new strategic framework and that it focuses on self-reflection, growth, effective feedback, and coaching.
3. Support intentional, focused, and innovative recruitment and retention efforts to increase the diversity and quality of various applicant pools.
4. Promote and expand resources to support the health and well-being of all staff.
5. Provide comprehensive onboarding and induction for all staff focused on the division's vision, mission, and core values.
6. Provide a variety of personalized professional learning opportunities to all staff to support their professional growth and implementation of the strategies in Compass to 2025.
7. Expand "Grow Your Own" programs to include more staff groups and increase opportunities for tuition reimbursement.

POTENTIAL INDICATORS INCLUDE:

staff demographics relative to student demographics; rank of the VBCPS compensation package compared to surrounding divisions; staff demographics; job satisfaction; perceptions of professional learning, etc.

GOAL 5

MUTUALLY SUPPORTIVE PARTNERSHIPS

Cultivate mutually supportive partnerships — among families, schools, the division, businesses, military, faith-based, civic and city agencies — to support student well-being, enhance real-world learning, and broaden opportunities for career exploration and experience.

EQUITY EMPHASIS

Strengthen connections and communication with families and students in most need of additional support.

STRATEGIES

1. Provide a comprehensive structure for defining mutually supportive partnerships, setting expectations, monitoring performance, and measuring equity.
2. Broaden resources and networking opportunities to strengthen the role of the community engagement liaison to further attract, cultivate, and retain partnerships to support student achievement, future aspirations, and well-being.
3. Build partnerships with diverse groups of businesses and organizations to support a variety of learning experiences during and outside of the school day.
4. Partner with local agencies to provide wraparound services for students including healthcare, nutrition, academic and social-emotional supports.
5. Foster authentic communication outlets to engage the community.
6. Provide training and resources to staff and families to strengthen communication and promote strong partnerships between home and school.

POTENTIAL INDICATORS INCLUDE:

number of partnerships, partners, and volunteers; satisfaction with events, programs, and resources provided to families to support students; partner perceptions and satisfaction, etc.

GOAL 6

ORGANIZATIONAL EFFECTIVENESS & EFFICIENCY

Pursue the effective and efficient use of division resources, operations, and processes to support the division's vision, mission, and strategic goals.

EQUITY EMPHASIS

Ensure equitable distribution of human, fiscal, and capital resources across the division.

STRATEGIES

1. Manage and distribute all resources (human, fiscal, capital) proactively, equitably, and responsibly based on needs.
2. With a continued focus on student-centered decision making, collaboratively develop, measure, and formally review key operating metrics that promote transparency, organizational effectiveness, and efficiency.
3. Use data from a variety of reporting mechanisms (e.g., equity audits, program evaluations, fiscal audits, after action reports) to engage in data-informed decision making.
4. Create opportunities for cross-departmental planning and communication to strengthen and align operations.
5. Keep informed of trends and best practices and implement as appropriate to support the division's vision, mission, and strategic goals.
6. Clearly communicate central office functions and points of contact to strengthen the support and services provided to schools, offices, and other departments.
7. Review division processes, policies, and regulations and revise as necessary to increase organizational effectiveness and efficiency.
8. Continue to implement safety and security measures to ensure the school division is prepared to effectively prevent and respond to all emergencies that might affect students and staff.

POTENTIAL INDICATORS INCLUDE:

percentage of schools accredited; perceptions of central office support, etc.



VIRGINIA
IS FOR
LEARNERS

NAVIGATING EdEquityVA EQUITY AUDIT TOOL



OFFICE OF EQUITY &
COMMUNITY ENGAGEMENT
VIRGINIA DEPARTMENT  F EDUCATION



NAVIGATING EdEquityVA

EQUITY AUDIT TOOL



Navigating EdEquityVA - Virginia's Road Map to Equity, establishes the Commonwealth's shared education equity priorities, advances tools and resources to support local school divisions, and affirms the Virginia Department of Education's commitment to dismantle any and all forms of inequity in Virginia's public education system.

Education Equity is achieved when we eliminate the predictability of student outcomes based on race, gender, zip code, ability, socioeconomic status or languages spoken at home.

This audit tool is designed to guide school leaders' efforts to center equity in their planning, resource allocation, and strategy implementation. This tool should be completed by multiple individuals/stakeholders who represent the diversity of the school community. This includes administrators, teachers, support personnel, families/caregivers, and, where appropriate, students.

How to use the tool: Check all boxes that your school or division is currently doing. If a box is left unchecked, we have provided space after each section called "Notes & Next Steps" to think through and jot down a plan so they can become checked.

CENTERING EQUITY


Equity is layered and evidenced in all decision-making. Education equity is clearly defined and reflected in the mission, strategic planning, and resource allocation.

- | | | |
|---|--|---|
| <ul style="list-style-type: none"> <input type="checkbox"/> Do we have a mission that clearly articulates our equity goals? <input type="checkbox"/> Does our mission statement articulate equitable outcomes for all students, regardless of: <ul style="list-style-type: none"> <input type="checkbox"/> Race/Ethnicity? <input type="checkbox"/> Gender? <input type="checkbox"/> Native language? <input type="checkbox"/> Ability/Disability? <input type="checkbox"/> Gender identity? <input type="checkbox"/> Sexual orientation? <input type="checkbox"/> Socioeconomic status? <input type="checkbox"/> Is the mission statement shared regularly with: <ul style="list-style-type: none"> <input type="checkbox"/> Staff? <input type="checkbox"/> Students? <input type="checkbox"/> Families? <input type="checkbox"/> Community Stakeholders? <input type="checkbox"/> Did all component groups (the staff, parents, students, and community stakeholders) participate in the development of the mission statement? <input type="checkbox"/> Has our school board adopted an equity policy? <ul style="list-style-type: none"> <input type="checkbox"/> If yes, did all component | <ul style="list-style-type: none"> groups (the staff, families, students, and community stakeholders) participate in the development of the equity policy? <input type="checkbox"/> Is the equity policy shared regularly with: <ul style="list-style-type: none"> <input type="checkbox"/> Staff? <input type="checkbox"/> Students? <input type="checkbox"/> Families? <input type="checkbox"/> Community Partners? <input type="checkbox"/> Do we have an equity plan? <ul style="list-style-type: none"> <input type="checkbox"/> If yes, is our equity plan aligned to our mission statement, and does it reflect our current equity gaps? <input type="checkbox"/> Do we make our plan available in multiple languages? <input type="checkbox"/> Did we use disaggregated data to inform our planning? <input type="checkbox"/> Did we evaluate how our current system of resource allocation contributes to disparities in outcomes? <input type="checkbox"/> Did all component groups (the staff, families, students, and community stakeholders) participate in the development of the equity plan? |  <ul style="list-style-type: none"> <input type="checkbox"/> Did we share our equity plan with all component groups: the staff, families, students, and community stakeholders? <input type="checkbox"/> Did we evaluate our plan to ensure that it does not perpetuate lower expectations for particular student groups? <input type="checkbox"/> Did we include measurable goals to monitor progress that narrows gaps between student groups? <input type="checkbox"/> Did we clearly indicate which groups or individuals are accountable for implementing our equity plan? <input type="checkbox"/> Did we establish a process and schedule for reviewing and updating our equity plan? <input type="checkbox"/> Is our equity plan reflected in and aligned to our strategic plan? <input type="checkbox"/> Have we allocated resources to support the implementation of our plan? |
|---|--|---|

CENTERING EQUITY - NOTES & NEXT STEPS

CONTINUOUS REFLECTION

Ability to reflect on actions, strategies, outcomes, and processes to achieve desired results and goals. Advances continuous learning and improvement.

- 
- ☐ Is data regularly analyzed and disaggregated by student groups? (check all which apply)
 - ☐ Kindergarten readiness (Virginia Kindergarten Readiness Program or VKRP)
 - ☐ Preschool participation
 - ☐ Course level enrollment (accelerated, honors, AP, Gifted, etc.)
 - ☐ Grade point average/achievement scores
 - ☐ Benchmark test scores
 - ☐ Standardized test scores
 - ☐ Referrals for special education evaluation
 - ☐ Special education identification by disability category
 - ☐ Attendance (chronic absenteeism and truancy)
 - ☐ Student discipline referrals
 - ☐ Student suspensions and expulsions
 - ☐ Referral to SRO / law enforcement
 - ☐ Bullying or harassment
 - ☐ Participation in school activities
 - ☐ Per-student funding
 - ☐ Have we established a process to:
 - ☐ Identify equity gaps?
 - ☐ Communicate equity gaps?
 - ☐ Establish data informed equity performance measures?
 - ☐ Communicate equity performance measures to all stakeholders?
 - ☐ Publish equity performance measures?
 - ☐ Do we have an Equity Dashboard?
 - ☐ Have we identified an equity lead for our school/division?
 - ☐ If yes, have we clearly defined their role and communicated it to other staff?
 - ☐ Have we evaluated our school climate survey results?
 - ☐ If yes, is the data disaggregated and analyzed by race/ethnicity?
 - ☐ If yes, is this information used to inform decision making/resource allocation?

CONTINUOUS REFLECTION - NOTES & NEXT STEPS

COURAGEOUS LEADERSHIP

Makes inequities visible. Normalizes conversations about racism and inequity. Disrupts practices that perpetuate inequities. Supports efforts to address equity and racism.



IDENTIFYING INEQUITIES

- ☐ Are enrollments monitored in gifted education and advanced courses for disproportionate representation of student groups (race, language, ability)?
 - ☐ If yes, are these data shared with all component groups: staff, families, and community stakeholders?
 - ☐ Are administrators required to develop a plan to ameliorate these disparities?
 - ☐ Are administrators held accountable for decreasing disproportionate rates of student group representation?
- ☐ Are identifications for special education monitored for disproportionate representation of student groups (race, language, disability)?
 - ☐ If yes, are these data shared with all component groups: staff, families, and community stakeholders?
 - ☐ Are administrators required to develop a plan to ameliorate these disparities?
 - ☐ Are administrators held accountable for decreasing disproportionate rates of student group representation?
- ☐ Are school discipline referrals monitored for disproportionate representation of student groups (race, language, ability)?
 - ☐ If yes, are these data shared with all component groups: staff, families, and community stakeholders?
 - ☐ Are administrators required to develop a plan to ameliorate these disparities?
 - ☐ Are administrators held accountable for decreasing disproportionate rates of student group representation?
- ☐ Are enrollments monitored in CTE (especially high demand pathways) for disproportionate representation of student groups (race, language, ability)?
 - ☐ If yes, are these data shared with all component groups: staff, families, and community stakeholders?
 - ☐ Are administrators required to develop a plan to ameliorate these disparities?
 - ☐ Are administrators held accountable for decreasing disproportionate rates of student group representation?

- ☐ Do we have procedures in place to ensure equitable identification procedures for gifted education and/or other advanced academic programs (e.g. AP, IB, etc.) starting in elementary school?
- ☐ Have we implemented strategies/policies to increase access for students of color in gifted programs or advanced coursework (AP, IB, Dual Enrollment, Specialty Centers, etc.)?
 - ☐ If yes, do we provide targeted support to these students to ensure their success?
- ☐ Does our student code of conduct policy include an equity statement?
- ☐ Has our student code of conduct dress and grooming policies been audited for (please select all that apply):
 - ☐ Gender bias?
 - ☐ Racial bias?
 - ☐ Ethnic bias?
 - ☐ Cultural bias?
 - ☐ Disability bias?

ANTI-RACISM

Anti-racism acknowledges that racist beliefs and structures are pervasive in all aspects of our lives and requires action to dismantle those beliefs and structures. This requires that school leaders hold educators and students accountable when they say and do things that make school unsafe, and that they dismantle systems perpetuating inequitable access to opportunity and outcomes for students historically marginalized by race.¹

- ☐ Has our school board adopted an anti-racism policy?
- ☐ If yes, does our anti-racism policy (please select all that apply):
 - ☐ Identify, remedy, and prevent racially inequitable outcomes?
 - ☐ Examine, remove, and reject all forms of racism?
 - ☐ Prohibit racial discrimination?
 - ☐ Mitigate harassment of students and employees based on race that are both explicit and indirect?
- ☐ Did all component groups the staff, families, students, and community participate in the development of our anti-racism policy?
- ☐ Do we regularly share our anti-racism policy with all component groups the staff, families, students, and community stakeholders?
- ☐ Are school emblems, mascots, team names, nicknames and other symbols free from racial/ethnic bias?

- ☐ Do we have a formalized process to investigate student and family reporting of discrimination, racism, or bias in instruction?
 - ☐ If yes, do we have procedures to regularly communicate this process to families, students, and staff?
- ☐ Does your student code of conduct policy include an anti-racism statement?
- ☐ Do we have a formalized process to investigate student and parent reporting of discrimination, racism, or bias in disciplinary practices?
 - ☐ If yes, do we have procedures to regularly communicate this process to families, students, and staff?
- ☐ Does our student code of conduct include language prohibiting wearing of clothing that displays (please select all that apply):
 - ☐ Confederate symbols or idolatry?
 - ☐ Any item that denotes any racial hate group (Aryan Nations, Aryan Brotherhood, Neo-Nazi, Klu Klux Klan, or other hate groups tracked by the Southern Poverty Law Center)?
- ☐ Have we removed language from our student code of conduct that categorizes racial justice movements (Black Power, Black Lives Matter, La Raza, etc.) as racist, hate speech, or controversial?
- ☐ Do we provide support to encourage participation and the formation of student led affinity groups/clubs for students historically marginalized by race?

RESOURCE ALLOCATION

- ☐ Is there an equitable distribution of experienced teachers among high poverty and low poverty schools?
 - ☐ If yes, what metrics are used to measure this?
- ☐ Is there an equitable distribution of experienced teachers among high minority and low minority schools?
 - ☐ If yes, what metrics are used to measure this?
- ☐ Are staff members trained to identify equity needs and to utilize instructional methods to meet the learning preferences of diverse students and groups?
- ☐ Are opportunities provided for staff at all levels and in all job descriptions to obtain in-service training on our equity priorities?

VIRGINIA IS FOR *all* LEARNERS

COURAGEOUS LEADERSHIP

NOTES & NEXT STEPS

CURRICULUM REFRAMING

Mitigates bias and ensures that diverse groups from all rings of culture are represented, validated, and affirmed. Ensures historical accuracy and reflection of diverse perspectives.



- ☐ Do we include in our textbook review process, evaluation of the content to ensure that it reflects the experiences and perspectives of diverse racial, ethnic, language, religious, and gender groups?
- ☐ Do we provide training to instructional leads on culturally relevant curriculum auditing practices?
- ☐ In the last 12 months, has our division used an audit or tool to evaluate our curriculum for cultural inclusivity and accuracy?
 - ☐ If yes - Select the subjects and grade levels in which curriculum was audited for cultural inclusivity and accuracy (select all that apply):
 - ☐ Preschool/Early Childhood
 - ☐ History & Social Science (all grade spans)
 - ☐ History & Social Science (specific grade spans), Please list on next page.
 - ☐ English & Language Arts (all grade spans)
 - ☐ English & Language Arts (specific grade spans), Please list on next page.
 - ☐ Fine Arts (all grade spans)
 - ☐ Fine Arts (specific grade spans), Please list on next page.
 - ☐ STEM Subjects (all grade spans)
 - ☐ STEM Subjects (specific grade spans), Please list on next page.
 - ☐ Other, please specify on next page.
- ☐ In the last 12 months, has our division used an audit or tool to evaluate our curriculum for gender bias?
 - ☐ If Yes - Select the subjects and grade levels in which curriculum was audited for gender bias (select all that apply):
 - ☐ Preschool / Early Childhood
 - ☐ History & Social Science (all grade spans)
 - ☐ History & Social Science (specific grade spans), Please list on next page.
 - ☐ English & Language Arts (all grade spans)
 - ☐ English & Language Arts (specific grade spans), Please list on next page.
 - ☐ Fine Arts (all grade spans)
 - ☐ Fine Arts (specific grade spans), Please list on next page.
 - ☐ STEM Subjects (all grade spans)
 - ☐ STEM Subject (specific grade spans), Please list on next page.
 - ☐ Other, please specify on next page
- ☐ In the last 12 months, has our division used an audit or tool to evaluate our curriculum for racial and ethnic bias?
 - ☐ If Yes - Select the subjects and grade levels in which curriculum was audited for racial and ethnic bias. (select all that apply):
 - ☐ Preschool/Early Childhood
 - ☐ History & Social Science (all grade spans)
 - ☐ History & Social Science (specific grade spans), Please list on next page.
 - ☐ English & Language Arts (all grade spans)
 - ☐ English & Language Arts (specific grade spans), Please list on next page.
 - ☐ Fine Arts (all grade spans)
 - ☐ Fine Arts (specific grade spans), Please list on next page.
 - ☐ STEM Subjects (all grade spans)
 - ☐ STEM Subjects (specific grade spans), Please list on next page.
 - ☐ Other, please specify on next page.
 - ☐ In the last 12 months, have we evaluated our curriculum to ensure that people with disabilities are shown in the curriculum actively interacting alongside people with and without disabilities?
 - ☐ If Yes - Select the subjects and grade levels in which curriculum was audited to ensure that people with disabilities are shown in the curriculum (select all that apply):
 - ☐ Preschool/Early Childhood
 - ☐ History & Social Science (all grade spans)
 - ☐ History & Social Science (specific grade spans), Please list on next page.
 - ☐ English & Language Arts (all grade spans)
 - ☐ English & Language Arts (specific grade spans), Please list on next page.
 - ☐ Fine Arts (all grade spans)
 - ☐ Fine Arts (specific grade spans), Please list on next page.
 - ☐ STEM Subjects (all grade spans)
 - ☐ STEM Subjects (specific grade spans), Please list on next page.
 - ☐ Other, please specify on next page.
 - ☐ In the last 12 months, has our division used an audit or tool to evaluate our history curriculum for: (select all that apply)?
 - ☐ Historical Accuracy
 - ☐ All grade spans.
 - ☐ Specific grade spans. Please list on next page.
 - ☐ Diverse cultures have representation, validation, and affirmation of diverse cultures:
 - ☐ All grade spans.
 - ☐ Specific grade spans. Please list on next page.

- ☐ Exclusion of stereotypes and perceived deficiencies of historically marginalized/oppressed cultures are avoided in the narrative.
 - ☐ All grade spans.
 - ☐ Specific grade spans. Please list below.
- ☐ Problems faced by historically marginalized/oppressed cultures are not resolved through the benevolent intervention of the dominant culture.
 - ☐ All grade spans.
 - ☐ Specific grade spans. Please list below.
 - ☐ Increase awareness and counter the past effects of bias and discrimination?
 - ☐ All grade spans.
 - ☐ Specific grade spans. Please list below.
- ☐ Is our curriculum deeper learning aligned?
- ☐ Do we have a protocol to ensure that high quality instructional resources are equitably distributed?

CURRICULUM REFRAMING

NOTES & NEXT STEPS

COMPASSIONATE STUDENT & FAMILY ENGAGEMENT

Students and families' voices are valued in decision making. Engagement is culturally and economically competent, asset based, and trauma informed.



FAMILY ENGAGEMENT

- ☐ Have we established protocols to ensure that family engagement strategies and initiatives are developed and implemented through an:
 - ☐ Economic competency lens?
 - ☐ Cultural competency lens?
- ☐ Have we established a process to ensure that engagement and communication strategies are inclusive of the language, dialects, and literacy needs of all families?
- ☐ Have we established a process to ensure that engagement and communication strategies can meet the practical needs of all families (e.g. families that work non-traditional hours)?
- ☐ Does our family & student engagement plan build the capacity of caregivers to support instruction?
 - ☐ If yes, do these supports adequately reflect our instructional delivery model (hybrid, in person, remote/virtual)?
- ☐ Does our family & student engagement plan prioritize outreach to:
 - ☐ Marginalized families and caretakers?
 - ☐ Non-English speaking families?
 - ☐ Families and students experiencing housing insecurity?
 - ☐ Families and students experiencing poverty?
 - ☐ Students and families disconnected as a result of COVID-19 School Closures?
- ☐ Have interpreters been identified for the varied languages needs present in the school community?
- ☐ Do our strategies aim to ensure that students, families and caregivers have access to information AND understand expectations of students?
- ☐ Have we offered training to our teachers and administrators on engaging with families post COVID school closures?

COMMUNICATION & COMMUNITY ENGAGEMENT

- ☐ Have we established protocols to ensure collaboration between our Family Engagement Team and Communications Office?
- ☐ Do we have strategies and procedures to engage non-traditional education stakeholders (i.e. civil rights organizations, out of school providers, health agencies, etc.)?

- ☐ Do we work in partnership with diverse and representative families, businesses, civic and community organizations to:
 - ☐ Enrich curricula?
 - ☐ Develop support and opportunities for all students?
 - ☐ Inform decision making?
 - ☐ Deepen engagement with families?
 - ☐ Do we have procedures to require an accessibility review process for all communication materials?

STUDENT ENGAGEMENT

- ☐ Is there a formalized procedure for receiving and incorporating student voice into decision making?
- ☐ Are there policies and procedures to assure that no student is denied participation in extracurricular or co-curricular activities because of race/ethnicity, language, gender or gender identity, socioeconomic status, disability status, or transportation limitations?
- ☐ Are high expectations for all students clearly articulated?
- ☐ Is guidance and counseling provided starting in elementary school to encourage ALL students to participate in gifted or advanced programming if eligible?
 - ☐ If yes, do we have procedures to regularly communicate these opportunities to families, students, and staff?
 - ☐ Do we communicate these opportunities to families in multiple languages?
 - ☐ Do we provide scaled support to students to ensure success?
- ☐ Is guidance and counseling provided to encourage ALL students to take higher level courses, particularly in the critical filter areas of Honors, STEM, AP, and IB courses?
 - ☐ If yes, do we have procedures to regularly communicate these opportunities to families, students, and staff?
 - ☐ Do we communicate these opportunities to families in multiple languages?
 - ☐ Do we provide scaled support to students to ensure success?
- ☐ Do we have established procedures for communicating student progress and growth to families?
- ☐ Do teacher observations evaluate student engagement efficacy?
- ☐ Do teacher evaluations evaluate implementation of scaled and differentiated instruction?

COMPASSIONATE STUDENT & FAMILY ENGAGEMENT - NOTES & NEXT STEPS

CULTURALLY RESPONSIVE

Culture is centered as a vehicle for learning. School climate fosters affirmation of ALL students. Challenges racial and cultural stereotypes, prejudices, racism, and other forms of intolerance, injustice, and oppression. Validates the inequities impacting student's lives.



- ☐ Do teacher observations include evaluation of activities that are specifically meant to be culturally responsive, or for general inclusion of culturally responsive lessons (race, ethnicity, language, gender or gender identity, religion, and disability)?
- ☐ Do the curricula infuse culturally responsive information into instructional approaches and prepare students for a diverse society and workplace?
- ☐ Have we allocated resources to support strategies to diversify our educator workforce?
- ☐ Have we allocated resources (human and fiscal) for initiatives designed to support teachers of color?
- ☐ Do we examine school and organizational culture periodically to evaluate inclusive practices (i.e. student and employee survey)?
- ☐ Have we established expectations and accountability to ensure that schools provide an inclusive visual environment (halls, displays, and classrooms exhibit pictures and information about diverse students and cultures)?
- ☐ When staff members are evaluated, are competencies in educational equity an integral part of their assessment?
- ☐ Is professional development required or offered as follows: (check all that apply)

	ANTI-RACISM		CULTURAL COMPETENCY	
	REQUIRED	OFFERED	REQUIRED	OFFERED
TEACHERS				
COUNSELORS				
ADMINISTRATORS				
CENTRAL OFFICE PERSONNEL				
SUPPORT STAFF				
TRANSPORTATION STAFF				
ALL SCHOOL DIVISION PERSONNEL				

CULTURALLY RESPONSIVE NOTES & NEXT STEPS

NOTES



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Appendix D: List of Potential Focus Groups for VBCPS Equity Assessment

1. Diversity, Equity and Inclusion – Director & Coordinator (2)
2. Superintendent (1)
3. Senior Staff (14)
4. Department of Teaching and Learning (Chief & Directors)
5. Department of Communication, Community and Family Engagement (Chief, Director and Coordinators)
6. Department of School Leadership (7)
7. Department of Human Resources (10)
8. Human Rights Commission (17)
9. VB Equity Council (29)
10. African American Roundtable (30)
11. Minority Business Council (13)
12. School Board (11)
13. Elementary Teachers
14. Secondary Teachers
15. Elementary School Leaders
16. Secondary School Leaders
17. Title One Parent Engagement Specialists
18. SEAC- Special Education Board
19. Gifted Advisory Board
20. Military-connected students
21. English Language Learner parents/advocates (translator must be made available)
22. Community and Business Partners
23. VBPD liaisons/School Resource Officers (30)
24. Elementary students
25. Secondary students
26. AA students – secondary
27. Office of Student Leadership – part of DOSL (4)
28. Office of Safe Schools (MANDT- SRO program) (5)

Equity Audit Components:

- Hiring Practices/ Diversity of Staff
- Curriculum and Instruction – Written, Taught and Assessed
- Community Perceptions – diverse perspectives
- Discipline practices/processes
- Student Achievement- data collection
- Community and Family Engagement
- Allocation of human, fiscal and capital resources

Appendix E: List of Common Questions Asked for VBCPS Equity Assessment Focus Groups and Interviews

Core Questions asked of all participants

- a) Have you heard about the VBCPS School Board’s Educational Equity policy 5-4?
- b) *If so, how did you hear about it?*
- c) What evidence have you seen or experienced that demonstrates the division values diversity? Please give an example.
- d) Briefly describe, in your own words, what “equity” means to you?
- e) How does VBCPS division demonstrate accountability for making equity a priority in the work you are most familiar?
- f) On a scale of 1 to 5 with one being “Very Unlikely,” and 5 being “Very Likely” how would you *rate the likelihood* that VBCPS will do what it takes to complete the following by 2025?

Equity Emphasis	Very Unlikely (1)	2	Somewhat Likely (3)	4	Very Likely (5)
Identify and address inequities in achievement outcomes.					
Identify and address inequities in discipline problems.					
Identify and address inequities in learning opportunities for students.					
Place a priority on recruiting, retaining, and promoting a workforce reflective of its student population.					
Strengthen connections and communication with families and students in most need of additional support.					
Ensure equitable distribution of human, fiscal, and capital resources across the division.					

- a) What critical issue would VBCPS as a division need to address, if any, to become a model for equitable practices?
- b) What barriers/challenges, if any, must be resolved to address the critical issue you shared/identified?
- c) Those are all my questions. Is there anything you would like to add that I did not think to ask?

Demographics:

- a) What is your race/ethnicity?
- b) What is your gender?
- c) How long have you been a [role specific] in VBCPS?
- d) In VBCPS, overall?

Role Specific Questions

Core Questions for all Teachers

- a) How does your school demonstrate accountability for making equity a priority?
- b) From your experience, how does the division ensure that all voices are included in how practices and policies are developed?
- c) How does your school ensure all voices are included?
- d) Give me an example of how your school demonstrates equity in the hiring practices of teachers.
- e) How does your school demonstrate equity in retaining teachers?
- f) What can your school do differently, if anything, to demonstrate equity in how teachers are promoted?
- g) What resources are easy for you to access that are important to your success as a teacher?
- h) What resources are difficult for you to access that are important to your success as a teacher?
- i) Choosing **ONE** of the following groups, in your opinion, what important resource is currently difficult for you to advocate on their behalf?
 - *Students*
 - *Other Teachers*
 - *Parents*

- j) Imagine that you had a comprehensive Equity Plan that would meet the most important needs of students and their parents. What support would you need from your principal to implement the Equity Plan?
- k) When thinking about disciplinary practices, how would you describe the alignment of VB School policies and how they are enforced across student groups?
- l) In your experience, what have you found to be most helpful to students with culturally responsive teaching?
- m) What have you found to be most challenging about culturally responsive teaching?

Elementary School Teacher Specific Questions

- a) When thinking about preparing students for placement in Honors and AP classes at the middle and high schools, what equity issues still need to be addressed at the elementary school level?
- b) When thinking about preparing students for placement in the VBCPS Academies, what equity issues still need to be addressed at the elementary school level?

Middle School Teacher Specific Questions

- a) When thinking about preparing students for placement in Honors and AP classes, what equity issues still need to be addressed?
- b) When thinking about preparing students for placement in the VBCPS Academies, what equity issues still need to be addressed?

High School Teacher Specific Questions

- a) When thinking about student placement in Honors and AP classes, what equity issues still need to be addressed?
- b) When thinking about student placement in the VBCPS Academies, what equity issues still need to be addressed?

Assistant Principal Core Questions

- a) From your experience, how does the division ensure that all voices are included in how practices and policies are developed? How does your school ensure all voices are included?
- b) Give me an example of how your school demonstrate equity in your hiring practices of teachers and staff in your school.
- c) How does your school demonstrate equity in retaining teachers and staff in your building?
- d) What can your school do differently, if anything, to demonstrate equity in how staff and teachers are promoted?
- e) What approach do you take when prioritizing equity needs presented by your teachers? Staff? Parents?

- f) Choosing **ONE** of the following groups, in your opinion, what important resource is currently difficult for you to advocate on their behalf?
- *Students*
 - *Parents*
 - *VB Community*
 - *Teachers*
 - *Staff*
- g) Imagine that you had a comprehensive Equity Plan that would meet the most important needs of those you serve. What support would you need from your principal to implement the Equity Plan?
- h) When thinking about disciplinary practices, how would you describe the alignment of VB School policies and what is enforced when applied to groups of students?
- i) What has been your proudest moment when you think about how your school has addressed equity?

Elementary and Middle School Assistant Principal Specific Questions

- a) When thinking about placement of students in Honors and AP classes, what equity issues still need to be addressed?
- b) When thinking about preparing students for placement in the VBCPS Academies, what equity issues still need to be addressed?

High School Assistant Principal Specific Questions

- a) When thinking about placement of students in Honors and AP classes, what equity issues still need to be addressed?
- b) When thinking about preparing students for placement in the VBCPS Academies, what equity issues still need to be addressed?

Core Questions for Principals

- a) Give me an example of how you demonstrate equity in your hiring practices of teachers and staff in your school.
- b) How do you demonstrate equity in retaining teachers and staff in your building?
- c) What can your office do differently, if anything, to demonstrate equity in how staff and teachers are promoted?

- d) What approach do you take when prioritizing equity needs presented by your teachers? Staff? Parents?
- e) Choosing **ONE** of the following groups, in your opinion, what important resource is currently difficult for you to advocate on their behalf?
- Students
 - Staff
 - Teachers
 - VB Community
 - Parents
- f) When thinking about disciplinary practices, how would you describe the alignment of VB School policies and what is enforced when applied to groups of students?
- g) Imagine that you had a comprehensive Equity Plan that would meet the most important needs of students, teachers, parents, and staff in your building. What support would you need from Central Office to implement the Equity Plan?
- h) What has been your proudest moment when you think about how your school has addressed equity?

Core Questions for Academy Coordinators

- a) Give me an example of how equity is demonstrated in hiring practices of teachers and staff in areas you are most familiar.
- b) How is equity demonstrated when retaining teachers and staff in areas you are most familiar?
- c) What can be done differently, if anything, to demonstrate equity in how staff and teachers are promoted?
- d) Choosing **ONE** of the following groups, in your opinion, what important resource is currently difficult for you to advocate on their behalf?
- *Students*
 - *Teachers*
 - *Parents*
 - *Staff*
 - *VB Community*
- e) When thinking about disciplinary practices, how would you describe the alignment of VB School policies and what is enforced when applied to groups of students?

- f) When thinking about the entire placement process for your Academy/Program, what equitable practices are still needed?
- g) Imagine that you had a comprehensive Equity Plan that would meet the most important needs of those you serve. What support would you need to implement the Equity Plan?

Core Questions for School Counselor

- a) Give me an example of how equity is demonstrated in hiring practices of teachers and staff in areas you are most familiar at your school.
- b) How is equity demonstrated in retaining teachers and staff in areas you are most familiar in your building?
- c) In your opinion, what can your school do differently, if anything, to demonstrate equity in how staff and teachers are promoted or rewarded?
- d) To be respectful of your time, please choose **ONE** of the following groups and tell us, in your opinion, what important resource is currently difficult for them to access?
 - Students
 - Staff
 - Teachers
 - VB Community
 - Parents
- e) When thinking about disciplinary practices in your school, how would you describe the alignment of VB School policies and what is enforced when applied to groups of students?
- f) Imagine that you had a comprehensive Equity Plan that would meet the most important needs of those you serve. What support would you need from your school's leaders to implement your Equity Plan?

Elementary and Middle School Counselor Specific Questions

- a) When thinking about placement of students in Honors and Advanced Placement (AP) classes, what equity issues do you believe still need to be addressed?
- b) When thinking about preparing students for placement in the VBCPS Academies (i.e., Math and Science Academy, Legal Studies Academy), what equity issues do you believe still need to be addressed?

High School Counselor Specific Questions

- a) When thinking about placement of students in Honors and Advanced Placement (AP) classes, what equity issues do you believe still need to be addressed?
- b) When thinking about student placement in the VBCPS Academies (i.e., Math and Science Academy, Legal Studies Academy), what equity issues do you believe still need to be addressed?

Core Questions for Central Office

- a) What do you believe Central Office, in general, needs to do differently, if anything, to demonstrate equity in how staff are promoted?
- b) What resources, that are important to your success as an individual leader, are easy for you to access?
- c) What important resources are difficult for you to access?
- d) How easy or difficult has it been for you to advocate for the resources needed by those who are under your leadership? (i.e., Central Office staff, teachers, principals, students, etc.)
- e) Imagine that you had one minute to talk with the School Board about equity in Virginia Beach City Public Schools. What would you tell them?

Department of Teaching and Learning

- a) Give me an example of how you support schools in demonstrating equity in their hiring practices of teachers and staff.
- b) How do you support schools in demonstrating equity in retaining teachers and staff?
- c) What can you do differently, if anything, to demonstrate equity in how staff and teachers are promoted?
- d) When thinking about placement of students in Honors and AP classes, what equity issues do you believe still need to be addressed?
- e) When thinking about preparing students for placement in the VBCPS Academies, what equity issues do you believe still need to be addressed?

Department of School Leadership

- a) Give me an example of how you support schools in demonstrating equity in their hiring practices of teachers and staff.
- b) How do you support schools in demonstrating equity in retaining teachers and staff?
- c) What can you do differently, if anything, to demonstrate equity in how staff and teachers are promoted?
- d) What approach do you take when prioritizing equity needs when presented by your teachers? Staff? Parents in the schools?
- e) Imagine that you had a comprehensive Equity Plan that would meet the most important needs of those you serve. What support would you need from the Superintendent or School Board to implement your Equity Plan?

Superintendent

- a) What do you believe central office, in general, needs to do differently, if anything, to demonstrate equity in how staff are promoted?
- b) What approach do you take to prioritize equity needs presented by your senior staff team?
- c) When advocating for equitable resources across your division, what top three resources have been easiest to advocate when working with the School Board?
- d) What top three resources have been more difficult to advocate when working with the School Board?

Equity Council Specific Questions

- a) Please give an example of how your feedback to VBCPS as an Equity Council has made a difference with how the division addresses equity issues.

Human Rights Commission Specific Questions

- b) From your experience, what resources appear to be provided based on the needs of students and parents?
- c) Which resources do not appear to be provided based on needs? Give an example

- d) How easy or difficult has it been for you to access the resources that are important to the success of the students in your community?
 - *Parents in the community?*
 - *Community as a whole?*
- e) Imagine that you had one-minute to talk to the superintendent about equity issues in VBCPS, what would you say to him?
- f) When thinking about disciplinary practices in the schools, how would you describe how VBCPS enforces policies among groups of students?
- g) When thinking about placement of students in Honors and Advanced Placement (AP) classes, what equity issues do you believe still need to be addressed?
- h) When thinking about preparing students for placement in the VBCPS Academies (i.e., Math and Science Academy, Legal Studies Academy), what equity issues do you believe still need to be addressed?

School Board Interview Questions

- a) In your opinion, what important resources are easily accessible to the following groups?
 - *Students*
 - *Teachers*
 - *Parents*
 - *Staff*
 - *VB Community*
- b) In your opinion, what important resources are currently difficult for the following groups to access?
 - *Students*
 - *Teachers*
 - *Parents*
 - *Staff*
 - *VB Community*
- c) How easy or difficult has it been for you, as a board member, to advocate for the resources needed within VBCPS? (i.e., Central Office staff, teachers, principals, students, etc.)

Core Questions for Parents

- a) How easy or difficult has it been for you to advocate for equity at VBCPS?
- b) From your experience, how does the division ensure that all voices are included in how practices and policies are developed?
- c) From your experience, what resources appear to be provided based on the needs of students and parents?
- d) Which resources do not appear to be provided based on needs? Please give an example.
- e) What resources are easy for you to access that are important to the success of your child(ren)?
- f) What resources are difficult for you to access that are important to the success of your child(ren)?
- g) Imagine that you had one-minute to talk to superintendent about equity issues in your child(ren)'s school, what would you say?
- h) When thinking about disciplinary practices, how would you describe the alignment of VB School policies and how they are enforced across student groups?
- i) When thinking about placement of students in higher-level courses such as Gifted, Honors, and Advanced Placement (AP) classes, what equity issues do you believe still need to be addressed?

Middle School Parents

- a) When thinking about placement of students in the VB High School Academies (i.e., Math and Science Academy, Legal Studies Academy), what equity issues do you believe still need to be addressed?

High School Parents

- a) When thinking about placement of students in the VB High School Academies (i.e., Math and Science Academy, Legal Studies Academy), what equity issues do you believe still need to be addressed?

Core Questions for Students

- a) Do you think your school treat students fairly?
- b) Does your school give all students the help they need to do their work and make good grades?
- c) Is it easy or hard for you to get help with school supplies or help with your work at school?

- d) Do you know if it's easy or hard for other students to get school supplies or help with their work at school? *Your parents or other parents you know?*
- e) Imagine that you had one-minute to talk to teachers or principals about treating all students fairly in your school, what would you say?
- f) Tell us what happens when students don't follow the classroom rules or school rules.
- g) Do any of the students get in trouble when they don't follow the rules?
- h) What happens when you do follow the rules?
- i) When thinking about placement of students in higher-level courses such as Gifted, Honors, and Advanced Placement (AP) classes, what equity issues do you believe still need to be addressed?

Middle School Students

- a) When thinking about disciplinary practices in the schools, how would you describe how VBCPS enforces rules and policies among groups of students?
- b) When thinking about placement of students in higher-level courses such as Gifted, Honors, and Advanced Placement (AP) classes, what equity issues do you believe still need to be addressed?
- c) When thinking about placement of students in the VB High School Academies (i.e., Math and Science Academy, Legal Studies Academy), what equity issues do you believe still need to be addressed?

High School Students

- a) When thinking about disciplinary practices in the schools, how would you describe how VBCPS enforces rules and policies among groups of students?
- b) When thinking about placement of students in higher-level courses such as Gifted, Honors, and Advanced Placement (AP) classes, what equity issues do you believe still need to be addressed?
- c) When thinking about placement of students in the VB High School Academies (i.e., Math and Science Academy, Legal Studies Academy), what equity issues do you believe still need to be addressed?

Appendix F: List of Reports and Resources Used for Document Analysis

1. 2019 Leadership Conference; Focus on Equity, Social Emotional Learning (SEL) and Culturally Responsive Practices & Coaching
2. 2020 Volunteer Data (Planning, Innovation & Accountability)
3. Assessment Brief ACT Results for Class of 2018
4. Assessment Brief ACT Results for Class of 2019
5. Assessment Brief for Advanced Placement Results 2017-2018
6. Assessment Brief for Advanced Placement Results 2018-2019
7. Assessment Brief SAT Results for Class of 2018
8. Assessment Brief SAT Results for Class of 2019
9. Assistant Principal Professional Learning Pathways 2020-2021
10. Beyond Compass 2020: The Next Strategic Framework (July 2019)
11. Characteristics of Program Participants for LEAD Aspiring Administrators' Program – April 2021
12. Compass to 2025 Strategic Framework
13. Discipline Five Year Data Fall 2015 thru June 2020
14. Discipline Update 2018-2019 (Senior Staff Retreat)
15. Email with summary of Hispanic Voices information
16. Equity Council Meeting Minutes 1.7.2021
17. Equity Council Meeting Minutes 10.1.2020
18. Equity Council Meeting Minutes 11.5.2020
19. Equity Council Meeting Minutes 12.10.2020
20. Equity Council Meeting Minutes 2.4.2021
21. Equity Council Meeting Minutes 3.17.2021
22. Equity Council Meeting Minutes 4.1.2021
23. Equity Council Meeting Minutes 8.06.2020
24. Equity Council Meeting Minutes 9.17.2020
25. ESL Program (K12): Year-Two Implementation Evaluation from Office of Research and Evaluation 2019-2020
26. Evaluation Brief School Planning Council and Principal Advisory Council 2017
27. Evaluation Brief School Planning Council and Principal Advisory Council 2018
28. Evaluation Brief School Planning Council and Principal Advisory Council 2019
29. Evaluation Brief School Planning Council and Principal Advisory Council 2020
30. Facts & Figures – Fall Student Characteristics 2011-2012 to 2020-2021
31. Gifted Services Update, July 2020 School Board Retreat
32. Goal SEL Activities & Professional Development (SEL, Culturally Responsive Practices, Positive Behavior Interventions and Supports); 2015-2020
33. HR Minority Recruitment Plan (Overview)
34. LEAD Aspiring Administrators Program: Comprehensive Evaluation Report September 2019
35. Local Plan for Gifted Education 2020-2025
36. Memo: 2018 October 9 Citywide Principals' Meeting; Focus Culturally Responsive Practices
37. Memo: Candid Conversations About Race (CCR) 2016-2017; Professional Development series to support Compass to 2020 Goal 3 (Culture of Growth and Excellence)

38. Memo: Region II Leading and Teaching for Equity Conference; Principal conference information.
39. Navigational Markers for Student Enrollment in Rigorous Courses; 5 year report 2015-2019
40. Parent Connection Seminar [YouTube] (Parrott and DeFries, November 15, 2018)
41. PBIS Evaluation Readiness Report September 2019 (A 3 year study)
42. Post-Secondary enrollment update presentation
43. Pre-K Student and Teacher Characteristics 2020-2021
44. Review of the Old Donation School Application and Selection Process of VBCPS
45. SB Policy 3-35 Discipline and Control of Students (Amended February 2019)
46. SB Policy 5-21 Student Suspensions and Expulsions (Amended August 27, 2018)
47. SB Policy 5-34 Student Conduct (Amended November 27, 2018)
48. SB Policy 5-41 Dress Code (Amended April 4, 2006)
49. SB Policy 6-1 Mission Statement / Vision Statement
50. SB Regulation 2-42.1 School Planning Council
51. SOL Five Year Fact Sheet, Spring 2010 thru Spring 2014
52. SOL Five Year Fact Sheet, Spring 2015 thru Spring 2019
53. Special Education Review in VBCPS Executive Summary
54. Staff Characteristics 2010-2011, 2015-2016, 2020-2021
55. Student Characteristics 2016-2017
56. Student Characteristics 2017-2018
57. Student Characteristics 2018-2019
58. Student Characteristics 2019-2020
59. Student Characteristics 2020-2021
60. Student Response Teams (SRT): Status Update for 2019-2020
61. Textbook Implementation Handbook 2021-2022 (Revised January 21, 2021)
62. VBCPS – Eligible Title I Schools 2020-2021
63. VBCPS Code of Student Conduct 2020-2021
64. VBCPS Feeder School System 2020-2021
65. VBCPS Gifted Identification Process (Jonathan Plucker, Ph.D., January 1, 2019)
66. Virginia Beach City Public Schools Core Values
67. Website: About Dr. Aaron Spence

Appendix G: Document Analysis Rubric

Virginia Department Of Education Office of Equity & Community Engagement has developed the Navigating EdEquityVA as a roadmap to support divisions as they dismantle all forms of inequity in Virginia's public education system. Furthermore, VDOE remains committed to principles of anti-racism, cultural proficiency, resource equity and high expectations for all students. The EdEquity VA Compass or Virginia's Equity 5CS establishes Virginia's equity priorities, advances tools and resources to support local school divisions and serves as a framework for the work at hand. The Equity 5C's include Culturally Responsive Educators, Courageous Leaders, Curriculum Reframing, Compassionate Engagement, and Continuous Reflection.

In alignment with VDOE and OECE, Virginia Beach City Public School (VBCPS) developed and approved an Educational Equity Policy 5-4 September 9, 2020. In section C of that equity policy, the school board directs the Superintendent to assess and identify inequitable practices and procedures within the school division. To that end, Quality Measures, LLC was contracted to conduct an assessment of VBCPS steps taken/efforts to dismantle inequities in VBCPS.

This document analysis will use the EdEquity VA Equity Audit Tool as a framework for assessing equity practices in VBCPS. Each category of the Equity Audit Tool has been aligned with the VBCPS Compass to 2025 Strategic Goals. Each goal features an equity emphasis. September of 2019, VBCPSs School Board approved the Educational Equity policy 5-4. A component of that policy requires the School Division leader to assess and identify inequitable practices and procedures within the School Division that have historically or are currently resulting in inequities of opportunity for students and staff. The findings and summary of this document analysis along with focus groups/interviews of key stakeholders will underpin recommendations for developing an Equity Plan (SB Policy 5-4 C.1).

Methodology

The VDOE Equity Audit Tool was used as a framework for assessing the School Division's educational equity efforts and action steps. The audit tool is comprised of centering equity and the 5Cs the VDOE adopted as its lens for the equity work at hand. A sixth component, centering equity, anchors the other categories for establishing equity work in the commonwealth. Centering Equity is described as "equity is layered and evidenced in all decision-making and is reflected in the mission, strategic planning, and resource allocation." Additionally, each category delineates look for when assessing equity or developing an equity plan. Available documents, data, and evaluations named in the audit tool were either requested from VBCPSs Office of Planning, Innovation, and Accountability or were obtained from the VBCPSs website. The data in the collected documents, how the data was used, and who has access to the data are central themes in the audit tool.

It was determined to use an Evidence rubric to denote action steps already taken by the division and to inspire discussion about next steps toward more equitable practices. The rubric consists of four points on a continuum.

Rubric:

No Evidence EdEquity indicator:

Partial evidence of EdEquity indicator:

Usage of the language of EdEquity,

Some components of 5Cs of equity are evident

Some stakeholders are informed and share responsibility for equitable practices

Data collection is occurring, with no indication of using the data for clearly defined decision-making toward equitable practices.

Clear evidence of EdEquity indicator:

Components of the 5Cs of equity are evident

Policy and mission have been developed and communicated with public

Roles have been identified and empowered to implement equitable practices.

Data collection is occurring, with evidence that data informs decision-making toward equitable practices.

Stakeholders are informed and share responsibility of equitable practices

Evaluation of programs are embedded into division practices with clear indicators of equity emphasis,

Evaluation summaries contain recommendations for next steps that include equity emphasis.

VDOE Mission statement:

To advance equitable and innovative learning.

VBCPS Mission Statement:

The Virginia Beach City Public Schools, in partnership with the entire community, **will empower every student to become** a life-long learner who is a responsible, productive and engaged citizen within the global community.

Category 1: Centering Equity

Equity is layered and evidenced in all decision-making. Education equity is clearly defined and reflected in the mission, strategic planning, and resources allocation.

VDOE Centering Equity	VBCPS Compass to 2025 and SB Policy 5-4 Alignment	Evidence/Findings	Rubric Rating
Do we have a mission that clearly articulates our equity goals?		The Division's mission statement includes the statement "will empower every student to become." A clear articulation of equity goals is inferred at best, but not written.	There is Clear Evidence that VBCPS is working to center equity throughout the division
<p>Does our mission statement articulate equitable outcomes for all students?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Race/Ethnicity? <input type="checkbox"/> Gender? <input type="checkbox"/> Native language? <input type="checkbox"/> Ability/Disability? <input type="checkbox"/> Gender identity? <input type="checkbox"/> Sexual orientation? <input type="checkbox"/> Socioeconomic status? <p>Is the mission statement shared regularly with:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Staff? <input type="checkbox"/> Students? <input type="checkbox"/> Families? <input type="checkbox"/> Community Stakeholders? 	<p>VBCPS Mission statement: The Virginia Beach City Public Schools, in partnership with the entire community, will empower every student to become a life-long learner who is a responsible, productive, and engaged citizen within the global community.</p>	<p>The statement, "<i>will empower every student to become</i>" can imply equitable outcomes for all students in the mission statement.</p> <p>Finding the mission statement is located six levels into website.</p> <p>Division mission statement located at VBCPS>About Us>Our Leadership>School Board>Policies and Regulations>Section 6 – Instruction>Mission Statement>Vision Statement 6-1.</p>	
Did all component groups (staff, parents, students, and community stakeholders) participate in the development of the mission statement?		It is noted that one of the "Next Steps" for Beyond Compass to 2020: The Next Strategic Framework, was to present the full Compass to 2025 strategic framework for public comment October 2019. The community input process galvanized over 6591 comments and respondents to surveys.	
<p>Has our school board adopted an equity policy?</p> <ul style="list-style-type: none"> <input type="checkbox"/> If yes, did all components groups (staff, parents, students, and community 	<p>School Board Educational Equity Policy 5-4; E.1 Each school shall post the following public statement: "VBCPS is committed to</p>	<p>VBCPS School Board adopted an Educational Equity Policy 5-4 September 9, 2020</p> <p>Educational Equity policy is embedded in Policies and Regulation Section 5 – "Students"</p>	There is Partial Evidence that VBCPS has developed an equity plan in that the equity assessment it is currently

VDOE Centering Equity	VBCPS Compass to 2025 and SB Policy 5-4 Alignment	Evidence/Findings	Rubric Rating
<p>stakeholders) participate in the development of the equity policy?</p> <p>Is the equity policy shared regularly with:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Staff? <input type="checkbox"/> Students? <input type="checkbox"/> Families? <input type="checkbox"/> Community Partners? 	<p>establishing and sustaining an equitable community that exemplifies the School Division's core values and equity mission to end the predictive value of race, ethnicity... and to ensure each member of the school community's success. The School Board and the School Division reject all forms of unlawful discrimination and harassment as destructive to their core values and strategic goals." The School Division will post this statement on the School Division website and social media sites.</p>	<p>Evidence of sharing equity policy in Equity Council minutes for September 17, 2020 meeting. Subsequent meetings mention components of the policy 5-4, Compass Goals, and VDOE Audit tool 5Cs.</p> <p>During this document analysis, the Division, DEI, nor school websites have posted the SB Policy 5-4 E.1 statement.</p> <p>However, all school websites have posted the Compass to 2025 Strategic Framework</p>	<p>undergoing will underpin an equity plan.</p> <p>The EdEquity Audit Tool may be reviewed as the plan is developed</p>
<p>Do we have an equity plan?</p> <ul style="list-style-type: none"> <input type="checkbox"/> If yes, is our equity plan aligned to our mission statement, and does it reflect our current equity gaps? <input type="checkbox"/> Do we make our plan available in multiple languages? <input type="checkbox"/> Did we use disaggregated data to inform our planning? <input type="checkbox"/> Did we evaluate how our current system of resource allocation contribute to disparities in outcomes? <input type="checkbox"/> Did all component groups (staff, parents, students, and community stakeholders) participate in the 	<p>SB Policy 5-4 section C: The School Board and the School Division will assess the educational equity issues of the School Division and then create an Equity Plan to identify priorities, correct and address the inequities, and review and monitor such efforts.</p>	<p>November 2020, VBCPS contracted Quality Measures, LLC to conduct an equity assessment. The assessment findings will support the VBCPS Equity Team in creating a VBCPS Equity Plan that complements the <i>Compass to 2025 Strategic Framework</i>.</p> <p>During this document analysis, VBCPS does not have an Equity Plan. However this equity assessment will support the development of an Equity plan for the division.</p>	

VDOE Centering Equity	VBCPS Compass to 2025 and SB Policy 5-4 Alignment	Evidence/Findings	Rubric Rating
<p>development of the equity plan?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Did we share our equity plan with all component groups: (staff, parents, students, and community stakeholders) <input type="checkbox"/> Did we evaluate our plan to ensure that it does not perpetuate lower expectations for particular student groups? <input type="checkbox"/> Did we include measurable goals to monitor progress that narrows gaps between student groups? <input type="checkbox"/> Did we clearly indicate which groups or individuals are accountable for implementing our equity plan? <input type="checkbox"/> Did we establish a process and schedule for reviewing and updating our equity plan? <input type="checkbox"/> Is our equity plan reflected in and aligned to our strategic plan? <input type="checkbox"/> Have we allocated resources to support the implementation of our plan? 			

Category 2: Continuous Reflection

Ability to reflect on actions, strategies, outcomes, and processes to achieve desired results and goals. Advances continuous learning and improvement.

VDOE Continuous Reflection	VBCPS Compass to 2025 and SB Policy 5-4 Alignment	Evidence/Findings	Rubric Rating
<p>Is data regularly analyzed and disaggregated by student groups? (Ck all that apply)</p> <ul style="list-style-type: none"> ✓ Kindergarten readiness (Virginia Kindergarten Readiness Program or VKRP) <input type="checkbox"/> Preschool participation ✓ Course level enrollment (accelerated, honors, AP, Gifted, etc.) ✓ Grade point average/achievement scores ✓ Benchmark test scores ✓ Standardized test scores <input type="checkbox"/> Referrals for special education identification by disability category ✓ Attendance (chronic absenteeism and truancy) ✓ Student discipline referrals ✓ Student suspensions and expulsions ✓ Referrals to SRO / law enforcement ✓ Bullying or harassment 	<p>CG 1 Equity Emphasis Identify and address inequities in achievement outcomes by investigating and implementing best practices and seeking innovative solutions.</p> <p>CG 3 Equity Emphasis Identify and address inequities in learning opportunities for students by investigating and implementing best practices and seeking innovative solutions.</p> <p>CG 2.8 Implement procedures to systemically evaluate behavioral and mental health needs and provide programs and</p>	<p>Highlighted areas are disaggregated by student groups.</p> <p>Pre-K demographics are available. However, there is no evidence of posting the information on the VBSPS website for public viewing.</p> <p>There is evidence of disaggregation in 11 out of the 14 components. 1 out of 14 results can be found in on division's website; About Us>Schools>School Data>Data & Research</p> <p>There is evidence of data analysis in each category.</p> <p>Student Response Teams (SRT) is an initiative to assist students in being successful in the general education classroom and offers a multi-tiered system</p>	<p>There is Clear Evidence that VBCPS tracks and disaggregates data for each group. It is unclear if the public has a clear picture of the information.</p>

VDOE Continuous Reflection	VBCPS Compass to 2025 and SB Policy 5-4 Alignment	Evidence/Findings	Rubric Rating
<input type="checkbox"/> Participation in school activities <input type="checkbox"/> Per-student funding	services to meet identified needs. CG 3.8 Further promote and expand equitable access to services and programs that support students' future aspirations, including real-world learning opportunities inside and outside of the classroom facilitated through mutually supportive partnerships.	of academic, behavior, and/or attendance support (Bock, 2020. Student Response Teams (SRT): Status Updates for 2019-2020. Planning, Innovation, and Accountability – Office of Research and Evaluation).	
	SB Policy 5-4 B.7 Equity gap means the disparity in a metric in achievement, opportunity, or treatment that can reasonably be correlated to racial or social inequity practices.	Recommendation: Develop dashboard to display data as reader friendly. Currently	
Have we established a process to: <input type="checkbox"/> Identify equity gaps?	CG 1.3 Develop, implement, and		

VDOE Continuous Reflection	VBCPS Compass to 2025 and SB Policy 5-4 Alignment	Evidence/Findings	Rubric Rating
<ul style="list-style-type: none"> <input type="checkbox"/> Communicate equity gaps? <input type="checkbox"/> Establish data to inform equity performance measures? <input type="checkbox"/> Communicate equity performance measures? <input type="checkbox"/> Publish equity performance measures? 	<p>monitor a K-12 plan for improving mathematic achievement.</p> <p>CG 1.7 Maintain balanced-assessment system with an emphasis on standards-based, performance-based, and student-led assessments to meet internal and external accountability.</p> <p>CG 1.8 Strengthen the use of Student Response Teams (SRTs) to provide academic intervention and acceleration for learners at all school levels.</p> <p>CG 6.3 Use data from a variety of reporting mechanisms (e.g. equity audits, program evaluations, fiscal audits, after action</p>	<p>School Planning Council and Principal’s Advisory Committee both work to develop plans for continuous improvement for their school.</p> <p>There was no clear evidence in the Evaluation Brief that the council or committee specifically addressed equity gaps.</p> <p>Compass to 2025 includes “Potential indicators” for each Compass Goal.</p> <p>The Office of Planning, Innovation, and Accountability provide robust data to inform equity gaps. Summary of findings do not include equity performance measures.</p> <p>Recommendation: Add an Equity recommendation section to Program Evaluations and Research Briefs to address equity performance measures.</p>	

VDOE Continuous Reflection	VBCPS Compass to 2025 and SB Policy 5-4 Alignment	Evidence/Findings	Rubric Rating
	<p>reports) to engage in data-informed decision making.</p> <p>CG 6.5 Keep informed of trends and best practices and implement as appropriate to support the division's vision, mission, and strategic goals.</p> <p>SB Policy D.4 Identifying and acknowledging where lack of access and opportunity may exist in the School Division an may have compounded educational inequities</p>		
Do we have an equity dashboard?	SB E.3 The School Division shall ensure that the public is aware of this policy and the means for students, families, and staff to report inequities and other	At the time of VBCPS Equity assessment, there was no evidence of a dashboard on the division's website	

VDOE Continuous Reflection	VBCPS Compass to 2025 and SB Policy 5-4 Alignment	Evidence/Findings	Rubric Rating
	forms of alleged discrimination and harassment.		
<p>Have we identified an equity lead for our school/division?</p> <p><input type="checkbox"/> If yes, have we clearly defined their role and communicated it to other staff?</p>	<p>SB Policy C.8 The Superintendent, through the Director of Diversity, Equity and Inclusion, shall be responsible for implementation and evaluation of School Division strategies for implementation.</p> <p>SB Policy G: The School Board directs the Superintendent or designee to enforce this Policy and create regulations and practices to implement this Policy. The school board will annually review the division's implementation and take appropriate action to ensure</p>	<p>Office for Diversity, Equity & Inclusion (DEI) is led by Dr. Parrott. The DEI consists of 3 positions; a director, a coordinator (Dr. Sebrina Lindsay-Law), and executive associate (Jody Blaufus). The director of DEI, supported by 2 positions is responsible for</p> <ol style="list-style-type: none"> 1. Reporting equity assessment findings, 1. Has oversight of developing an equity plan for the division (SB Policy C.5), 2. Implementation and evaluation of the Schools division strategies for implementation, 3. Partners with all departments, schools/centers and the broader community to help develop initiatives aimed at fostering more awareness, advocacy, and action, 4. Provides leadership and strategic oversight of equity, 	

VDOE Continuous Reflection	VBCPS Compass to 2025 and SB Policy 5-4 Alignment	Evidence/Findings	Rubric Rating
	compliance and enforcement of this policy.	<div>diversity and inclusion initiatives across the division,</div> <div>5. Serves as liaison to the Virginia Beach Human Rights Commission and the Minority Business Council,</div> <div>6. Is ombudsman for neutral guidance on a variety of equity issues for students and families of VBCPS, and for</div> <div>7. Enforcing the equity policy and create regulations and practices to implement equity policy.</div>	
<p>Have we evaluated our school climate survey results?</p> <p><input type="checkbox"/> If yes, is the data disaggregated and analyzed by race/ethnicity?</p> <p><input type="checkbox"/> If yes, is this information used to inform decision making/resource allocations?</p>	CG 2.1 Provide a safe, welcoming, and inclusive learning environment that is conducive to student learning.	<p>Yes, SCS has been evaluated by a consultant? Information is available in the Research Results section under School Data tab</p> <p>There is no indication that the SCS is used to inform decision-making resource allocations.</p>	

Category 3: Courageous Leadership

Making inequities visible. Normalizing conversations about racism and inequity. Disrupts practices that perpetuate inequities. Supports efforts to address equity and racism.

VDOE Courageous Leadership	VBCPS Compass to 2025 and SB Policy 5-4 Alignment	Evidence/Findings	Rubric Rating
Courageous Leadership: IDENTIFYING INEQUITIES			
<p>Are enrollments monitored in gifted education and advanced courses for disproportionate representation of student groups (race, language, ability)?</p> <ul style="list-style-type: none"> • If yes, are these data shared with all component groups: staff, families, and community stakeholders? • Are administrators required to develop a plan to ameliorate these disparities. • Are administrators held accountable for decreasing disproportionate rates of student group representation? 	<p>CG 1.4 Increase student access and opportunities for advanced level coursework</p> <p>SB Policy 5-4 C.7 The Equity Plan reports and data provided to the School Board will include but not be limited to equity gaps in: student achievement; identification and enrollment in gifted education, enrollment in academies and advanced courses;...”</p>	<p>Enrollments are monitored.</p> <p>Fall 2018 Dr. Rogers and Dr. DeFries requested a consultation with Jonathan Plucker, Ph.D., Stanley Endowed Professor of Talent Development, Johns Hopkins University. January 1, 2019, Dr. Plucker submitted findings on equity issues in gifted identification associated with Old Donation School (ODS). The findings included a comparison of Division, Gifted, and ODS demographics. It was noted in the findings that “the data provide evidence that there are equity concerns with the ODS selection process, specifically for Black and Hispanic students.”</p> <p>Administrators are required to develop plans for continuous improvement.</p>	<p>There is Clear Evidence that VBCPS tracks and disaggregates enrollment data for each program. It is unclear if the public has a clear picture of the information.</p>

VDOE Courageous Leadership	VBCPS Compass to 2025 and SB Policy 5-4 Alignment	Evidence/Findings	Rubric Rating
<p>Are identifications for special education monitored for disproportionate representation of student groups (race, language, ability)?</p> <ul style="list-style-type: none"> • If yes, are these data shared with all component groups: staff, families, and community stakeholders? • Are administrators required to develop a plan to ameliorate these disparities? • Are administrators held accountable for decreasing disproportionate rates of student group representation? 	<p>SB Policy 5-4; E.1</p> <p>Each school shall post the following public statement: “VBCPS is committed to establishing and sustaining an equitable community that exemplifies the School Division’s core values and equity mission to end the predictive value of race, ethnicity... disability and to ensure each member of the school community’s success. The School Board and the School Division reject all forms of unlawful discrimination and harassment as destructive to their core values and strategic goals.” The School Division will post this statement on the School Division website and social media sites.</p>	<p>There is evidence that the identification and referrals for Student Response Team and potentially special education is monitored for disproportionate representation of student groups. In the Program Evaluation Briefs, the SRT reports African American Males are disproportionately referred for interventions for success in the general education classroom.</p> <p>African-American males are disproportionately represented in the Students with Disability category.</p> <p>The VBCPS (2010) Responsibilities Pertaining to Students with Disabilities documents identification of students, timelines, and other legal procedural safeguards including parental rights. There is no evidence of how many students are referred to the program by subgroups.</p>	

VDOE Courageous Leadership	VBCPS Compass to 2025 and SB Policy 5-4 Alignment	Evidence/Findings	Rubric Rating
	<p>CG 1.5 Implement and share teaching practices that foster deeper learning and engagement and are adaptable to diverse student needs (with emphasis on African American makes and students with disabilities).</p> <p>CG 1.8 Strengthen the use of Student Response Teams (SRTs) to provide academic intervention and acceleration for learners at all school levels.</p>		
<p>Are school discipline referrals monitored for disproportionate representation of student groups (race, language, ability)?</p> <ul style="list-style-type: none"> If yes, are these data shared with all component groups: staff, families, and community stakeholders? Are administrators required to develop a plan to ameliorate these disparities? 	<p>SB Policy 5-4 D.6 Requiring mandatory training for all SB Members and staff regarding: implicit bias and how it produces inequitable practices and outcomes; cultural awareness and culturally responsive teaching and</p>	<p>Yes, discipline records are monitored and reported in detail to Senior Staff in Power Point format.</p> <p>In December 2020 Equity Council meeting, the Coordinator of Office of Student Leadership share discipline data that revealed VBCPS's inequitable discipline outcomes</p>	<p>There is Clear Evidence that VBCPS tracks and disaggregates data for each group. It is unclear if the public has a clear picture of the information.</p>

VDOE Courageous Leadership	VBCPS Compass to 2025 and SB Policy 5-4 Alignment	Evidence/Findings	Rubric Rating
<ul style="list-style-type: none"> Are administrators held accountable for decreasing disproportionate rates of student group representation? 	<p>educational practices; improve culturally responsive practices in order to serve the School Division's diverse student and communities.</p> <p>CG 2 Equity Emphasis: Engage in culturally responsive practices division-wide. Identify and address inequities in discipline practices by investigating and implementing best practices and seeking innovative solutions.</p> <p>CG 2.9 Continue to use Student Response Teams (SRTs) and the positive behavioral interventions and supports (PBIS) framework to provide social, emotional, and behavioral support to students</p>	<p>and Virginia Board of Education's New Model Guidance for Positive and Preventative Code of Student Conduct Policy and Alternatives to Suspension. The new model will be used for revising approaches to code of conduct and the need for positive environments.</p> <p>There is no evidence of sharing the discipline information with additional public groups.</p>	

VDOE Courageous Leadership	VBCPS Compass to 2025 and SB Policy 5-4 Alignment	Evidence/Findings	Rubric Rating
<p>Are enrollments monitored in CTE (especially high demand pathways) for disproportionate representation of student groups (race, language, ability)?</p> <ul style="list-style-type: none"> • If yes, are these data shared with all component groups: staff, families, and community stakeholders? • Are administrators required to develop a plan to ameliorate these disparities? • Are administrators held accountable for decreasing disproportionate rates of student group representation? 		<p>There is evidence that enrollments are monitored in CTE. There is no evidence that it is monitored specifically for disproportionate representation of student groups.</p>	<p>There is Clear Evidence that VBCPS tracks and disaggregates data for each group. It is unclear if the public has a clear picture of the information.</p>
<p>Do we have procedures in place to ensure equitable identification procedures for gifted education and/or other advanced academic programs (e.g. AP, IB, etc.) starting in elementary school?</p> <p>Have we implemented strategies/policies to increase access for students or color in gifted programs or advanced coursework (AP, IB, Dual Enrollment, Specialty Centers, etc.)?</p>	<p>SB 5-4 D.3 School Board Commitment to Adopting processes, practices, and initiatives to ensure an equitable school community inclusive of diversity, race, color, religion, national origin, sex, sexual orientation/gender identity, pregnancy status, disability, or genetic information,</p>	<p>2020-2021 Gifted plan highlights presented at SB Retreat SU20 gave plans to implement findings from Dr. Plunker’s feedback to include updating identification, professional training, in addition to messaging of Gifted program</p>	

VDOE Courageous Leadership	VBCPS Compass to 2025 and SB Policy 5-4 Alignment	Evidence/Findings	Rubric Rating
<input type="checkbox"/> If yes, do we provide targeted support to these students to ensure their success?	have the opportunity to benefit from establishment of high standards and provision of access, support...		
<p>Does our student code of conduct policy include an equity statement?</p> <p>Has our student code of conduct dress and grooming policies been audited for (please select all that apply):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Gender bias? <input type="checkbox"/> Racial bias? <input type="checkbox"/> Ethnic bias? <input type="checkbox"/> Cultural bias? <input type="checkbox"/> Disability bias? 		<p>Student Dress Code includes the statement.</p> <p>"It is the Policy of the School Board (Policy 5-7) to prohibit any and all discrimination, harassment and bullying based on an individual's race, color, religion, national origin, sex, sexual orientation, gender identity, pregnancy, childbirth or related medical conditions, age, marital status, disability, genetic information or veteran status."</p> <p>Each principal is responsible for writing details of that building's dress code. Policy 5-7 sets guidelines to address bias in building dress codes.</p>	

VDOE Courageous Leadership	VBCPS Compass to 2025 and SB Policy 5-4 Alignment	Evidence/Findings	Rubric Rating
Courage Leadership: ANTI-RACISM			
Acknowledges that racist beliefs and structures are pervasive in all aspects of our lives and requires action to dismantle those beliefs and structures. This requires that school leaders hold educators and students accountable when they say and do things that make school unsafe, and that they dismantle systems perpetuating inequitable access to opportunity and outcomes for students historically marginalized by race	<p>SB Policy 5-4 B.1 The School Board acknowledges that complex societal and historical factors have contributed to educational inequities within the School Division.</p> <p>B.2 The school board will be intentional in its efforts to replace factors that may lead to inequities, including racism, discrimination, harassment and prejudice with attitudes and behaviors that reflect acceptance, belonging, compassion, integrity, understanding, fairness, cooperation and respect.</p>	VBCPS School Board policy 5-4 acknowledges the historical and complex social factors that have contributed to educational inequities.	<p>There is Partial Evidence that VBCPS acknowledges Anti-racism beliefs. The division has experienced some struggles regarding community input on the topic.</p> <p>The division continues to work toward equity of student benefits and outcome.</p>
Has the school board adopted an anti-racist policy?	SB Policy E.1 Includes a statement that the "Division rejects all	The SB policy 5-4 Section D commits to identifying and	

VDOE Courageous Leadership	VBCPS Compass to 2025 and SB Policy 5-4 Alignment	Evidence/Findings	Rubric Rating
<ul style="list-style-type: none"> <input type="checkbox"/> Do we have a formalized process to investigate student and family reporting of discrimination, racism, or bias in instruction? <ul style="list-style-type: none"> <input type="radio"/> If yes, do we have procedures to regularly communicate this process to families, students and staff? <input type="checkbox"/> Does the student code of conduct include an anti-racism statement? <input type="checkbox"/> Do we have a formalized process to investigate student and parent reporting of discrimination, racism, or bias in disciplinary practices? <ul style="list-style-type: none"> <input type="radio"/> If yes, do have procedures to regularly communicate this process to families, students and staff? <input type="checkbox"/> Does our student code of conduct include language prohibiting wearing of clothing that displays (please select all that apply): <ul style="list-style-type: none"> <input type="radio"/> Confederate symbols or idolatry? 	<p>necessary. Nothing in this policy will prevent any person from reporting such discrimination, harassment, or bullying directly to the Superintendent / or designee.</p>	<p>Butler(Lac Courte Oreilles Indian Reservation) to address renaming mascots. It was reported that seven VBCPS have mascots that reference Native American imagery. Guest shared that if the name or image was not offensive, the name does not need to be changed, but increasing opportunities to learn about Native American culture is preferable.</p> <p>Formalized process to investigate reports of discrimination, racism, or bias</p> <p>The student code of conduct includes a “Notice of Non-Discrimination Policy” and includes a process for reporting discrimination. This statement and process is typically located at the end of research documents from Office of Planning, Innovation, and Accountability as well as the Student Code of Conduct.</p>	

VDOE Courageous Leadership	VBCPS Compass to 2025 and SB Policy 5-4 Alignment	Evidence/Findings	Rubric Rating
<ul style="list-style-type: none"> ○ Any item that denotes any racial hate group (Aryan Nations, Aryan Brotherhood, Neo-Nazi, Klu Klux Klan or other hate groups tracked by the Southern Poverty Law Center? □ Have we removed language from our student code of conduct that categorizes racial justice movements (Black Power, Black Lives Matter, La Raza, etc.) as racist, hate speech, or controversial? □ Do we provide support to encourage participation and the formation of student led affinity groups/clubs for students historically marginalized by race? 		<p>SB Policy 5-41 describes gang-related activity and gang-related messages in dress code.</p> <p>Specific hate groups are not mentioned in code of conduct or dress code.</p> <p>Recommendation: Add statement of rejection that “In an effort to dismantle beliefs, structures, and systems of inequities, if a student/staff believe they have been discriminated against...”</p>	
Courageous Leadership: RESOURCE ALLOCATION			
<p>Is there an equitable distribution of experienced teachers among high poverty and low poverty schools?</p> <p>□ If yes, what metrics are used to measure this?</p> <p>Is there an equitable distribution of experienced teachers among high</p>		<p>According to the Student and Staff Characteristics 20-21 report, Teacher years of experience in Title I schools range from 8-15 years while Academy and Tech school</p>	

VDOE Courageous Leadership	VBCPS Compass to 2025 and SB Policy 5-4 Alignment	Evidence/Findings	Rubric Rating
<p>minority and low minority schools?</p> <p><input type="checkbox"/> If yes, what metrics are used to measure this?</p> <p>Are staff members trained to identify equity needs and to utilize instructional methods to meet the learning preferences of diverse students and groups?</p> <p>Are opportunities provided for staff at all levels and in all job descriptions to obtain in-service training on our equity priorities?</p> <p>Talking Points</p>		<p>teacher experience ranges from 13-24 years.</p> <p>The division offers and makes mandatory numerous trainings on identifying equity needs and cultural responsiveness. The division also participates in Region 2 Equity Conferences.</p> <p>There is evidence that administrators, counselors, teachers, and non-instructional staff participate in trainings.</p>	

Category 4: Curriculum Reframing

Mitigates bias and ensures that diverse groups from all rings of culture are represented, validated, and affirmed. Ensures historical accuracy and reflection of diverse populations.

VDOE Curriculum Reframing	VBCPS Compass to 2025 and SB Policy 5-4 Alignment	Evidence/Findings	Rubric Rating
<p>Do we include in our textbook review process, evaluation of the content to ensure that it reflects the experiences and perspectives of diverse racial, ethnic, language, religious and gender groups?</p> <p>Do we provide training to instructional leads on culturally relevant curriculum auditing practices?</p>	<p>SB Policy 5-4 Section</p> <p>F.1 Curriculum and instructional materials for all grades shall reflect diversity and include a range of perspectives and experiences particularly those of historically underrepresented groups.</p> <p>F.2 All curriculum materials shall be examined for bias by the Department of Teaching and Learning.</p>	<p>Using the Textbook Adoption Process 2020-2021 document from the Department of Teaching and Learning, a review process of the content to ensure experiences and perspectives of diverse racial, ethnic, language, religious and gender groups was not evident.</p> <p>The mission for the department of Teaching and Learning does include an articulation of “equity” for 21st century learners.</p> <p>“The mission of the Department of Teaching and Learning is to provide a comprehensive continuum of rigorous, authentic curricula and assessments while supporting differentiated instruction focused on equity and excellence for 21st century learners (front page). “</p>	<p>There is Partial Evidence that VBCPS is reframing the curriculum. However, the Division continues to offer professional development on SEL, PBIS, and Culturally Responsive Classrooms/Practices.</p>

VDOE Curriculum Reframing	VBCPS Compass to 2025 and SB Policy 5-4 Alignment	Evidence/Findings	Rubric Rating
		It is noted on page 10 of the textbook adoption packet there should be a review and modification of the textbook evaluation instrument Spring 2021. This review may include review for cultural inclusivity, gender, racial, and ethnic bias being included on new evaluation tools for textbooks.	
<p>In the last 12 months, has our division used an audit or tool to evaluate our curriculum for cultural inclusivity and accuracy?</p> <p><input type="checkbox"/> If yes – Select the subjects and grade levels in which curriculum was audited for cultural inclusivity and accuracy (select all that apply):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Preschool/Early Childhood <input type="checkbox"/> History & Social Science (all grade spans) <input type="checkbox"/> History & Social Science (specific grade span) Please list on next page <input type="checkbox"/> English & Language Arts (all grade spans) <input type="checkbox"/> English & Language Arts (specific grade spans) 		<p>The Virginia Department of Education writes curriculum for Virginia schools.</p> <p>There was no evidence of an audit or tool to evaluate curriculum for cultural inclusivity, but there was language to address accuracy to content.</p>	

VDOE Curriculum Reframing	VBCPS Compass to 2025 and SB Policy 5-4 Alignment	Evidence/Findings	Rubric Rating
<p>Please list on next page</p> <ul style="list-style-type: none"> ○ Fine Arts (all grade spans) ○ Fine Arts (specific grade spans) <p>Please list on next page</p> <ul style="list-style-type: none"> ○ STEM Subjects (all grade spans) ○ STEM Subjects (specific grade spans) <p>Please list on next page</p> <ul style="list-style-type: none"> ○ Other, please specify on next page 			
<p>In the last 12 months, has our division used an audit or tool to evaluate our curriculum for gender bias?</p> <p><input type="checkbox"/> If yes – Select the subjects and grade levels in which curriculum was audited for gender bias (select all that apply):</p> <ul style="list-style-type: none"> ○ Preschool/Early Childhood ○ History & Social Science (all grade spans) ○ History & Social Science (specific grade span) <p>Please list on next page</p> <ul style="list-style-type: none"> ○ English & Language Arts (all grade spans) 		<p>There was no evidence of an audit or tool to evaluate curriculum for gender bias.</p>	

VDOE Curriculum Reframing	VBCPS Compass to 2025 and SB Policy 5-4 Alignment	Evidence/Findings	Rubric Rating
<ul style="list-style-type: none"> ○ English & Language Arts (specific grade spans) Please list on next page ○ Fine Arts (all grade spans) ○ Fine Arts (specific grade spans) Please list on next page ○ STEM Subjects (all grade spans) ○ STEM Subjects (specific grade spans) Please list on next page ○ Other, please specify on next page 			
<p>In the last 12 months, has our division used an audit or tool to evaluate our curriculum for racial and ethnic bias?</p> <p><input type="checkbox"/> If yes – Select the subjects and grade levels in which curriculum was audited for racial and ethnic bias (select all that apply):</p> <ul style="list-style-type: none"> ○ Preschool/Early Childhood ○ History & Social Science (all grade spans) ○ History & Social Science (specific grade span) Please list on next page 		There was no evidence of an audit or tool to evaluate curriculum for ethnic bias.	

VDOE Curriculum Reframing	VBCPS Compass to 2025 and SB Policy 5-4 Alignment	Evidence/Findings	Rubric Rating
<ul style="list-style-type: none"> ○ English & Language Arts (all grade spans) ○ English & Language Arts (specific grade spans) Please list on next page ○ Fine Arts (all grade spans) ○ Fine Arts (specific grade spans) Please list on next page ○ STEM Subjects (all grade spans) ○ STEM Subjects (specific grade spans) Please list on next page ○ Other, please specify on next page 			
<p>In the last 12 months, have we evaluated curriculum to ensure that people with disabilities are shown in the curriculum actively interacting alongside people with and without disabilities?</p> <p><input type="checkbox"/> If yes – Select the subjects and grade levels in which curriculum was audited to ensure that people with disabilities are shown in the curriculum (select all that apply):</p>		There was no evidence of an audit or tool to evaluate curriculum for ability bias.	

VDOE Curriculum Reframing	VBCPS Compass to 2025 and SB Policy 5-4 Alignment	Evidence/Findings	Rubric Rating
<ul style="list-style-type: none"> ○ Preschool/Early Childhood ○ History & Social Science (all grade spans) ○ History & Social Science (specific grade span) Please list on next page ○ English & Language Arts (all grade spans) ○ English & Language Arts (specific grade spans) Please list on next page ○ Fine Arts (all grade spans) ○ Fine Arts (specific grade spans) Please list on next page ○ STEM Subjects (all grade spans) ○ STEM Subjects (specific grade spans) Please list on next page ○ Other, please specify on next page 			

Category 5: Compassionate Student & Family Engagement

Students and families' voices are valued in decision making. Engagement is culturally and economically competent asset based, and trauma informed.

VDOE: Compassionate Student & Family Engagement	VBCPS Compass to 2025 and SB Policy 5-4 Alignment	Evidence/Findings	Rubric Rating
FAMILY ENGAGEMENT			
<p>Have we established protocols to ensure that family engagement strategies and initiatives are developed and implemented through an:</p> <p><input type="checkbox"/> Economic competency lens?</p> <p><input type="checkbox"/> Cultural competency lens?</p> <p>Have we established a process to ensure that engagement and communication strategies are inclusive of the language, dialects, and literacy needs of all families?</p> <p>Have we established a process to ensure that engagement and communications strategies can meet that practical needs of all families (e.g. families that work non-traditional hours)?</p>		<p>VBCPS has robust information for families and community on the division website.</p> <p>VBCPS has implemented a Department of Communication and Community Engagement that oversees outreach to families and community organizations.</p> <p>VBCPS has established a <i>Hispanic Voice group</i>. This group works to “identify needs and concerns” in the Hispanic community. The group partners with local businesses to identify vulnerable areas and Provide resources.</p> <p>Title I schools are required to write Parent and Family Engagement Policy/Plan and Procedures. The plan includes language that economic and cultural competency lens are used. For example, plans</p>	<p>There is Clear Evidence that VBCPS is working to connect with the community. Efforts to connect with the community increased during COVID-19 protocol and safety migrations.</p>

VDOE: Compassionate Student & Family Engagement	VBCPS Compass to 2025 and SB Policy 5-4 Alignment	Evidence/Findings	Rubric Rating
		<p>include flexibility with location, days, and times of community activities. Also, there is consideration of language barriers to continuously expand participation of community stakeholders.</p> <p>Division and school level sites make information available in languages appropriate for their borough.</p>	
<p>Does our family & student engagement plan build the capacity of caregivers to support curriculum?</p> <p><input type="checkbox"/> If yes, do these supports adequately reflect our instructional delivery model (hybrid, in person, remote/virtual)?</p>			
<p>Does our family & student engagement plan prioritize outreach to:</p> <p><input type="checkbox"/> Marginalized families and caretakers?</p> <p><input type="checkbox"/> Non-English-speaking families?</p>			

VDOE: Compassionate Student & Family Engagement	VBCPS Compass to 2025 and SB Policy 5-4 Alignment	Evidence/Findings	Rubric Rating
<input type="checkbox"/> Families and students experiencing housing insecurity? <input type="checkbox"/> Families and students experiencing poverty? <input type="checkbox"/> Students and families disconnected as a result of COVID-19 School Closures?			
<p>Have interpreters been identified for the varied languages needs present in the school community?</p> <p>Do our strategies aim to ensure that students, families and caregivers have access to information AND understand expectations of students?</p> <p>Have we offered training to our teachers and administrators on engaging with families post COVID school closures?</p>			
COMMUNICATION & COMMUNITY ENGAGEMENT			
Have we established protocols to ensure collaboration between our Family Engagement Team and Communications Office?		VBCPS has a robust information for families and community on the division website.	

VDOE: Compassionate Student & Family Engagement	VBCPS Compass to 2025 and SB Policy 5-4 Alignment	Evidence/Findings	Rubric Rating
<p>Do we have strategies and procedures to engage non-traditional education stakeholders (i.e. civil rights organizations, out of school providers, health agencies, etc.)?</p> <p>Do we work in partnership with diverse and representative families, businesses, civic and community organizations to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Enrich curricula? <input type="checkbox"/> Develop support and opportunities for all students? <input type="checkbox"/> Inform decision making? <input type="checkbox"/> Deepen engagement with families? <input type="checkbox"/> Do we have procedures to require an accessibility review process for all communication materials? 		<p>VBCPS has implemented a Department of Communication and Community Engagement that oversees outreach to families and community organizations.</p> <p>Each Title I school has guidelines to annually adopt a Parent and Family Engagement Plan. This plan outlines the partnership and roles families, parents, and students will play in school success, meeting dates, and offering to provide the policy in “a language parents can understand.” 12 out of 17 Title I schools (70.5%) have a plan posted.</p> <p>Recommendation: Non-Title I schools can modify their school success plans and post the roles of parent, teacher, administration toward school success.</p>	
STUDENT ENGAGEMENT			
Is there a formalized procedure for receiving and incorporating		The office of the Superintendent oversees a Student Advisory Council. There is student	

VDOE: Compassionate Student & Family Engagement	VBCPS Compass to 2025 and SB Policy 5-4 Alignment	Evidence/Findings	Rubric Rating
<p>student voice into decision-making?</p> <p>Are there policies and procedures to assure that no student is denied participation in extracurricular or co-curricular activities because of race/ethnicity, language, gender or gender identity, socioeconomics, disability status, or transportation limitation?</p> <p>Are high expectations for all students clearly articulated?</p>		<p>presence on Principal's Advisory Council.</p> <p>Surveys and other documents are translated into four most common non-English languages spoken by EL students (Spanish, Tagalog, Chinese, and Vietnamese)</p> <p>Recommendation: Remove the term "non-English" where used to read</p> <p>Surveys translated into four most common non-English languages spoken by EL students (Spanish, Tagalog, Chinese, and Vietnamese)</p>	
<p>Is guidance and counseling provided starting in elementary school to encourage ALL students to participate in gifted or advanced programming if eligible?</p> <p><input type="checkbox"/> If yes, do we have procedures to regularly communicate these opportunities to families, students, and staff?</p> <p><input type="checkbox"/> Do we communicate these opportunities to families in multiple languages?</p>			

VDOE: Compassionate Student & Family Engagement	VBCPS Compass to 2025 and SB Policy 5-4 Alignment	Evidence/Findings	Rubric Rating
<input type="checkbox"/> Do we provide scaled support to students to ensure success?			
<p>Is guidance and counseling provided to encourage ALL students to take higher level courses particularly in the critical filter areas of Honors, STEM, AP, and IB courses?</p> <input type="checkbox"/> If yes, do we have procedures to regularly communicate these opportunities to family, students, and staff?		<p>Parent information night. Information on courses, and procedures for applying to academies are shared on Parent information night.</p> <p>RECOMMENDATION Develop a way to calculate audience demographics. This can set foundation on who is really getting the information.</p>	
<p>Do we have established procedures for communicating student progress and growth to families?</p> <p>Do teacher observations evaluate student engagement efficacy?</p> <p>Do teacher observations evaluate implementation of scaled and differentiated instruction?</p>		<p>Performance indicators included in observation tools were not available during the document analysis.</p>	

Category 6: Culturally Responsive

Culture is centered as a vehicle for learning. School climate fosters affirmation of ALL students. Challenges racial and cultural stereotypes, prejudices, racism, and other forms of intolerance, injustice, and oppression. Validates the inequities impacting student's lives.

VDOE: Culturally Responsive	VBCPS Compass to 2025 and SB Policy 5-4 Alignment	Evidence/Findings	Rubric Rating
Do teacher observations include evaluation of activities that are specifically meant to be culturally responsive, or for general inclusion of culturally responsive lessons (race, ethnicity, language, gender or gender identity, religion, and disability)?	SB 5-4 D.9 Requiring that administrator and teacher personnel evaluation systems incorporate culturally responsive teaching practices.	March 2021, VDOE updated Performance Standards with interim guidelines for divisions on evaluation tools. The evaluation tool should include clear expectations for culturally responsive lessons and activities.	<p>There is Partial Evidence that VBCPS is working to increase culturally responsive practices by offering numerous professional development opportunities including seminars, book talks, and conferences.</p> <p>However, the demographics for a diversified workforce have shown little to no change with overrepresentation of Caucasian, instructional and administrative staff.</p>
Do the curricula infuse culturally responsive information into instructional approaches and prepare students for a diverse society and workplace?	<p>SB 5-4 F.3 The School Division shall develop, support, and implement curriculum and instruction as well as educational resources that have been reviewed and determined not to promote bias.</p> <p>SB 5-4 F.4 Classroom instructional activities and extracurricular programs shall be designed to provide opportunities for</p>		

VDOE: Culturally Responsive	VBCPS Compass to 2025 and SB Policy 5-4 Alignment	Evidence/Findings	Rubric Rating
	cross-cultural and cross-racial interactions that foster respect for diversity. The School board supports interschool activities that will allow students to experience the diversity within their schools and the School Division.		
<p>Have we allocated resources to support strategies to diversify our educator workforce?</p> <p>Have we allocated resources (human and fiscal) for initiatives designed to support teachers of color?</p>	<p>CG 4.1 Remain focused on providing a competitive compensation and benefit plan that includes differentiated compensation for hard to staff positions and schools.</p> <p>CG 4.3 Support intentional, focused, and innovative recruitment and retention efforts to increase the diversity and quality of various applicant pools.</p>	<p>CG 4 Equity Emphasis: Place a priority on recruiting, retaining, and promoting a workforce representative of our diverse student population.</p> <p>A minority recruitment plan (overview) for teachers of color does exist. However little to no evidence of retention plan for teachers of color has been found.</p> <p>According to the Student and Staff Demographics 2020-2021 and the Staff Characteristic reports, gaps between racial/ethnic instructional/administrative staff and student populations have</p>	

VDOE: Culturally Responsive	VBCPS Compass to 2025 and SB Policy 5-4 Alignment	Evidence/Findings	Rubric Rating
	<p>CG 4.4 Promote and expand resources to support the health and well-being of all staff.</p> <p>SB 5-4 D.8 Increasing equity, diversity, and inclusion in the School Division by addressing identified practices, where they may exist, that contribute to discrepancies in recruitment, hiring, and retention practices.</p>	<p>been consistent for the past three years. For example, “forty-six percent (46%) of all VBCPS students are Caucasian, while instructional staff are 82 % and administrative staff are 73%.</p> <p>LEAD AAP is a program that offers instructional staff and current administrators who aspire to be principals or who want to take on more administrative responsibilities the opportunity to participate in the Aspiring Administrator Program (AAP). Tier 1 are instructional staff who aspire to leadership positions.</p> <p>September 2019 and April 2021 LEAD AAP program both reflect the gap regarding the level of diversity in preparing future administrators.</p> <p>September 2019 comprehensive evaluation report of LEAD AAP clarified that cohorts consisted of returning members. By the conclusion of the third cohort, there were a total of 42</p>	

VDOE: Culturally Responsive	VBCPS Compass to 2025 and SB Policy 5-4 Alignment	Evidence/Findings	Rubric Rating
		<p>participants. 7 out of 42 (17%) of the participants were African American, 1 out of 42 (2%) were Hispanic, 34 out of 42 (81%) were Caucasian. It is noted that, for various reasons, 12 participants dropped out of the program. Five of the 12 that dropped out of the program were promoted to assistant principal or administrator positions. Race nor gender of participants were indicated. The April 2021 update indicated a fourth cohort was in progress. However, there were zero Hispanic participants in the fourth cohort. It is noted that 0 Hispanics completed neither the AAP nor the APP programs.</p> <p>According to September 2019 evaluation report, the AAP program manager and Department of School Leadership (DOSL) invite aspiring administrators to join the LEAD cohorts.</p> <p>Recommendations</p> <ol style="list-style-type: none"> 1. Evaluate the process for inviting cohort members to 	

VDOE: Culturally Responsive	VBCPS Compass to 2025 and SB Policy 5-4 Alignment	Evidence/Findings	Rubric Rating
		<p>the LEAD AAP and APP program using an equity lens.</p> <p>2. Include in retention and recruitment plan a Mentoring program for teachers of color to include language that inspire teachers of color to aspire to administrative positions.</p>	
<p>Do we examine school and organizational culture periodically to evaluate inclusive practices (i.e. student and employee survey)?</p> <p>Have we established expectations and accountability to ensure that schools provide an inclusive visual environment (halls, displays, and classrooms exhibit pictures and information about diverse students and culture)?</p>	<p>CG 2.1 Provide a safe, welcoming, and inclusive learning environment that is conducive to student learning.</p> <p>CG 2.3 Engage in culturally responsive practices in the classroom, school, and division level.</p>	<p>There is evidence that the School Climate Survey results are available on VBCPS Data and Research page.</p> <p>There is no evidence of how this information is used to support the navigation of equity in VBCPS</p> <p>March 2021, VDOE updated Performance Standards with interim guidelines for divisions on evaluation tools. The evaluation tool should include clear expectations for an inclusive visual environment.</p> <p>Compass to 2025 goal 2.1 and 2.3 contain evidence of expectation of inclusive learning environment and culturally</p>	

VDOE: Culturally Responsive	VBCPS Compass to 2025 and SB Policy 5-4 Alignment	Evidence/Findings	Rubric Rating
		<p>responsive practices in the classroom.</p> <p>RECOMMENDATION: Review language that encourages, monitors, and evaluates this expectation in teacher evaluation or classroom walkthrough.</p>	
When staff members are evaluated, are competencies in educational equity an integral part of their assessment?	CG 4.2 ensure employee evaluation process alignment with new strategic framework that focuses on self-reflection, growth, effective feedback and coaching	March 2021, VDOE updated Performance Standards with interim guidelines for divisions on evaluation tools. The evaluation tool should include clear expectations for equity as an integral part of assessment.	
Is professional development required or offered as follows: (check all that apply)	<p>CG 4.6 Provide a variety of personalized professional learning opportunities to all staff to support their professional growth and implementation of the strategies in Compass to 2025</p> <p>SB 5-4 D.6 Requiring mandatory training</p>	<p>There are numerous offered and mandatory professional development opportunities for culturally responsive practices.</p> <p>As evidenced in the SEL Goals and Leadership Conference lists of professional development documents, between 2015 and 2020 there were:</p> <p>744 SEL related PD (258 mandatory)</p>	

VDOE: Culturally Responsive	VBCPS Compass to 2025 and SB Policy 5-4 Alignment	Evidence/Findings	Rubric Rating
	for all School Board Members and staff regarding: implicit bias and how it produces inequitable practices and outcomes; cultural awareness and culturally responsive teaching and educational practices; improve culturally responsive practices in order to serve the School Division's diverse students and communities.	<p>258 out of 744 PD were mandatory or 34.5% of SEL PD were mandatory</p> <p>8 out of 72 CRP PD were mandatory or 11% were mandatory</p> <p>3 out of 56 PBIS PD were mandatory or 5% were mandatory for participation.</p>	

There are 5 categories of documents in the chart below. Those categories were identified and created by VBCPS. Folders were created in Sharepoint and documents were uploaded according to the folder topic. There is also a sixth category for documents, Website. These were documents accessed through the VBCPS website. These documents were accessed for two reasons. 1) Fill in the gaps of information and 2) assess what information was readily available to the public. It is noted that one category folder created by VBCPS, Allotted Resources, contained one document, VBCPS Core Values. That document was embedded into the Website section of this chart. There were a total of 53 documents analyzed during this assessment. Documents uploaded into Sharepoint were then categorized by the EdEquity Audit tool categories.

Document Name in SharePoint Folders or Website access	What it was used for	Notes / DRAFT Recommendations
Hiring Practices Folder		
Staff and Students Demographics 2020-2021 by Office of Planning, Innovation, and Accountability February 2021 (Spiral booklet report)	Develop a past and current picture of Administrators and teachers in comparison to student demographics.	
LEAD – Aspiring Administrative/Principal Program: Comprehensive Evaluation for September 2019 and Characteristics of LEAD Program April 2021	Evidence for developing new administrators to include equity and diversity practices/considerations and demographics.	Sept2019 Cohort included 1 session on Lei-ing The Foundation for Culturally Responsive Practices.
6 Excel documents Student and staff characteristics from 2010-2020	Given the equity training in the division, trends in student/teacher/administrator demographics.	Little to no movement in percentages over time.
List of Title 1 Schools	Cross reference, does administrative and instructional staff racial make-up reflect that of student population? Emphasis on Title 1, Academies, CTE buildings, and teacher years of experience.	Research gives evidence just 1 minority teacher increases the likelihood that a student would go to college (ANNOTATE!).
Minority recruitment plan (Overview)	Recruitment, hiring, retention of minority administration, instructional staff, and other staff	
Student Characteristics as of the Fall 2020 (At-A-Glance)		

Document Name in SharePoint Folders or Website access	What it was used for	Notes / DRAFT Recommendations
Goal SEL Activities 2015-2020	Listing of SEL, Culturally responsive, PBIS professional development offerings	Robust data collected and tracked
2019 Leadership Conference (division administrators)	Presence of Equity, SEL, poverty, CRP	721 Attendees 137 Session offered
Memorandum: AP Professional Learning Pathway for 2020-2021	Professional learning considerations for equity and its components	Restorative Approach to Discipline LEAD, Equity Centered Coaching, the Science of reading are “optional” for APs who are P3 and above
Memorandum: September 2016, Candid Conversations about Race		Principals nominate 1 representative from each school to attend all 6 CCR sessions; 12 PLP points; person will work with their school as CCR Ambassador
9 Equity Council minutes report	Dissemination of information and community engagement and learning about equity efforts in the division	
Memorandum: September 2018, October Citywide for Principals’ Meeting	Presence of equity professional learning with leadership	CRP, Specially Designed Instruction, Teach disposition, Learning Leadership and Innovative Leadership Dispositions
Memorandum: June 2019, Region II Leading and Teaching for Equity Conference – Final Update	Leaders and teachers professional learning with equity as a focus	450 participants with 1500 teachers and administrators form Region II schools; VB Convention Center

Document Name in SharePoint Folders or Website access	What it was used for	Notes / DRAFT Recommendations
Curriculum & Instruction		
Standardized test gap group pass rates; SOL Fact Sheets	Any gaining trends for traditionally marginalized students	
List of division training	Evidence of PD for equity, SEL in instruction, cultural responsiveness in curriculum for teachers	
Textbook adoption evaluation plan & forms	Any evidence of equity or diversity considerations	
Discipline Practices		
End Of Year Discipline Presentation 2018-2019 School Year (Included data over last 3 years)	Evidence of division overrepresentation/underrepresentation in referrals, suspension and expulsions in marginalized populations	Ppt. designated for Sr. Staff. Shared with Equity Council Next steps: Continue collecting and reporting to leadership
Student Code of Conduct 2020-2021	Investigate the presence of an “Anti-Racist” statement including bias in dress code.	Develop an anti-racist statement in opening pages.
SB Policy 5-35 Discipline and Control of students	Given the overrepresentation of minority students who receive discipline referrals and suspensions, who is responsible for writing referrals, suspensions, and expulsion of students ?	Principals, administrators, teachers, bus drivers, and other supervising staff
SB Policy 5-41 Dress Code	Review policy against hate groups disparaging messages on clothing	Addresses clothing with alcohol, lewd graphics, illegal substances and “gang-related” but does not address disparaging messages about other groups
Excel Spreadsheet of Discipline Data 2015-2020	Trends in discipline of groups	Robust data collected

Document Name in SharePoint Folders or Website access	What it was used for	Notes / DRAFT Recommendations
PBIS Evaluation Readiness – a 3 Year Study Office of Research & Evaluation	Presence of equity considerations	PBIS schools higher percentage of minority, identified SpEd, and fewer gifted students in comparison to non-PBIS schools
Student Conduct SB Policy 5-34	Who creates conduct guidelines and who enforces guidelines	Teachers and administrators enforce and exact referrals and consequences
Student Suspensions and Expulsions SB Policy 5-21	Presence of equity considerations	
Student Achievement		
SpEd demographics	Review for evidence of division overrepresentation/underrepresentation in referrals, suspension and expulsions in marginalized populations	
Post-secondary enrollment Power point presentation	Post-secondary college enrollment demographics as an outcome for student achievement	
Screening and Identification process from	Process for screening 1 st grade to assess opportunities for biased selection.	
Gifted Service Plan	Criteria for gifted designation and AP enrollment	
Academy and gifted demographics	Under/Over representation of student groups	
Dr. Plucker's consultant feedback on Gifted identification in VBCPS (January 1, 2019)	Review identification associated with Old Donation School (ODS).	
SB Retreat Dept of Teaching and Learning Gifted Services Update (July 7, 2020)	Procedures to ensure equitable identification procedures for gifted education	

Document Name in SharePoint Folders or Website access	What it was used for	Notes / DRAFT Recommendations
Review of the ODS Application and Selection Process for VBCPS	Presence of Equity in identifying, recruiting, and selection for gifted program	Submitted by Center for Gifted Education W&M
Assessment Brief for AP Results 2017-2018	Under/Over Representation of marginalized groups	
SOL 5 Year Fact Sheet 2010	Changes or trends in achievement gap among student groups	
SOL 5 Year Fact Sheet 2015	Changes or trends in achievement gap among student groups	
Student (and Community) Engagement		
Volunteer Data By hours and by # of volunteers	Evidence of community engagement Comparison of volunteer hours across socioeconomic neighborhood	
VBCPS Feeder School System	Determine which HS does Title I schools feed into	
SB Regulation 2-42.1 School Planning Counsel	SB Policy regulation 2-42.1 empower community involvement; Evidence of Equity conversations in School planning counsel	Purpose is to review and monitor a school plan for continuous improvement. Members include school partners, volunteers, parents, and as feasible, students.
Email with summary of <i>Hispanic Voices</i> information	Evidence of Compassionate Student & Family Engagement	
Pre-K Student and Teacher Characteristics	Descriptive demographics of students and teachers in the VBCPS pre-K program	Similar trends with previously reported demographics; ratio gap between students and instructional staff
Websites		
VBCPS	Research Results and Evaluation of programs, presence of SB Policy 5-4 E.1	

Document Name in SharePoint Folders or Website access	What it was used for	Notes / DRAFT Recommendations
	statement, access to pertinent information for educational opportunities in special programs.	
About Dr. Aaron Spence	Centering equity message	30% of message is equity
DEI and Equity Council Meeting Minutes August 2020 – April 2021 (9 Documents)	Community Access to division's progress toward equitable practices (Equity Council)	
School Planning Counsel (SPC) SB Regulation 4-42.1	Community Access to plans for student achievement/growth. Evidence of languages that reflect community.	Shared responsibility for the Divisions Strategic Action agenda
Strategic Plan: Compass to 2025	Community access to division's vision, goals, framework. Evidence of languages that reflect the community (HI compliance)	
Equity Dashboard examples in Region 2	Community access to evidence of measurable goals; Compass to 2025 equity emphasis goals	Design and phase in Equity Dashboard. Possible phase 1 division demographics for student enrollment, SB Policy 5-4, and Compass Goals Strategic Framework
Special Education Review in VBCPS Executive Summary	Determine availability of number of referrals for special education identification by disability category by subgroup. This document explains the identification of students, timelines, and other legal procedural safeguards including parental rights. However, there is no evidence of how many students are referred to the program by subgroups.	
Student Response Teams (SRT): Status Update for 2019-2020	Determine availability of referrals for special education identification by disability category by subgroup. SRT data logs	

Document Name in SharePoint Folders or Website access	What it was used for	Notes / DRAFT Recommendations
	provide information on students being referred to special education committee, 504 or English as a second language. Those data were not available to QM, LLC.	
ESL Program (K12): Year-Two Implementation Evaluation from Office of Research and Evaluation 2019-2020	Evidence of community engagement and opportunities to address language as possible obstacle	Surveys translated into four most common non-English languages spoken by EL students (Spanish, Tagalog, Chinese, and Vietnamese)
VBCPS Core Values	Presence of intentional equity lens	
Beyond Compass to 2020: The Next Strategic Framework (School Board presentation; ppt)	Evidence of historical equity work and voice of student and community voice	6000 responses 591 comments Internal and external stakeholders
VBCPS Educational Equity SB Policy 5-4	Guiding document to center equity	
Breakdown of 2013-2014 Discipline Information from VBCPS data warehouse	Balanced representation of student groups with discipline referrals, suspensions and expulsions	
SB Policy 6-1: Mission Statement/Vision Statement	Evidence of equity in division mission as guiding document to center equity	Last revision 2008
Parent Connection Seminar 11/15/2018 Parrott and DeFries host (YouTube)	Family & Community Engagement event	

Appendix H: Document Analysis Narrative Summary

Compass Goal 1: Educational Excellence Challenge and support all students to excel academically by demonstrating the foundational literacies, core knowledge, and transferable life skills outlined in the VBCPS Graduate Profile

Equity Emphasis will identify and address inequities in achievement outcomes by investigating and implementing best practices and seeking innovative solutions.

Achievement outcomes, enrollment and performance in advanced courses are listed as potential indicators. Achievement outcomes and trends for SOL Assessments, Advanced Placement exams, ACT, and SAT are as follows

VBCPS Standards of Learning Outcomes

VBCPS provided an SOL Five Year Fact Sheet for all SOL Assessments. Starting in the third grade, students are assessed either in Reading/Writing, Math, Science, and History. The scores are reported by grade level and gap groups. Gap groups consist of racial groups, Students with Disabilities (SWD), Economically Disadvantaged students, and Limited English Proficient (LEP) students and seeks to document trends in achievement. From 2015-2019 of the 29 content assessments administered from elementary to high school, there has been a consistent narrowing of the achievement gap on 20 of the content assessment's outcomes. There was either no movement or a widening of an achievement gap in the remaining 9 areas. For example, Chemistry, World History 1, US History, and World Geography show the achievement gap among the gap groups is widening. Caucasian students are outperforming other groups. Sample screenshot of reports for 4th grade narrowing achievement gaps and widening of achievement gaps for end of course world geography, world history, and US History SOLs.

GRADE 4

GRADE 4 READING									
PASSING RATES	2015	2016	2017	2018	2019	'19-'18	'19-'17	'19-'15	
Total Passing	79.56	82.02	85.64	87.04	85.20	-1.84	-0.44	5.64	
Caucasian	86.19	88.36	91.07	92.76	89.91	-2.84	-1.16	3.72	
Afr American	64.30	68.97	73.57	74.51	72.65	-1.86	-0.92	8.35	
Hispanic	77.22	77.09	82.99	83.08	84.24	1.16	1.25	7.03	
Asian	90.88	89.24	89.55	93.35	91.82	-1.53	2.27	0.95	
Multiracial	78.11	83.65	87.92	88.85	88.20	-0.65	0.28	10.10	
SWD	43.93	45.41	49.47	52.19	46.59	-5.60	-2.87	2.67	
POV	69.34	72.44	77.93	79.28	76.71	-2.56	-1.22	7.37	
Afr American Males	61.92	63.93	68.41	68.97	67.27	-1.70	-1.14	5.35	
GAPS	2015	2016	2017	2018	2019	'19-'18	'19-'17	'19-'15	
Cauc vs Afr American	21.89	19.39	17.50	18.25	17.26	-0.98	-0.24	-4.62	
Cauc vs Hispanic	8.97	11.27	8.08	9.67	5.67	-4.00	-2.41	-3.30	
Non-SWD vs SWD	39.73	40.98	40.62	38.82	43.36	4.54	2.74	3.63	
Non-POV vs POV	17.12	16.43	12.92	13.93	14.81	0.88	1.89	-2.31	

GRADE 4 MATHEMATICS									
PASSING RATES	2015	2016	2017	2018	2019	'19-'18	'19-'17	'19-'15	
Total Passing	88.32	86.28	85.89	86.95	90.22	3.27	4.33	1.90	
Caucasian	92.46	91.27	91.26	92.35	93.63	1.29	2.37	1.17	
Afr American	79.03	74.86	73.93	75.21	79.74	4.53	5.81	0.71	
Hispanic	86.85	82.71	82.09	82.44	90.50	8.06	8.41	3.65	
Asian	96.03	95.17	94.57	96.26	97.19	0.93	2.62	1.16	
Multiracial	86.55	87.82	86.62	87.74	93.23	5.49	6.61	6.68	
SWD	56.24	54.32	48.23	53.32	59.10	5.78	10.87	2.86	
POV	80.96	78.36	79.06	79.21	84.50	5.29	5.44	3.54	
Afr American Males	79.42	71.61	71.73	73.56	78.26	4.70	6.53	-1.16	
GAPS	2015	2016	2017	2018	2019	'19-'18	'19-'17	'19-'15	
Cauc vs Afr American	13.43	16.41	17.33	17.13	13.89	-3.24	-3.44	0.46	
Cauc vs Hispanic	5.61	8.56	9.18	9.91	3.13	-6.77	-6.04	-2.48	
Non-SWD vs SWD	35.76	35.76	42.26	37.46	34.93	-2.54	-7.34	-0.84	
Non-POV vs POV	12.32	13.57	11.43	13.91	9.98	-3.93	-1.45	-2.34	

EOC WORLD GEOGRAPHY									
PASSING RATES	2015	2016	2017	2018	2019	'19-'18	'19-'17	'19-'15	
Total Passing	95.00	96.21	94.48	93.76	92.97	-0.79	-1.51	-2.03	
Caucasian	98.25	98.45	98.24	98.03	97.45	-0.58	-0.79	-0.80	
Afr American	84.64	88.89	84.51	80.51	78.29	-2.22	-6.22	-6.35	
Hispanic	94.74	94.87	92.36	91.10	88.89	-2.21	-3.47	-5.85	
Asian	97.55	100.00	96.77	97.75	98.31	0.56	1.54	0.77	
Multiracial	95.04	97.71	96.06	95.58	95.18	-0.40	-0.88	0.14	
SWD	75.00	80.95	60.53	61.90	46.34	-15.56	-14.18	-28.66	
POV	86.75	91.01	85.32	86.41	83.42	-2.99	-1.90	-3.33	
Afr American Males	86.09	88.89	83.72	75.15	74.52	-0.63	-9.20	-11.56	
GAPS	2015	2016	2017	2018	2019	'19-'18	'19-'17	'19-'15	
Cauc vs Afr American	13.60	9.56	13.73	17.52	19.15	1.64	5.42	5.55	
Cauc vs Hispanic	3.51	3.57	5.88	6.93	8.56	1.63	2.68	5.05	
Non-SWD vs SWD	20.52	15.63	34.72	32.88	48.62	15.74	13.90	28.09	
Non-POV vs POV	11.19	7.04	12.60	10.59	13.48	2.89	0.88	2.29	

EOC WORLD HISTORY I									
PASSING RATES	2015	2016	2017	2018	2019	'19-'18	'19-'17	'19-'15	
Total Passing	81.23	77.91	79.86	78.59	77.36	-1.22	-2.49	-3.87	
Caucasian	87.05	85.58	86.53	86.22	84.26	-1.96	-2.27	-2.79	
Afr American	66.67	60.59	64.41	62.52	60.87	-1.66	-3.55	-5.80	
Hispanic	81.06	75.77	80.65	76.20	77.21	1.01	-3.44	-3.85	
Asian	93.93	88.79	91.32	92.92	91.18	-1.74	-0.15	-2.75	
Multiracial	85.93	85.51	82.60	78.72	81.98	3.26	-0.61	-3.95	
SWD	54.18	46.41	51.52	50.00	46.82	-3.18	-4.70	-7.36	
POV	70.74	66.22	69.03	67.96	67.81	-0.15	-1.22	-2.93	
Afr American Males	69.38	59.49	64.03	62.70	59.85	-2.86	-4.18	-9.54	
GAPS	2015	2016	2017	2018	2019	'19-'18	'19-'17	'19-'15	
Cauc vs Afr American	20.38	24.99	22.12	23.70	23.39	-0.31	1.28	3.01	
Cauc vs Hispanic	5.99	9.81	5.87	10.02	7.05	-2.97	1.17	1.06	
Non-SWD vs SWD	29.77	34.90	31.71	32.07	34.27	2.19	2.56	4.49	
Non-POV vs POV	16.50	19.21	18.46	18.15	16.44	-1.71	-2.02	-0.06	

EOC WORLD HISTORY II									
PASSING RATES	2015	2016	2017	2018	2019	'19-'18	'19-'17	'19-'15	
Total Passing	80.99	82.42	81.80	77.49	78.83	1.34	-2.97	-2.16	
Caucasian	86.61	87.26	87.79	83.97	83.93	-0.04	-3.86	-2.68	
Afr American	64.94	66.96	65.84	61.28	64.94	3.66	-0.89	0.00	
Hispanic	79.42	83.38	81.69	78.00	76.88	-1.12	-4.81	-2.54	
Asian	90.38	89.03	87.38	88.43	91.30	2.87	3.92	0.92	
Multiracial	82.87	86.99	82.91	73.90	75.57	1.67	-7.34	-7.30	
SWD	58.18	60.49	54.55	45.95	43.81	-2.14	-10.74	-14.37	
POV	70.35	71.01	71.04	65.69	68.36	2.67	-2.68	-1.99	
Afr American Males	69.17	68.42	67.49	62.17	62.97	0.81	-4.52	-6.19	
GAPS	2015	2016	2017	2018	2019	'19-'18	'19-'17	'19-'15	
Cauc vs Afr American	21.67	20.30	21.95	22.69	18.99	-3.71	-2.96	-2.68	
Cauc vs Hispanic	7.19	3.88	6.10	5.97	7.05	1.08	0.96	-0.14	
Non-SWD vs SWD	23.98	22.98	28.58	32.92	36.25	3.33	7.67	12.27	
Non-POV vs POV	15.25	16.50	15.85	18.10	15.62	-2.48	-0.23	0.37	

EOC VA & US HISTORY									
PASSING RATES	2015	2016	2017	2018	2019	'19-'18	'19-'17	'19-'15	
Total Passing	87.05	86.16	87.20	85.72	68.73	-17.00	-18.47	-18.32	
Caucasian	92.22	92.03	92.82	92.04	79.56	-12.48	-13.26	-12.66	
Afr American	74.40	71.67	73.68	72.06	52.46	-19.60	-21.22	-21.93	
Hispanic	85.40	86.24	85.37	83.47	66.82	-16.66	-18.55	-18.59	
Asian	93.62	91.96	91.92	90.88	74.56	-16.32	-17.36	-19.06	
Multiracial	89.78	88.76	90.19	87.63	72.67	-14.97	-17.52	-17.12	
SWD	57.89	53.41	53.48	49.73	21.35	-28.37	-32.13	-36.54	
POV	77.28	73.97	76.48	75.94	54.94	-21.00	-21.54	-22.34	
Afr American Males	76.01	72.11	74.44	73.55	53.68	-19.87	-20.76	-22.33	
GAPS	2015	2016	2017	2018	2019	'19-'18	'19-'17	'19-'15	
Cauc vs Afr American	17.82	20.35	19.14	19.98	27.09	7.11	7.96	9.28	
Cauc vs Hispanic	6.81	5.78	7.45	8.57	12.74	4.17	5.29	5.93	
Non-SWD vs SWD	31.47	35.47	36.32	38.91	52.44	13.52	16.12	20.97	
Non-POV vs POV	14.12	17.78	15.95	14.81	23.66	8.85	7.72	9.54	

Enrollment in Rigorous Courses

Advanced Placement (AP) Assessment Briefs indicated that there is an upward trend of students taking AP courses. However, White students maintained 59%-60% of the enrollment in rigorous courses from 2014 to 2018. On average, African Americans held 13% of enrollment, Asian Pacific Islanders held 10.6%, Hispanic Latino held 8.3%, Two or More races held 7.25% of AP course enrollment over the same time period. Table 1 lists enrollment numbers and the average percent of enrollment over the four years reported in the VBCPS Assessment Briefs.

Table 1. VBCPS Advance Placement Enrollment from 2014-2018

Ethnic Group	2014-2015	2015-2016	2016-2017	2017-2018	Average % of enrollment
African American/Black	842	919	945	954	13%
Asian/Pacific Islander	709	733	725	770	10.6%
Hispanic/Latino	567	592	595	604	8%
Two or More	499	504	520	588	7.3%
Caucasian/White	3,803	4,057	4,223	4,299	59.3%
ALL	6,441	6,825	7,022	7,233	

Note: Data in chart are in percentages.

There is a consistent gap in results for students who took the AP exam. From 2015 to 2018, on average, 37% of African American students, 61.3% of Asian students, 51% of Hispanic students, 57.3% of Two or more race students, and 61% of White students who took the exam scored a 3, 4, or 5.

Table 2. VBCPS Advance Placement Exam: Percent of Students Scoring 3, 4, or 5 on Exam

Ethnic Group	2015-2016	2016-2017	2017-2018
African American / Black	36%	37%	39%
Asian	61%	59%	64%
Caucasian / White	62%	60%	61%
Hispanic	51%	49%	53%
Two or More	56%	58%	58%

Note: Data in chart are in percentages.

VBCPS Gifted Services Selection

At the time of this report the Gifted Services Updates were presented at the 2020 School Board Retreat. The report included action steps recommended by Dr. Jonathan Plucker findings of the gifted selection process. The findings noted that there were some inequities given the consistent rate of selection with minimal variances. Table 3 shows the percent of students by ethnic group selected to receive gifted services between 2016 and 2020 school years. With the exception of Caucasian/White, Females, SWD, all other student groups show an upward trend in enrollment.

Table 3. Percent of Students by Ethnic Group Selected to Receive Gifted Services from 2016-2020

Student Group	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
African American / Black	8.7	8.8	8.8	9.0	9.2
American Indian	.3	.2	.2	.2	.2
Asian	9.1	9.5	9.7	9.8	10.6
Caucasian	65.5	64.3	63.3	62.4	60.8
Hispanic	7.0	7.2	7.7	8.0	8.5
NatHawPacific	.7	.6	.6	.6	.6
Multiracial	8.7	9.5	9.6	10.0	10.2
Female	50.4	50.2	49.8	49.4	48.8
Male	49.6	49.8	50.2	50.6	51.2
Econ Disadv	17.5	18.0	18.8	20.1	21.3
LEP	.6	1.1	1.1	1.1	1.5
SWD	2.2	2.4	2.4	2.3	2.3

Note: Data in chart are in percentages.

Student Response Team Referrals (SRT)

Student Response Teams (SRT): Status Update for 2019-2020 indicated that Economically Disadvantaged and male groups make up the largest percentage of students referred for attendance, behavior, or academic concerns. If concerns are not resolved through the SRT process, students may be referred to child study and eligibility for special education services. SRT referrals relative to grade level division demographics indicates that African American students are more likely to be referred in elementary and middle school, while Caucasian students are more likely to be referred at the high school level. Relative to grade level, student group, and division populations, 60% of elementary students referred were economically disadvantaged while 42% of elementary students were reported as economically disadvantaged at the division level. Data for Economically disadvantaged students by division grade level was sourced in the Equity Assessment Student Characteristics document for 2019-2020 school year.

Table 4. SRT Referrals by Student Group

Student Group		Elementary	Middle School	High School
Econ Disadvantaged	SRT Referred	60.7%	72.4%	53.5%
	Division pop	42.0%	42.2%	36.1%
African American	SRT Referred	35.5%	40.1%	28.9%
	Division pop	22.2%	23.0%	24.0%
Hispanic	SRT Referred	14.1%	13.8%	12.5%
	Division pop	13.3%	12.6%	10.7%
Asian	SRT Referred	1.1%	1.4%	4.3%
	Division pop	5.7%	6.4%	6.6%
Caucasian	SRT Referred	37.6%	35.9%	47.4%
	Division pop	47.5%	47.2%	48.7%

Note: Data in chart are in percentages.

VBCPS Special Education Services by Student group

Exceptional learner student groups show some fluctuations with membership. However, African American students and Caucasian students receiving services shows a downward trend over the last five years. Hispanic, Multiracial, economically disadvantaged, and Limited English Proficiency (LEP) groups appear to experience a slight upward trend in membership.

Table 5. Students Receiving Special Education Services in VBCPS over 5 years

Student Groups	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	Notes
African American / Black	30.7	31.4	30.4	29	30.1	Sluggish downward trend
American Indian	.3	.3	.4	.3	.3	
Asian	2.5	2.8	2.7	2.7	2.6	
Caucasian / White	47.3	45.7	45.9	45.3	44.1	Downward trend
Hispanic	11.0	11.3	11.5	12.7	12.7	Upward trend
NatHawPaclsland	.4	.4	.4	.5	.5	
Multiracial	7.8	8.1	8.8	9.2	9.6	Upward trend
Female	33.2	33.3	32.7	33.4	33.4	
Male	66.8	66.7	67.3	66.6	66.6	
Econ Disadvantaged	50.4	50.1	50.8	52.7	53.8	Upward trend
Gifted	2.8	2.9	3.3	3.3	3.5	Upward trend
LEP	1.2	1.2	1.3	1.9	2.2	Upward trend

Note: Data in chart are in percentages.

VBCPS CTE Enrollment by Student group

Student group enrollments in CTE programs have been consistent between 2016 and 2020 school years. However, Asian, Hispanic, Multiracial, and economically disadvantaged students have experienced an increase in enrollment in that enrollment percentages of these student groups have been consistently higher over the five year period.

Table 6. VBCPS CTE Enrollment by Student Group

Student Groups	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	Notes
African American / Black	24.6	24.0	22.8	24.0	24.4	
American Indian	.2	.3	.3	.1	.2	
Asian	4.6	4.2	5.6	7.4	6.0	Upward trend
Caucasian / White	52.7	52.5	50.5	48.3	50.1	
Hispanic	9.6	11.0	11.3	10.6	11.0	Upward trend
NatHawPacIsland	.9	.7	.4	.5	.2	
Multiracial	7.3	7.3	9.1	9.1	8.2	Upward trend
Female	35.5	34.0	33.2	34.0	36.2	
Male	64.5	66.0	66.8	66	63.8	
Econ Disadvantaged	32.9	33.4	36.5	37.5	35.8	Upward trend with some fluctuation
SWD	18.3	16.8	16.3	15.3	13.7	Downward trend

Note: Data in chart are in percentages.

Compass Goal 2: *To engage in culturally responsive practices division wide. Identify and address inequities in discipline practices by investigating and implementing best practices and seeking innovative solutions.*

Over the past five years, VBCPS has offered numerous PD for SEL strategies, and culturally responsive practices in the classroom including mental health.

SEL strategies and culturally responsive practices are intended support instructional staff with further development of equity lens. At the time of this report, 2018-2019 discipline practices resulted in the following

According to the End-Of-Year Discipline Presentation, African American and Economically disadvantaged students were overrepresented in referrals and suspensions. During the 2018-2019 school year, males, African American, and economically disadvantaged student groups remain more likely to receive referral and/or suspension for behavior violations. For example, the presentation reported that 41% of middle school referrals were given to African American students, 18% to Caucasian students, and 35% to Economically Disadvantaged students. While the suspension rates are comparable for all grade levels, the overrepresentation of African American and economically disadvantaged student referrals and suspensions are evident. The chart lists male referrals and suspensions. While there are fewer referrals and suspensions for female students, the trend is the same for female African American, economically disadvantaged, and students with disabilities as with their male counterparts.

Table 7. End-Of-Year Discipline Presentation 2018-2019 (Male students in VBCPS)

	Elementary		Middle School		High School	
Total # of Referrals and Suspensions for males	5,581 Referrals	2,411 Suspensions	7,813 Referrals	4,330 Suspensions	7,214 Referrals	3,378 Suspensions
African American / Black	22	13	48	36	37	23
Caucasian	9	4	25	15	24	13
Hispanic	11	6	30	20	26	13
Multiracial	12	5	30	19	28	17
Economic Disadvantaged	18	10	43	30	36	22
SWD	19	12	41	30	32	21

Note: Data in chart are in percentages.

Table 8. End-Of-Year Discipline Presentation 2018-2019 (Female students in VBCPS)

	Elementary		Middle School		High School	
Total # of Referrals and Suspensions for females	1,075 Referrals	417 Suspensions	3,669 Referrals	1,864 Suspensions	3,945 Referrals	1,644 Suspensions
African American / Black	8%	4%	34%	22%	29%	15%
Caucasian	2%	1%	10%	5%	14%	6%
Hispanic	4%	1%	15%	9%	20%	10%
Multiracial	3%	1%	16%	9%	19%	6%
Economic Disadvantaged	6%	3%	27%	17%	27%	13%
SWD	7%	3%	25%	17%	27%	16%

Note: Data in chart are in percentages.

Compass Goal 3: Engage all students in rigorous, authentic, and student-centered learning to help them identify their passions, take ownership of their learning, and create a plan for pursuing their postsecondary goals.

Table 9. Academy Enrollment 2016-2020 in percentages

Student Groups (Total Academy Enrollment)	2016-2017 (3212)	2017-2018 (3450)	2018-2019 (3541)	2019-2020 (3735)	2020-2021 (3389)	Notes
African American	12.4%	12.9%	12.8%	12.9%	12.3%	
American Indian	.2%	.3%	.3%	.2%	.2%	
Asian	13.1%	12.7%	12.0%	12.2%	12.2%	
Caucasian	57.4%	57.0%	57%	56.2%	55%	
Hispanic	7.6%	7.6%	7.9%	8.1%	8.1%	upward
NatHawPacIsland	.6%	.8%	.8%	.7%	.7%	
Multiracial	8.7%	8.7%	9.1%	9.7%	10.5%	upward
Female	61.0%	61.3%	60.7%	62%	61.5%	
Male	39%	38.7%	39.3%	38%	38.5%	
Econ Disadvantaged	17.3%	18%	18.2%	18.7%	18.8%	upward
SWD	.6%	.4%	.5%	.5%	.6%	
Gifted	48.3%	43.3%	50.5%	51.6%	54%	upward

Note: Data in chart are in percentages.

The summary chart below reports average enrollments and average percent of AP scores over the last 3-5 years period. Data from 2020-2021 school year are limited given COVID-19 mitigations and school closings. Information was obtained from Assessment Briefs and student characteristics data from Office of Planning, Innovation, and Accountability.

Table 10. Summary of Average enrollments in various programs

Student Group	Gifted Enrollment 2016-2020	Academy Enrollment 2016-2020	AP Enrollment 2016-2017	AP scoring 3, 4, or 5 2016-2017	CTE Enrollment 2016-2020	SpEd Enrollment 2016-2020
African-American	8.9%	12.6%	13%	37%	24%	30.3%
Asian	9.7%	12.6%	10.6%	61%	5.6%	2.7%
Hispanic	7.7%	7.8%	8.3%	51%	10.7%	11.8%
White	63.2%%	56.5%	60%	61%	50.8%	45.6%
Econ Dis	19.14%	18.2%	n/a	n/a	35.2%	51.5%
SWD	2.26%	.52%	n/a	n/a	16%	---
LEP	2.26%	.54%	n/a	n/a	1.16%	1.6%

n/a = Not available at time of analysis

Note: *Data in chart are in percentages.*

According to the 2020 Gifted Services Update, to address the inequities in selection and enrollment of the gifted program, the 2019-2020 selection process for applying to ODS's gifted program made changes. Some changes included the omission of ODS staff on the committee to reduce the perception of bias, and moving meetings to a central location. Additionally, the division asked the hard questions of coded language when addressing inequities. For example, was "water-down" the level of rigor "code language for something else."

Compass Goal 4: Foster a positive working climate that values and invests in a high-quality, diversified workforce who exemplify the division's core values.

- a. September 2019 comprehensive evaluation report of LEAD AAP clarified that cohorts consisted of returning members. By the conclusion of the third cohort, there were a total of 42 participants. 7 out of 42 (17%) of the participants were African American, 1 out of 42 (2%) were Hispanic, 34 out of 42 (81%) were Caucasian. It is noted that, for various reasons, 12 participants dropped out of the program. Five of the 12 that dropped out of the program were promoted to assistant principal or administrator positions. Race nor gender of participants were indicated. The April 2021 update indicated a fourth cohort was in progress. However, there were zero Hispanic participants in the fourth cohort. It is noted that 0 Hispanics completed neither the AAP nor the APP programs.
- b. The Comprehensive Evaluation included a recommendation to continue both the AAP and the APP programs.
- c. Compass Goal 4 has an Equity Emphasis that will place a priority on recruiting, retaining, and promoting a workforce representative of our diverse student population. Moreover, point 7 reads that "Grow Your Own" programs will be expanded.
- d. At the time of this report, 2020-2021 staff demographics relative to student demographics, indicated Caucasians were overrepresented in instructional and administrative staff. However, data shows the gap between staff demographics relative to student demographics has begun to narrow.
- e. Supervisors, principals, central office administrators, and DOSL makes recommendations for AAP and APP programs. Reasons Caucasians are overrepresented in both programs may need to be addressed.

Table 11. Demographics of Students, Instructional Staff, and Administrative Staff

	Years	African-Am	Hispanic	Asian	Caucasian
Students	2020-2021	23.3%	12.8%	6.4%	46.3%
	2016-2017	23.7%	11.0%	5.9%	49.7%
Instr Staff	2020-2021	10.4%	3.7%	2.6%	81.5%
	2015-2016	9.9%	2.6%	2.5%	84.0%
Admin Staff	2020-2021	19.7%	2.8%	2.4%	73.5%
	2015-2016	18.5%	1.1%	2.2%	77.4%

Note: Data in chart are in percentages.



Subject: COVID Update **Item Number:** 1C

Section: Workshop **Date:** Nov. 23, 2021

Senior Staff: Eugene F. Soltner, Ed.D., Chief Schools Officer
Jack Freeman, Chief Operations Officer
Cheryl R. Woodhouse, Chief Human Resources Officer

Prepared by: Eugene F. Soltner, Ed.D., Chief Schools Officer
Jack Freeman, Chief Operations Officer
Cheryl R. Woodhouse, Chief Human Resources Officer

Presenter(s): Eugene F. Soltner, Ed.D., Chief Schools Officer
Jack Freeman, Chief Operations Officer
Cheryl R. Woodhouse, Chief Human Resources Officer

Recommendation:

That the school board receive an update regarding COVID-19 health and safety mitigations including data updates, as well as process and support improvements.

Background Summary:

The school board has and will continue to receive updates of ongoing COVID-19 protocols and procedures implemented for health and safety across the division.

Source:

N/A

Budget Impact:

Potential ESSR Grant funding impact.



Subject: School Board Recognitions Item Number: 7A

Section: Student, Employee and Public Awards and Recognitions Date: Nov. 23, 2021

Senior Staff: Natalie N. Allen, Chief Communications and Community Engagement Officer

Prepared by: Mary R. Norton, Public Relations Coordinator, Dept. of Communications and Community Engagement

Presenter(s): Kimberly A. Melnyk, Vice Chair

Recommendation:

That the School Board recognize the outstanding accomplishments of those receiving the Nov. 23, 2021 School Board recognitions. These designated achievements should not be taken lightly as they fall within a listing of criteria that require achievements including a national or state-level win in a competition, event, or achievement. Examples would be those of National Merit Finalists, taking first place for a state-level sports competition, or other similar meritorious examples. This meeting we will recognize:

1. Department of Budget and Finance – Certificate of Achievement for Excellence in Financial Reporting

Background Summary:

That the School Board allow time during School Board meetings to recognize students and/or staff who have accomplished notable recognitions that fit within the parameters of the School Board recognition criteria.

Recognition Criteria:

1. Achievement of *first or second place in national competitions/events*.
2. Achievement of *national recognition* for outstanding achievements, i.e., National Merit Finalists.
3. Achievement of *first place in regional (multi-state) competitions/events*.
4. Achievement of *first place in state competitions/events*.
5. Achievements *beyond the scope of regular academics/activities and/or job performance*.

Source:

Utilizing data from submissions made to the Department of Communications and Community Engagement, which have been approved by school principals or department heads recognizing a notable achievement from a student or staff member fitting the Board recognition parameters.

Budget Impact:

None



Subject: Approval of Minutes **Item Number:** 10A

Section: Approval of Minutes **Date:** November 23, 2021

Senior Staff: N/A

Prepared by: Regina M. Toneatto, School Board Clerk

Presenter(s): Regina M. Toneatto, School Board Clerk

Recommendation:

That the School Board adopt the following set of minutes as presented:

- A. November 9, 2021 Regular School Board Meeting

***Note:** Supporting documentation will be provided to the School Board under separate cover prior to the meeting.

Background Summary:

Source:

Bylaw 1-40

Budget Impact:

N/A



VIRGINIA BEACH CITY PUBLIC SCHOOLS

CHARTING THE COURSE

School Board Services

Carolyn T. Rye, Chair
District 5 - Lynnhaven

Kimberly A. Melnyk, Vice Chair
District 7 – Princess Anne

Beverly M. Anderson
At-Large

Dorothy M. Holtz
At-Large

Jessica L. Owens
District 3 – Rose Hall

Sharon R. Felton
District 6 – Beach

Laura K. Hughes
At-Large

Trenace B. Riggs
District 1 – Centerville

Jennifer S. Franklin
District 2 – Kempsville

Victoria C. Manning
At-Large

Carolyn D. Weems
District 4 - Bayside

Aaron C. Spence, Ed.D., Superintendent

School Board Regular Meeting MINUTES

Tuesday, November 9, 2021

School Administration Building #6, Municipal Center
2512 George Mason Drive
P.O. Box 6038
Virginia Beach, VA 23456
(757) 263-1000

Closed Session: The School Board members convened at 3:04 p.m. for a discipline hearing matter and recessed into Closed Session at 3:06 p.m. Chairwoman Rye called for a motion to accept the agenda as presented to enter Closed Session. Ms. Anderson made a motion, seconded by Ms. Riggs. The School Board Clerk announced the motion passed unanimously. Chairwoman Rye read the motion to enter closed session; Ms. Owens made a motion, seconded by Ms. Franklin. The School Board Clerk announced the motion passed unanimously.

Individuals present for discussion:

School Board members: Chairwoman Rye, Ms. Melnyk, Ms. Anderson, Ms. Felton, Ms. Franklin, Ms. Holtz, Ms. Hughes, Ms. Manning, Ms. Owens, Ms. Riggs, and Ms. Weems; Michael B. McGee, Director, Office of Student Leadership; Lavell E. White, School Counselor; School Board Legal Counsel, Kamala Lannetti, Deputy City Attorney; Dannielle Hall-McIvor, Associate City Attorney; Regina M. Toneatto, Clerk of the Board; Nancy B. Farrell, Ed.D., Principal, First Colonial High School; Lisa Warsof, Nurse, First Colonial High School.

Chairwoman Rye read the Certification of Closed session at 3:58 p.m. Ms. Anderson made a motion, seconded by Ms. Riggs. The School Board Clerk announced the motion passed unanimously. The Closed Session adjourned at 4:01 p.m.

- I. Administrative, Informal, and Workshop:** Chairwoman Rye convened the administrative, informal, and workshop session in the School Board chamber at 4:06 p.m. on the 9th day of November 2021 and announced pursuant to the Virginia State Health Commissioner's Order of Public Health Emergency Statewide Requirement to Wear Masks in K-12 Schools issued August 12, 2021, and Virginia Acts of Assembly No. 1303, Chapter 456, and the Center for Disease Control and Prevention (CDC)'s guidance for K-12 schools, and the School Board's 2021-2022 Reopening Plan adopted August 10, 2021, it is determined physical distancing will be used in School Board Chambers as a health mitigation strategy therefore there will be limited public seating available on a first-come, first-served basis beginning shortly before the Workshop session of the School Board Meeting. Members of the public will also be able to observe the School Board Meeting through livestreaming on www.vbschools.com, broadcast on VBTV Channel 47, and on Zoom. It is the School Board's protocol to break at 5:30 p.m. to prepare for the Formal Meeting to begin at 6:00 p.m. At 5:30 p.m., the School Board will conclude its administrative, informal, and workshop session unless the School Board votes to continue until 5:45 p.m. The session will conclude no later than 5:45 p.m. to allow the School Board and the School Administration to prepare for the Formal Meeting at 6:00 p.m.

The following School Board members were present in the School Board chamber: Chairwoman Rye, Ms. Melnyk, Ms. Anderson, Ms. Felton, Ms. Franklin, Ms. Holtz, Ms. Hughes, Ms. Manning, Ms. Owens, Ms. Riggs (4:08 p.m.), and Ms. Weems.

- A. School Board Administrative Matters and Reports:** There were no Administrative matters or reports.

School Board of the City of Virginia Beach
School Administration Building #6 Municipal Center
2512 George Mason Drive,
Virginia Beach, VA 23456

Tuesday, November 9, 2021
School Board Regular Meeting
Page 2 of 12

- B. School Board Legislative Agenda for 2022 General Assembly Session: Ms. Sharon R. Felton, Legislative Committee Chair introduced Mr. Joel Andrus; Mr. Andrus presented the following items on the legislative agenda for the 2022 General Assembly Session: budget and funding – average daily membership (ADM) hold harmless, teacher salary increase and recruitment and retention, support cap, special education, dedicated state funding for capital improvements; other legislative issues – school bus driver shortage, eliminate or fund currently unfunded mandates, continued reform of assessment system, charter schools. The discussion continued regarding bus driver shortage – retain and recruit drivers; average daily membership as part of the legislative agenda; charter schools; ADM wanted to be held harmless due to COVID; option of charter schools; not losing funding; brief explanation on re-benchmarking and ADM process; timeline for agenda; when is the session; two weeks to ask questions and follow-up with Mr. Andrus.
- C. Canvas Pilot and Flexible Scheduling Updates: Matthew Delaney, Senior Executive Director, High School, Department of School Leadership and Sharon Shewbridge, Ph.D., Director, Instructional Technology, Department of Teaching and Learning presented the School Board with an update related to high school scheduling and Canvas Adoption. Dr. Shewbridge provided information on the Canvas Learning Management System; seven schools are piloting Canvas, an alternative Learning Management System to Schoology; VDOE is paying for Canvas for the next 5 years; key considerations are curriculum components such as new textbooks and assessments; over 90% of textbook companies will integrate with Canvas; reviewed the roadmap to implementation; shared feedback and video from teachers using Canvas. Mr. Delaney continued the presentation and reviewed flexible scheduling; reviewed the four pillars of high school redesign; future ready students; defined flexible scheduling – a scheduling model that maximizes the opportunities provided for students and maximizes the effectiveness of how we utilize teachers and staff; reviewed key areas on roadmap to scheduling; goal is to receive Board approval in January; develop a schedule that will: provide increased opportunities for students to take advanced courses, electives, and work-based learning opportunities; maintain a structure that allows for teachers to have common planning time; be aligned across the division to mitigate impact on student transfers; shared some sample student schedules and potential models of sample teacher schedules. The presentation continued with discussions and questions regarding four block and common planning time; Canvas streamlines process; cost of Canvas similar to Schoology; 4x4 scheduling; optional for teachers this year to switch to Canvas; flexible schedule model – good for military; Canvas and a primary grade template; AP courses and flexible scheduling; and will address IB concerns with flexible scheduling.
- D. Facility Use Application Update: Jack Freeman, Chief Operations Officer provided the School Board an explanation of the changes being made to the Application for Use of School Facility form which outline the requestor's compliance of state and local policies, regulations, and protocols as well as the division's process and responsibility as part of the review and decision-making process; mentioned changes/revisions and approval of School Board in regards to Bylaw 1-48 and Policy 7-16; overview of revisions to form – change from school name to facility name, approval from principal to building supervisor; no change to approval path which includes final approval from the Office of Risk Management – School Rentals; location of form and information on vbschools.com under Community tab, Facility Use Application/School Rentals; reviewed changes to School Board Regulation 7-53.1 – added Section B Additional conditions for applications for administrative buildings; shared a visual sample of form; shared map of School Administration Building and locations for gatherings; reviewed next steps – post new Facility Use Application Procedure on vbschools.com on or before Friday, November 12, effective on Friday, November 12, all planned group gatherings in non-school facilities will be subject to School Board Policy 7-53.1 beginning on Wednesday, December 1. The presentation continued with questions regarding additional people not listed on form gathering; timeframe of application; access to parking lot; definition of a group; Freedom of Information Act; seating in School Board chamber; use of form for multiple dates; 10 days advanced notice; Chairwoman Rye noted due to the time the remainder of questions/comments on the Facility Use Application Update and presentation on COVID Health and Safety Mitigations would be presented under Agenda Item #17 – Return to Administrative, Informal, Workshop or Closed Session matters.
- E. COVID Health and Safety Mitigations: See Agenda Item #8 – Adoption of the Agenda and Agenda Item #17 – Return to Administrative, Informal, Workshop or Closed Session matters.

2. **Closed Session:** Not needed.

School Board of the City of Virginia Beach
School Administration Building #6 Municipal Center
2512 George Mason Drive,
Virginia Beach, VA 23456

Tuesday, November 9, 2021
School Board Regular Meeting
Page 3 of 12

3. **School Board Recess:** Chairwoman Rye adjourned the administrative, informal, and workshop session at 5:38 p.m.
4. **Formal Meeting (School Board Chambers).....6:00 p.m.**
5. **Call to Order and Roll Call:** Chairwoman Rye called the formal meeting to order at 6:01 p.m. on the 9th day of November 2021 and announced pursuant to the Virginia State Health Commissioner's Order of Public Health Emergency Statewide Requirement to Wear Masks in K-12 Schools issued August 12, 2021, and Virginia Acts of Assembly No. 1303, Chapter 456, and the Center for Disease Control and Prevention (CDC)'s guidance for K-12 schools, and the School Board's 2021-2022 Reopening Plan adopted August 10, 2021, it is determined that physical distancing will be used in School Board Chambers as a health mitigation strategy therefore there will be limited public seating available on a first-come, first-served basis beginning shortly before the School Board Meeting. Members of the public will also be able to observe the School Board Meeting through livestreaming on www.vbschools.com, broadcast on VBTB Channel 47, and on Zoom.

The following members were present in the School Board chamber: Chairwoman Rye, Ms. Melnyk, Ms. Anderson, Ms. Felton, Ms. Franklin, Ms. Holtz, Ms. Hughes, Ms. Manning, Ms. Owens, Ms. Riggs, and Ms. Weems.
6. **Moment of Silence followed by the Pledge of Allegiance**
7. **Student, Employee and Public Awards and Recognition**
 - A. Virginia Art Education Association – Middle School Art Educator of the Year: The School Board recognized Andrew "Andy" Harris, Old Donation School as Virginia Art Education Association Middle School Art Educator of the Year. Mr. Harris is a teacher and a working artist, both locally and nationally. He utilizes a hands-on teaching style to encourage students to work collaboratively in the art-making experience.
 - B. Virginia Art Education Association – Secondary Art Educator of the Year: The School Board recognized Jessica Van Veenhuyzen, Frank W. Cox High School as Virginia Art Education Association Secondary Art Educator of the Year. Ms. Van Veenhuyzen has been the lead art teacher since 2016 and the Fine Arts department chair since 2018. She has been the sponsor for the National Art Honor Society at Cox High School since 2013. Her students have worked with St. Mary's Home for Disabled Children to host an art workshop and fundraising gala.
 - C. Virginia Art Education Association – Retired Art Teacher Award: The School Board recognized Stephanie Slate, Tallwood Elementary and Thoroughgood Elementary as Virginia Art Education Association Retired Art Teacher of the Year. Ms. Slate has been a member of the Tidewater Art Education Association since 1988 and has contributed to the Virginia Beach City Public School Visual Arts program in countless capacities as well as to the community at large for over 30 years.
8. **Adoption of the Agenda:** Chairwoman Rye noted that the workshop items 1D – Facility Use Application Update and 1E – COVID Health and Safety Mitigations would be continued under Agenda item #17 – Return to Administrative, Informal, Workshop or Closed Session matters. Without any other modifications, Chairwoman Rye called for a motion to approve. Ms. Riggs made a motion, seconded by Ms. Holtz. Without discussion, Chairwoman Rye called for a vote. The School Board Clerk announced the motion passed unanimously.
9. **Superintendent's Monthly Report:** There was no Superintendent's report.
10. **Approval of Meeting Minutes**
 - A. October 26, 2021 Regular School Board Meeting: Chairwoman Rye called for any modifications to the October 26, 2021 Regular School Board meeting minutes. Hearing none, Chairwoman Rye called for a motion to approve. Ms. Franklin made a motion, seconded by Ms. Owens. Chairwoman Rye called for a vote. The School Board Clerk announced there were ten (10) ayes in favor of the motion: Chairwoman Rye, Ms. Melnyk, Ms. Anderson, Ms. Felton, Ms. Franklin, Ms. Holtz, Ms. Hughes, Ms. Owens, Ms. Riggs, and Ms. Weems. There was one abstention, Ms. Manning due to the fact she was not in attendance at the October 26, 2021 School Board meeting. The motion passed 10-0-1.
11. **Public Comments (until 8:00 p.m.):** Chairwoman Rye announced the School Board will hear Public comments on matters relevant to PreK-12 public education in Virginia Beach and the business of the School Board and the School Division from citizens and delegations who signed up with the School Board Clerk prior to the meeting. Chairwoman

School Board of the City of Virginia Beach
School Administration Building #6 Municipal Center
2512 George Mason Drive,
Virginia Beach, VA 23456

Tuesday, November 9, 2021
School Board Regular Meeting
Page 4 of 12

Rye mentioned information regarding speaker process, decorum and order, and submitting comments via group email.

There were twenty-four (24) in-person speakers (including 1 student speaker) and five (5) online speakers: topics discussed were lacrosse; rights and responsibilities, gathering in parking lot; reversion fund plan; teacher workload; teacher planning time; eliminating books; book review process; facilities permit; CRT; critical thinking; petition; National School Psychology Week; budget and needs – compensation, staff retention; SEL; election results; decorum of School Board members; limiting speaker time; valedictorian, salutatorian, class ranking; vaccines for athletes; masks; surveys; peaceful assembly and First Amendment Rights.

12. Information

A. Textbook Adoption: Practical Nursing – Anatomy and Physiology: Angela L. Seiders, Executive Director of Secondary Teaching and Learning presented an overview of the high school Practical Nursing Program textbook as recommended by the Practical Nursing Program Textbook Adoption Committee for implementation in the fall of 2022.

Course Title	Textbook	Publisher	Copyright
Anatomy and Physiology	<i>Memmler's Structure and Function of the Human Body</i> , 12 th Edition	Walters Kluwer	2021

B. New Courses: Kipp D. Rogers, Ph.D., Chief Academic Officer provided a brief overview of new courses and program proposals and introduced presenters, Sara L. Lockett, Ed.D., Director of Technical and Career Education and Nicole DeVries, Ph.D., Director of K-12 and Gifted Programs.

1. Parenting and Early Learning Careers: Sara L. Lockett, Ed.D., Director of Technical and Career Education presented the School Board information regarding the proposed course, Parenting and Early Learning Careers and corresponding course objectives for implementation in the 2022-2023 school year. Parenting and Early Learning Careers is a single block, yearlong course proposed to replace current semester offerings at all high school locations. The course is designed to combine our current semesters of Parenting and Child Care Occupations beginning in the 2022-2023 school year.
2. Photography & Communications Technology: Sara L. Lockett, Ed.D., Director of Technical and Career Education presented the School Board information regarding the proposed course, Photography & Communications Technology and corresponding course objectives for implementation in the 2022-2023 school year. Photography & Communications Technology is a single block, yearlong course proposed to replace current semester offerings at all high school locations. The course is designed to combine our current semesters of Photography and Communications Technology beginning in the 2022-2023 school year. Students enrolled in Photography & Communications Technology will take part in experiences in the fields of imaging technology, graphic production, video and media, technical design, and various modes of communicating information through the use of data. Students develop critical-thinking and problem-solving skills using the universal systems model. Students also learn about the impact of communication on society and potential career fields relating to communications.
3. Art II: Digital Media and Design: Nicole DeVries, Ph.D., Director of K-12 and Gifted Programs presented the School Board information regarding the proposed Art II: Digital Media and Design course for all high schools for a three-phase implementation from 2022-2023 through the 2024-2025 school year. Art II: Digital Media and Design students will develop and explore skills and techniques for problem-solving digital design tasks, such as 2-D and 3-D imaging and printing, restorative and altering digital images, graphic design and integration into other art media. Using the artistic and design process, emphasis will include approaching the computer as a creative and practical tool using contemporary programs, media, and techniques. Imaging applications, such as Photoshop, will be explored for fine art and design experiences. Students will understand how the history and function of technology has dramatically changed the way society creates and perceives the arts. Visual arts technology-based careers, such as an animator, modeler, technician, or arts director, will be explored through a historical and contemporary lens. Students will build and maintain digital portfolios documenting their artistic growth throughout the course. Students will develop visual literacy and appreciation for art through written, visual and verbal

School Board of the City of Virginia Beach
School Administration Building #6 Municipal Center
2512 George Mason Drive,
Virginia Beach, VA 23456

Tuesday, November 9, 2021
School Board Regular Meeting
Page 5 of 12

expression. Students will also explore public art and copyright fundamentals in the field of digital art, as well as participate in various art shows.

4. Art III: Digital Media and Design: Nicole DeVries, Ph.D., Director of K-12 and Gifted Programs presented the School Board information regarding the proposed Art III: Digital Media and Design course for all high schools for a three-phase implementation from 2023-2024 through the 2025-2026 school year. Art III: Digital Media and Design students will build upon and demonstrate advanced use of digital media and techniques as a creative and practical tool. Current and on-going developments in the digital career fields will be researched and presented with a higher education and career option lens. Commercial, practical and fine art graphic design will be a focus of study throughout the year. Students will build and maintain advanced level digital portfolios documenting their artistic growth throughout the course that reflect independent thinking and innovation. The culminating portfolios must also show evidence of quality concentrations, and breadth of work produced during their two years of study. Students will justify and apply visual literacy and appreciation for art through written, visual, and verbal expression. Students will also experience public art and apply copyright fundamentals in the field of digital art while participating in various artistic opportunities.
5. AP Digital Art: Nicole DeVries, Ph.D., Director of K-12 and Gifted Programs presented the School Board information regarding the proposed Advanced Placement Digital Art course for all high schools for a three-phase implementation from 2024-2025 through the 2026-2027 school year. Advanced Placement Digital Art is a college-level course designed for students with above-average ability in digital art. It is an in-depth studio experience in which students compile a portfolio of quality digital artwork in accordance with the guidelines established by the Advanced Placement program committee of the College Entrance Examination Board. Students are expected to participate in various art shows and to complete and submit to the College Board a digital portfolio that demonstrates proficiency in 2-D art and design using a variety of digital techniques and skills.
6. Advanced PE – Unified Health and Physical Education: Nicole DeVries, Ph.D., Director of K-12 and Gifted Programs presented the School Board information regarding the proposed course, Advanced PE: Unified Physical Education and corresponding course objectives for implementation in the 2022-2023 school year. The proposed Advanced PE: Unified Physical Education course would serve as an additional offering to the existing Advanced Physical Education courses, a series of high school electives offering an additional pathway for students to explore. This course differs from traditional physical education courses by providing a variety of recreational activities that appeal to a wider representation of our student population, including those students with and without disabilities. Unified Physical Education provides inclusive leadership opportunities, community partnerships, physical activity, and a focus on the social, emotional and mental health of all participants. This is a full-year, 1-credit course that includes nutrition, functional fitness and fitness planning, aerobics, individual sports, outdoor pursuits, team competition and other recreational activities.
7. Veterinary Assistant (DE): Sara L. Lockett, Ed.D., Director of Technical and Career Education presented the School Board information regarding the proposed courses/certificate program, Dual Enrollment (DE) Veterinary Assistant I and DE Veterinary Assistant II and corresponding course objectives for implementation in the 2022-2023 school year. The proposed, one-year DE Veterinary Assistant program (Career Studies Certificate: Veterinary Assistant 221-188-04) will be offered by Tidewater Community College (TCC) through the Advanced Technology Center and will serve up to 20 students interested in entry level positions in the veterinary field. Additionally, the DE Veterinary Assistant program can be viewed as a steppingstone for those students desiring to further their education in the field of veterinary health care. This certificate is transferrable into a Veterinary Technology program at TCC should students choose to continue their studies after high school to pursue licensure as a veterinary technician.
8. Newport News Shipbuilding Early Apprentice Program: Sara L. Lockett, Ed.D., Director of Technical and Career Education presented the School Board information regarding the proposed dual and concurrently enrolled courses offered by Newport News Shipbuilding through the proposed, Apprentice X program for initial implementation in the 2022-2023 school year. Through a partnership with Newport News Shipbuilding (Huntington Ingalls) Virginia Beach City Public Schools has the opportunity to be a founding partner in the Apprentice X early apprentice program. Newport News Shipbuilding is the largest industrial employer in Virginia and the largest shipbuilding company in the United States. The Apprentice

School Board of the City of Virginia Beach
School Administration Building #6 Municipal Center
2512 George Mason Drive,
Virginia Beach, VA 23456

Tuesday, November 9, 2021
School Board Regular Meeting
Page 6 of 12

X program gives high school students interested in shipbuilding an opportunity to earn up to 39 college credits through the World Class Shipbuilder Curriculum with the fully accredited Apprentice School at Newport News Shipbuilding.

The presentation continued with questions regarding the preschool program at Technical and Career Education; shipbuilding program and sporting programs; courses being offered at home school; seats available in shipbuilding program; application process for shipbuilding program; unified health and PE offered at every high school; digital programs and ATC; transportation for students in programs; digital classes roll out – which schools chosen and how were chosen; robust curriculum and marketing of students – skill ready students; and training for teachers.

13. Return to public comments if needed

14. Consent Agenda: Chairwoman Rye stated the items on the Consent Agenda; followed by the reading of the resolutions:

A. Resolutions:

1. National Military Family Appreciation Month: Ms. Anderson read the following resolution:

**National Military Family Appreciation Month
November 2021**

WHEREAS, our country owes the daily freedoms to the members of the Armed Forces, their family members and loved ones who share in their service and sacrifice; and

WHEREAS, we celebrate the exceptional service, strength and character of the approximately 16,000 military-connected youth and families of Virginia Beach City Public Schools; and

WHEREAS, we acknowledge that military families face unique challenges due to deployment, reintegration, service in combat zones and frequent relocations based on duty assignments; and

WHEREAS, the School Board of the City of Virginia Beach reaffirms their commitment to providing the resources and programs to support military-connected students academically, socially and emotionally; and

WHEREAS, Virginia Beach City Public School Board's Compass to 2025 strategic plan calls for the continued creation of opportunities for military families and community members to purposely partner with schools in supporting student achievement, aspirations and social-emotional development; and

WHEREAS, November is recognized as National Military Family Appreciation Month.

NOW, THEREFORE, BE IT

RESOLVED: That the School Board of the City of Virginia Beach officially recognizes the month of November 2021 as National Military Family Appreciation Month, and be it

FURTHER RESOLVED: That the School Board of the City of Virginia Beach encourages all school staff and community members to initiate, support and participate in appreciation activities designed to recognize the exceptional role and unique sacrifices our military-connected students make in our nation's best interest; and be it

FURTHER RESOLVED: That a copy of this resolution be spread across the official minutes of this board.

Adopted by the School Board of the City of Virginia Beach this 9th day of November 2021

2. National Native American Heritage Month: Ms. Manning read the following resolution:

School Board of the City of Virginia Beach
School Administration Building #6 Municipal Center
2512 George Mason Drive,
Virginia Beach, VA 23456

Tuesday, November 9, 2021
School Board Regular Meeting
Page 7 of 12

**Resolution for National Native American Heritage Month
November 2021**

WHEREAS, as the first people to inhabit North America, American Indians and Alaskan Natives have profoundly shaped our country's character and cultural heritage; and

WHEREAS, Virginia began celebrating "American Indian Day" in 1987; and

WHEREAS, Virginia is home to seven federally-recognized tribal nations, including the Chickahominy Indian Tribe, Chickahominy Indian Tribe-Eastern Division, Monacan Indian Nation, Nansemond Indian Nation, Pamunkey Indian Tribe, Rappahannock Tribe, and Upper Mattaponi Indian Tribe, as well as four additional state-recognized tribes, including the Cheroenhaka (Nottoway) Indian Tribe, Mattaponi Indian Tribe, Nottoway Indian Tribe of Virginia, and Patowomeck Indian Tribe of Virginia; and

WHEREAS, Native American men and women contribute to all areas of life in Virginia and the City of Virginia Beach, including, but not limited to, government, business, arts and sciences, medicine, education, law enforcement, and the military; and

WHEREAS, through the study of Native Americans and their traditions and values inspired—and continue to inspire—the ideals of self-governance and determination that are the framework of our Nation; and

WHEREAS, the School Board of the City of Virginia Beach, through its core values and educational equity policy are committed to the cross-cultural competence within our school division.

NOW, THEREFORE, BE IT

RESOLVED: That the School Board of the City of Virginia Beach officially recognizes the month of November 2021 as National Native American Heritage Month; and be it

FURTHER RESOLVED: That the School Board of the City of Virginia Beach encourages all citizens to support and celebrate American Indians in Virginia and our schools whose abilities and contributions strengthen our city and schools diverse culture; and be it

FURTHER RESOLVED: That a copy of this resolution be spread across the official minutes of this Board.

Adopted by the School Board of the City of Virginia Beach this 9th day of November 2021.

3. American Education Week: Ms. Riggs read the following resolution:

**Resolution for American Education Week
November 15-19, 2021**

WHEREAS, November 15-19, 2021 is recognized as the 100th annual American Education Week by the National Education Association to celebrate public education and honor individuals who are making a difference in ensuring every child receives a quality education; and

WHEREAS, the creation of this week has encouraged resolutions across the country to help encourage national support of public education; and

WHEREAS, American Education Week is a celebration of distinguished individuals, critical to the success of public education for the nation's nearly 50 million K-12 students; and

School Board of the City of Virginia Beach
School Administration Building #6 Municipal Center
2512 George Mason Drive,
Virginia Beach, VA 23456

Tuesday, November 9, 2021
School Board Regular Meeting
Page 8 of 12

WHEREAS, the National Education Association calls for a week to be observed in all communities annually for the purpose of informing the public of the accomplishments and needs of the public schools to secure the cooperation and support of the public in meeting those needs; and

WHEREAS, the School Board of the City of Virginia Beach is focused on encouraging and recognizing the support for public education; and

WHEREAS, Virginia Beach City Public Schools, is committed to its relationships with the community and stakeholders through Compass to 2025, to increase public support and involvement in education.

NOW, THEREFORE, BE IT

RESOLVED: That the School Board of the City of Virginia Beach designates the week of November 15-19, 2021, as American Education Week in the Virginia Beach City Public Schools; and be it

FURTHER RESOLVED: That a copy of this resolution be spread across the official minutes of this Board.

Adopted by the School Board of the City of Virginia Beach this 9th day of November 2021

4. National School Psychology Week: Ms. Holtz read the following resolution:

**Resolution for National School Psychology Week
November 8-12, 2021**

WHEREAS, Virginia Beach City Public Schools psychologists support the development of academic and social-emotional skills for all students, thus allowing each student to reach their full potential; and

WHEREAS, Virginia Beach City Public Schools psychologists are valuable members of the multidisciplinary team serving schools, providing a wide range of services to students, parents and staff; and

WHEREAS, Virginia Beach City Public Schools psychologists are actively committed to helping students recognize their abilities, strengths, interests, and talents as these traits relate to their development and mental wellness; and

WHEREAS, Virginia Beach City Public Schools psychologists help parents focus on ways to further the educational, personal, and social-emotional growth of their children; and

WHEREAS, Virginia Beach City Public Schools psychologists work with teachers and other educators to help in meeting the individual needs of students; and

WHEREAS, Virginia Beach City Public Schools psychologists use their expertise in child development, mental health, community resources, and crisis intervention to develop and implement interventions to support educational success.

WHEREAS, with this shared approach to supporting student learning and social-emotional growth, psychologists are considered an integral part of the educational process that enables all students to achieve success and wellness in school and life;

NOW, THEREFORE, BE IT

RESOLVED: That the School Board of the City of Virginia Beach recognize the second full week of November 2021 as National School Psychology Week in Virginia Beach City Public Schools; and be it

FURTHER RESOLVED: That a copy of this resolution be spread across the official minutes of this Board.

School Board of the City of Virginia Beach
School Administration Building #6 Municipal Center
2512 George Mason Drive,
Virginia Beach, VA 23456

Tuesday, November 9, 2021
School Board Regular Meeting
Page 9 of 12

Adopted by the School Board of the City of Virginia Beach this 9th day of November, 2021.

- B. Recommendation of General Contractor: First Colonial and Salem High Schools Stadium Synthetic Turf & Track Overlay: The School Board approve a motion authorizing the Superintendent to execute a contract with LandTek Group, Inc. for the Salem and First Colonial High School Track and Field Improvements in the amount of \$3,064,000.
- C. Policy Review Committee Recommendations: The School Board approve Policy Review Committee (PRC) recommendations regarding review, amendment, and repeal of certain bylaws and policies as reviewed by the PRC at its October 14, 2021 meeting.
1. Policy 3-60 / Safety: Radon: The PRC recommends amendments to Policy 3-60 to reflect General Assembly changes regarding safety and testing of buildings and systems.
 2. Policy 3-72 / Safety: Water Management Program to Prevent Legionella Growth: The PRC recommends adoption of Policy 3-72 to address the General Assembly's requirement regarding testing and treatment for Legionella disease in buildings and systems.
 3. Policy 5-30 / Graduation Requirements/Diplomas/Certificates: The PRC recommends amendments to clarify Locally Awarded Credits.

After the resolutions were read, Chairwoman Rye called for a motion to approve. Ms. Anderson made a motion, seconded by Ms. Franklin. Chairwoman Rye called for a vote. The School Board Clerk announced the motion passed unanimously.

15. **Action**

- A. Personnel Report / Administrative Appointments: Chairwoman Rye called for a motion to approve. Ms. Anderson made a motion, seconded by Ms. Felton that the School Board approve the appointments and the acceptance of the resignations, retirements, and other employment actions as listed on the November 9, 2021 personnel report along with administrative appointments as recommended by the Superintendent. Without discussion, Chairwoman Rye called for a vote. The School Board Clerk announced the motion passed unanimously.
- B. Lacrosse – High School Activity Addition Process: That the School Board approve the recommendation from the Office of Student Leadership to offer lacrosse as an interscholastic sport for high school boys and girls at the varsity level starting in the Spring of 2023. Chairwoman Rye called for a motion to approve. Ms. Melnyk made a motion, seconded by Ms. Weems. A brief discussion followed regarding cost; helmets for female players; turf fields; option for females to wear helmets. Without further discussion, Chairwoman Rye called for a vote. The School Board Clerk announced the motion passed unanimously.
- C. Renaming of School Building – Old Kellam: That the School Board rename the school building located at 2323 Holland Road, (formerly Kellam High School) as the Holland Road Annex. Chairwoman Rye called for a motion to approve. Ms. Riggs made a motion, seconded by Ms. Melnyk. A brief discussion followed regarding renaming the old building and confusion between “old” Kellam High School and “old” Princess Anne Middle School; distribution issues; if used as a filler/swing site for a school will be renamed. Without further discussion, Chairwoman Rye called for a vote. The School Board Clerk announced the motion passed unanimously.
- D. Budget FY 20/21 Resolution Regarding Reversion and Revenue Actual Over/Under Budget Funds: That the School Board approve the budget resolution regarding FY 2020/21 reversion and revenue sharing formula reconciliation. Ms. Melnyk read the following resolution:

Budget Resolution Regarding FY 2020/21 Reversion and Revenue Sharing Formula Reconciliation

WHEREAS, on September 28, 2021, the School Board was presented with a summary of the unaudited financial statements for FY 2020/21 (year-ending June 30, 2021) showing the reversion amount to the city's General fund; and

WHEREAS, the amount of FY 2020/21 School Operating reversion funds available (excluding revenues over/under budget) is \$14,463,778; and

School Board of the City of Virginia Beach
School Administration Building #6 Municipal Center
2512 George Mason Drive,
Virginia Beach, VA 23456

Tuesday, November 9, 2021
School Board Regular Meeting
Page 10 of 12

WHEREAS, \$10,131,688 came in as additional revenue over the appropriated budget, increasing the School Operating reversion amount to \$24,595,466; and

WHEREAS, \$401,878 reverted from the Athletics fund and \$711,334 reverted from the Green Run Collegiate Charter School fund; and

WHEREAS, the estimated total amount available for re-appropriation is \$25,708,678; and

WHEREAS, the city is currently indicating a FY 2020/21 revenue actual over budget of \$29,230,144 based on the Revenue Sharing Formula; and

WHEREAS, the net reversion funding available for re-appropriation is \$54,938,822; and

WHEREAS, the Administration recommends the following for the available funds in the amount of \$54,938,822:

- \$11,000,000 to be re-appropriated to the School Reserve Special Revenue fund to be set-aside for use in the FY 2022/23 Capital Improvement Program
- \$34,432,182 to be re-appropriated to the CIP fund:
 - Project 1-017 Renovation and Replacement Grounds III (synthetic turf at Kempsville HS and Ocean Lakes HS) - \$3,500,000
 - Project 1-018 Renovation and Replacement HVAC III - \$2,986,775
 - Project 1-020 Renovation and Replacement Various III (locker removal/renovation at First Colonial HS and classroom/furniture replacement at various schools) - \$6,250,000
 - Project 1-022 Elementary School Playground Equipment Replacement - \$1,000,000
 - Project 1-026 Lynnhaven MS Expansion (Achievable Dream) - \$1,100,000
 - Project 1-028 Bettie F. Williams/Bayside 6th (Grades 4-6) Replacement - \$7,500,000
 - Project 1-030 Replacement Payroll System - \$4,382,407
 - Project 1-031 School Bus and Fleet Replacement - \$7,713,000
- \$900,000 to be re-appropriated to the Athletics fund 204 (startup costs for lacrosse program)
- \$8,606,640 to be re-appropriated to the School Operating fund 115 for:
 - Access layer switches and points - \$1,221,000
 - Interactive whiteboard replacements - \$882,000
 - Electronic perimeter access control doors - \$645,000
 - Data center firewall upgrade - \$566,125
 - Instructional supplies - \$151,515
 - Contracted services to pressure wash building exteriors and courtyards - \$130,000
 - Maintenance and repair projects and equipment - \$5,011,000

NOW, THEREFORE, BE IT

RESOLVED: That the School Board of the City of Virginia Beach approves the recommended uses of the FY 2020/21 Reversion and Revenue Sharing Formula Reconciliation funds as presented by the Administration; and be it

FURTHER RESOLVED: That the School Board requests that the City Council approve the re-appropriation of FY 2020/21 Reversion and Revenue Sharing Formula Reconciliation funds shown above; and be it

School Board of the City of Virginia Beach
School Administration Building #6 Municipal Center
2512 George Mason Drive,
Virginia Beach, VA 23456

Tuesday, November 9, 2021
School Board Regular Meeting
Page 11 of 12

FINALLY RESOLVED: That a copy of this resolution be spread across the official minutes of this Board, and the Clerk of the Board is directed to deliver a copy of this resolution to the Mayor, each member of City Council, the City Manager, and the City Clerk.

Adopted by the School Board of the City of Virginia Beach this 9th day of November 2021.

Chairwoman Rye called for a motion to approve. Ms. Riggs made a motion, seconded by Ms. Holtz. A discussion followed; Crystal Pate, Chief Financial Officer mentioned the budget resolution is in line with how City Council would like to see VBCPS use the reappropriated funds; CIP (Capital Improvement Program) projects – funding verses fully funded; retention of teachers; bus replacement and cycle; shortages of staff; lowest wage earners; incentives; compensation for other areas – substitutes, hard to staff areas; CARES ESSER funds; Ms. Weems made a substitute motion to suspend the vote for two more weeks to gather all the information from Dr. Spence and Ms. Pate, Ms. Manning seconded the sub motion.

A discussion followed the sub motion regarding timeline to present information to the City Council; possible need for a special meeting to discuss budget items; timeline from City; funding for lacrosse. Chairwoman Rye called for a vote on the sub motion. The School Board Clerk announced there were nine (9) ayes in favor of the sub motion: Chairwoman Rye, Ms. Anderson, Ms. Felton, Ms. Franklin, Ms. Hughes, Ms. Manning, Ms. Owens, Ms. Riggs, and Ms. Weems. There were two (2) nays opposed to the sub motion: Ms. Melnyk and Ms. Holtz. The sub motion passed 9-2-0.

16. **Committee, Organization or Board Reports:** Ms. Franklin mentioned the Gifted Advisory Council, summer offerings for arts, STEM, doing a great job; Ms. Owens mentioned the Mental Health Task Force, first meeting November 30 from 1:00 – 2:30 p.m., four meetings are schedule; Ms. Weems mentioned the Special Education Advisory Committee nightly meeting on November 15 at 6:30 p.m. at the PNR Administration Building, 2154 Landstown Road; Ms. Felton mentioned the Planning and Performance Monitoring Committee met on November 8, presentations, conversations regarding SEL and PBIS, Legislative Committee – in contact with the City regarding new districting of the zones in Virginia Beach; noted Ms. Felton was elected as the VSBA Tidewater Region Chair; Chairwoman Rye mention the Governance Committee meeting on November 10 at 9:00 am; and Ms. Riggs mentioned the Policy Review Committee Meeting on November 10 at 11:00 a.m.

17. **Return to Administrative, Informal, Workshop or Closed Session matters:**

- D. Facility Use Application Update: Note: continuation from the workshop session; the discussion continued regarding the turnaround time for the application; first come, first served basis; application request and posting of agenda for School Board meeting.
- E. COVID Health and Safety Mitigations: Eugene F. Soltner, Ed.D., Chief Schools Officer and Jack Freeman, Chief Operations Officer presented the School Board with an update regarding COVID-19 health and safety mitigations including data updates, as well as process and support improvements. Mr. Freeman reviewed the number of connected cases; reviewed the positive cases – decreasing trend; quarantine numbers; reviewed data regarding case occurrence after a close exposure; need to continue to monitor COVID data – opened up schools for visitors and began field trips – need to monitor for full 3 weeks; reviewed data for level of community transmission (VDH) – transmission level: substantial, cases: 71.56, percent positivity: 5.1%; reviewed vaccine demographics as of November 7 – slow steady upward trend; mentioned vaccination clinics at elementary sites; COVID testing program – VDH has contracted with eMed using the BinaxNOW test, results in about 15 minutes, students with COVID-like symptoms will be sent home with a test kit, expedites the contact tracing process; criteria for probable case determination.
- Dr. Soltner continued the presentation; winter high school athletics – VISSTA K12 testing update; 78 committed public school divisions; aim is testing to catch cases early and stop further transmission; no cost to families or to the school division; overview of VISSTA K12 testing program details; October 27 – a school division communication went to families sharing details of the vaccination/testing process; testing is scheduled to begin on November 15; overview of the testing schedule; VBCPS school relief: substitute shortage – additional permanent substitute allocation will be added to each school, review of new

School Board of the City of Virginia Beach
School Administration Building #6 Municipal Center
2512 George Mason Drive,
Virginia Beach, VA 23456

Tuesday, November 9, 2021
School Board Regular Meeting
Page 12 of 12

initiatives – teacher participation in the secondary Canvas pilot initiative at two middle schools and two high schools will be optional, WISE Time and Attendance initiative to electronic postponed at school level until July 1, continued investigation of other relief measures – use of ESSR funds to attract and retain staff in critical areas, increase daily substitute rate and teacher coverage stipend, assess current relief efforts and determine next steps; the presentation continued with questions regarding masks during PE; levels of reducing mitigation; home testing – being reported to VDH; overview of testing process.

18. **Adjournment:** Chairwoman Rye adjourned the meeting at 10:17 p.m.

Respectfully submitted:

Regina M. Toneatto, Clerk of the School Board

Approved:

Carolyn T. Rye, School Board Chair



Subject: Interim Financial Statements – October 2021 **Item Number:** 12A

Section: Information **Date:** November 23, 2021

Senior Staff: Crystal M. Pate, Chief Financial Officer

Prepared by: Daniel G. Hopkins, Director of Business Services

Presenter(s): Crystal M. Pate, Chief Financial Officer; Daniel G. Hopkins, Director of Business Services

Recommendations:

It is recommended that the School Board review the attached financial statements.

Background Summary:

Pursuant to Section 22.1-115 of the Code of Virginia, as amended, and other applicable sections, the enclosed Interim Financial Statements are presented.

Source:

Section 22.1-115 of the Code of Virginia, as amended

Budget Impact:

None



VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE

INTERIM FINANCIAL STATEMENTS
FISCAL YEAR 2021-2022
OCTOBER 2021

The financial statements include the following:

	<u>Page</u>
School Operating Fund:	
Revenues by Major Source	A1
Expenditures and Encumbrances by Category	A3
Expenditures and Encumbrances by Cost Center	
within Category	A5
Revenues and Expenditures/Encumbrances Summary	B1
Balance Sheet	B2
Revenues by Account	B3
Special Revenue and Proprietary Funds:	
Athletics	B5
Cafeterias	B6
Textbooks	B7
Risk Management	B8
Communication Towers/Technology	B9
Grants	B10
Health Insurance	B13
Vending Operations	B14
Instructional Technology	B15
Equipment Replacement	B16
Capital Projects Funds Expenditures and Encumbrances	B17
Green Run Collegiate Charter School	B18

The financial statements are reported on a cash basis; however, the financial statements include encumbrances (e.g., purchase orders, construction contracts) and reflect the option-payroll (e.g., 10-month employees starting in September electing to be paid over 12-months (i.e., includes the appropriate amount of the July and August salary payments due)) on a monthly basis (September through June). This salary accrual is reflected in each appropriate salary line item within each cost center and fund for reporting and budgetary control purposes.

School Operating Fund

The School Operating Fund makes up the general operating fund of the School Board. The general fund is used to account for all of the financial resources (except those accounted for in the below funds) that support the Instruction; Administration, Attendance and Health; Pupil Transportation; Operations and Maintenance; and Technology categories.

School Operating Fund Revenues (pages B1, B3-B4)

Revenues realized this month totaled **\$73.2 million**. Of the amount realized for the month, **\$38.2 million** was realized from the City, **\$7.1 million** was received in state sales tax, and **\$22.7 million** was received from the Commonwealth of Virginia for Basic School Aid, Standards of Quality (SOQ) entitlements, and other State revenue. A payment of **\$4,858,024** in Impact Aid was received from the Federal Government this month.

School Operating Fund Expenditures (page B1)

The percent of the total current fiscal year budget expended and encumbered through this month was **30.03%**. The percent of expenditures and encumbrances to the total actual expenditures and encumbrances for the same period in FY 2021 was **27.19%**, and FY 2020 was **27.50%**. Please note that **\$35,299,778** of the current year budget is funded by the prior year fund balance for encumbrances.

Athletics Fund (page B5)

The Athletics Fund accounts for the revenues and expenditures associated with the middle and high school athletic programs. This fund has realized **\$4,987,118** for this fiscal year or **91.0%** of the estimated revenue for the current fiscal year compared to **91.2%** of FY 21 actual. Expenditures totaled **\$855,930** for this month. This fund has incurred expenditures and encumbrances of **33.6%** of the current fiscal year budget compared to **12.8%** of the FY 21 actual. Please note that **\$429,369** of the current year budget is funded by the prior year fund balance for encumbrances.

Cafeterias Fund (page B6)

The Cafeterias Fund accounts for the revenues and expenditures associated with the school cafeteria operations of the School Division. The fund realized **\$2,780,547** (includes **\$2,126,080** from the Federal National School Lunch Program) this month or **11.2%** of the estimated revenue for the current fiscal year compared to **8.7%** of the FY 21 actual. Expenditures totaled **\$3,485,403** for this month. This fund has incurred expenditures and encumbrances of **17.8%** of the current fiscal year budget compared to **16.4%** of the FY 21 actual. Please note that **\$3,268,162** of the current year budget is funded by the prior year fund balance (**\$3,189,607**) and prior year fund balance for encumbrances (**\$78,555**).

Textbooks Fund (page B7)

The Textbooks Fund accounts for the financing and acquisitions of textbooks used in the School Division. The fund realized **\$338,463** (includes **\$337,579** from the Department of Education) this month or **33.4%** of the estimated revenue for the current fiscal year compared to the **33.4%** of the FY 21 actual. Expenditures totaled **\$161,549** for this month. This fund has incurred expenditures and encumbrances of **80.7%** of the budget for the current fiscal year compared to **69.6%** of the FY 21 actual. Please note that **\$2,085,381** of the current year budget is funded by the prior year fund balance (**\$2,071,611**) and prior year fund balance for encumbrances (**\$13,770**).

Risk Management Fund (page B8)

The Risk Management Fund accounts for and provides insurance and the administration thereof for the School Division. The fund realized **\$3,600** in revenue (miscellaneous) this month. Expenses for this month totaled **\$209,652** (includes **\$112,714** in Worker's Compensation payments).

Communication Towers/Technology Fund (page B9)

The Communication Towers/Technology Fund accounts for the rent receipts relating to the communication towers constructed on School Board property. The fund realized **\$19,410** in revenue (includes **\$6,644** in tower rent-Cox High, **\$10,967** in tower rent-Tech Center, and **\$1,799** in tower rent-Woodstock Elementary) this month or **48.0%** of the estimated revenue for the current fiscal year compared to **40.0%** of FY 21 actual. Please note that **\$284,000** of the current year budget is funded by the prior year fund balance.

Grants Fund (pages B10-B12)

The Grants Fund accounts for certain private, Commonwealth of Virginia, and Federal grants (with matching local funds, if required). A total of **\$6,202,819** in expenditures was incurred for various grants this month.

Health Insurance Fund (page B13)

The Health Insurance Fund accounts for the health insurance program and the administration thereof for the City and School Board employees. Revenues for this month totaled **\$15,771,056** (including City and School Board (employer and employee) premium payments). Expenses for this month totaled **\$13,089,068**. This includes medical and prescription drug claim payments for City and School Board employees.

Vending Operations Fund (page B14)

The Vending Operations Fund accounts for the receipts and expenditures relating to the soft drink vending operations in the School Division. A total of **\$14,406** in revenue has been realized this current fiscal year or **22.9%** of the estimated revenue for the current fiscal year compared to **5.4%** of FY21 actual. Please note that **\$6,000** of the current year budget is funded by the prior year fund balance.

Instructional Technology Fund (page B15)

The Instructional Technology Fund accounts for the financing and acquisitions of instructional technology to assist in the integration of Technology into the K-12 curriculum. The fund realized **\$43,480** in revenue this current fiscal year. Please note that **\$1,121,686** of the current year budget is funded by the prior year fund balance.

Equipment Replacement Fund (page B16)

The Equipment Replacement Fund accounts for the financial resources provided for an equipment replacement cycle for selected capital equipment for schools and central offices. The fund realized **\$2,479** in revenue this current fiscal year. Expenses for the fiscal year total **\$51,345**. Please note that **\$915,493** of the current year budget is funded by the prior year fund balance (**\$744,581**) and prior year fund balance for encumbrances (**\$170,912**).

Capital Projects Funds (page B17)

The Capital Projects Funds accounts for the financial resources used for the construction of major capital facilities (e.g., schools). A total of **\$929,781** in expenditures was incurred for various school capital projects this month. This includes **\$237,142** for Energy Performance projects and **\$235,751** for Roofing Systems Phase III Renovation projects.

Green Run Collegiate Charter School Fund (page B18)

The Green Run Collegiate Charter School Fund accounts for the revenues and expenditures of this public charter school. The School Board is acting in the capacity of a third-party administrator/fiscal agent for all of the public charter school's financial transactions in compliance with School Board Policies and Regulations. The fund realized **\$4,193,884** in revenue for the current fiscal year (from School Operating Fund) or **100.0%** of the estimated revenue for the current fiscal year. This fund has incurred expenditures and encumbrances of **19.2%** of the current year fiscal year budget compared to **18.1%** of FY 21. Please note that **\$10,277** of the current year budget is funded by the prior year fund balance for encumbrances.

VIRGINIA BEACH CITY PUBLIC SCHOOLS
SUMMARY OF OPERATING BUDGET TRANSFERS NOT EXCEEDING \$250,000
October 1, 2021 through October 31, 2021

5

Batch Entry Name	Description		Account From		Account To	Transfer Amount
22-10-03	To cover the cost of a computer, food, and office supplies	FROM	Instructional Technology Computer Software	TO	Internal Audit Controlled Assets Computer Equipment Food Services Office Supplies	\$ 3,628
22-10-03	To pay for cell phone usage	FROM	Telecommunications Telecommunications	TO	Custodial Services Distribution Services Facilities and Maintenance Services Transportation Management Social Workers Telecommunications	\$ 63,182

VIRGINIA BEACH CITY PUBLIC SCHOOLS
INTERIM FINANCIAL STATEMENTS
SCHOOL OPERATING FUND

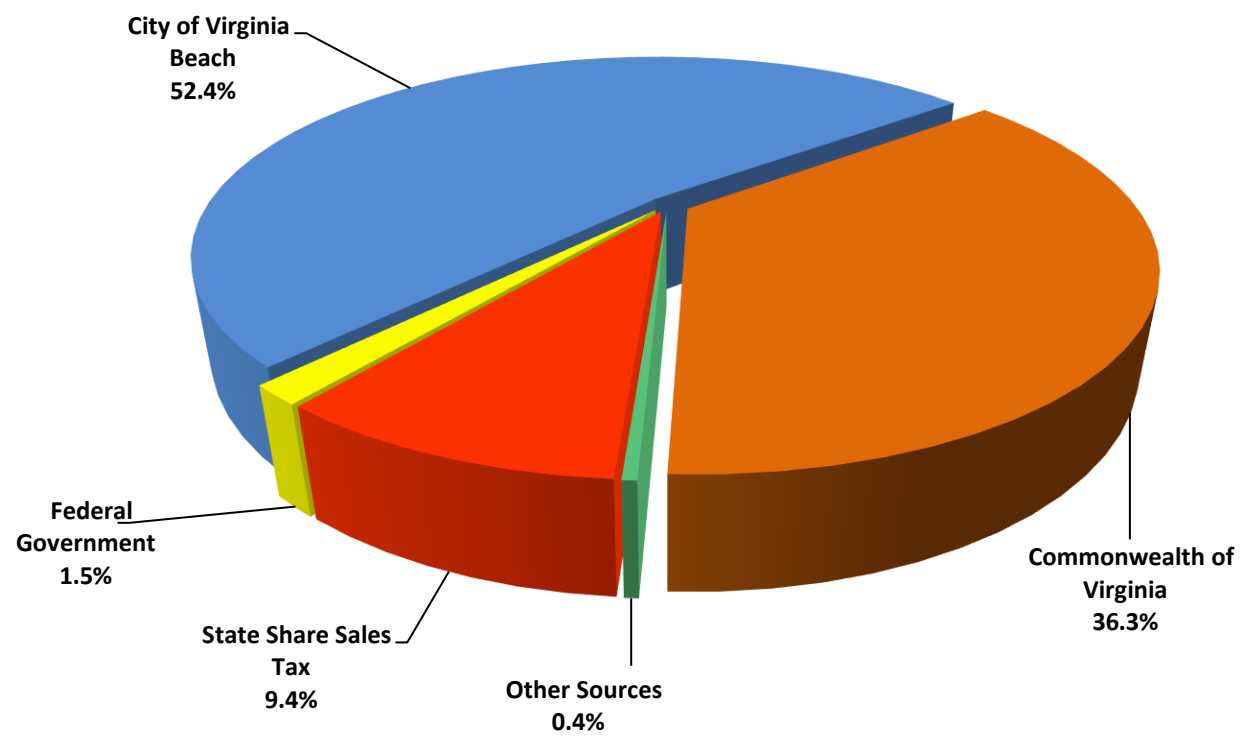
REVENUES

OCTOBER 2021

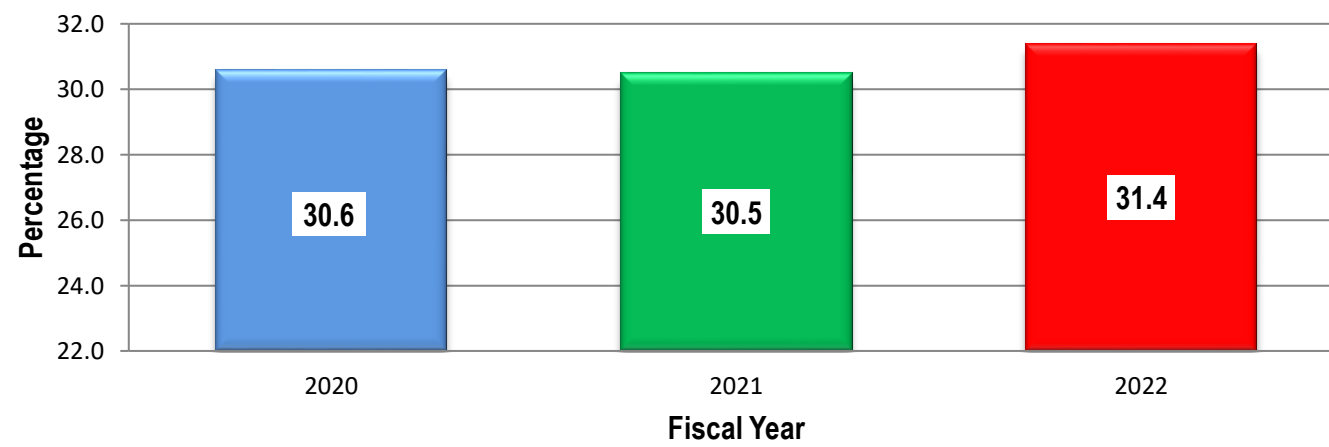
BY MAJOR SOURCE	FISCAL YEAR	(1) BUDGET	(2) ACTUAL THROUGH JUNE	(3) ACTUAL THROUGH MONTH	% OF (3) TO (1)	TREND *
COMMONWEALTH OF VIRGINIA	2022	317,437,827	<-----	90,761,699	28.59%	A
	2021	297,791,599	295,922,940	89,497,813	30.05%	
	2020	284,825,537	285,102,568	84,270,721	29.59%	
STATE SALES TAX	2022	81,922,118	<-----	19,265,791	23.52%	A
	2021	79,209,739	87,120,778	17,531,943	22.13%	
	2020	78,981,847	79,610,836	16,232,004	20.55%	
FEDERAL GOVERNMENT	2022	13,500,000	<-----	10,462,903	77.50%	A
	2021	13,500,000	18,243,225	4,944,508	36.63%	
	2020	12,200,000	16,671,591	4,312,557	35.35%	
CITY OF VIRGINIA BEACH	2022	458,956,737	<-----	153,475,937	33.44%	A
	2021	460,646,169	460,496,169	148,253,544	32.18%	
	2020	465,523,561	465,523,561	151,757,544	32.60%	
OTHER SOURCES	2022	3,132,803	<-----	1,161,137	37.06%	A
	2021	3,082,803	2,578,886	535,523	17.37%	
	2020	3,032,803	4,046,738	1,980,928	65.32%	
SCHOOL OPERATING FUND TOTAL	2022	874,949,485	<-----	275,127,467	31.44%	A
	2021	854,230,310	864,361,998	260,763,331	30.53%	
	2020	844,563,748	850,955,294	258,553,754	30.61%	

* F=FAVORABLE, U=UNFAVORABLE, A=ACCEPTABLE

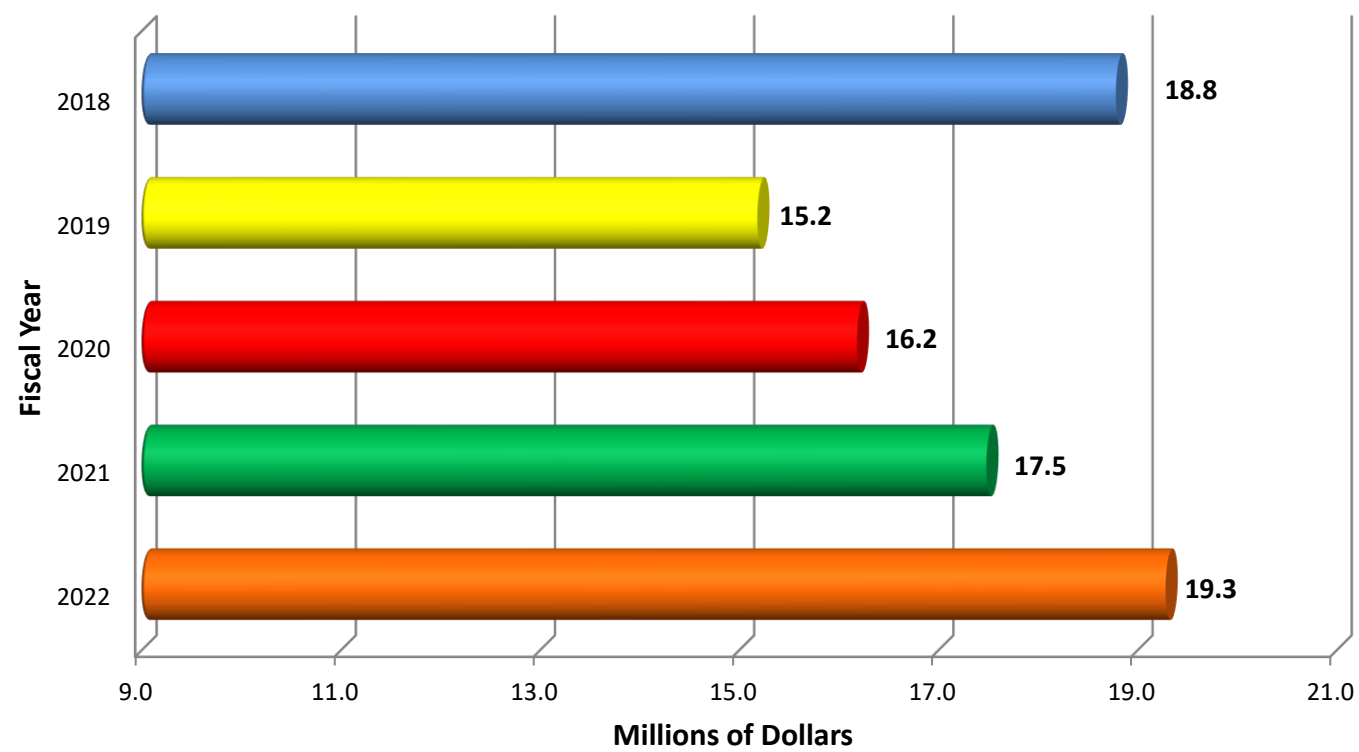
Fiscal Year 2022 Revenue Budget by Major Source



School Operating Fund Revenue
Percentage of Actual to Budget/Actual as of October 31, 2021



State Sales Tax Revenue through October 31, 2021



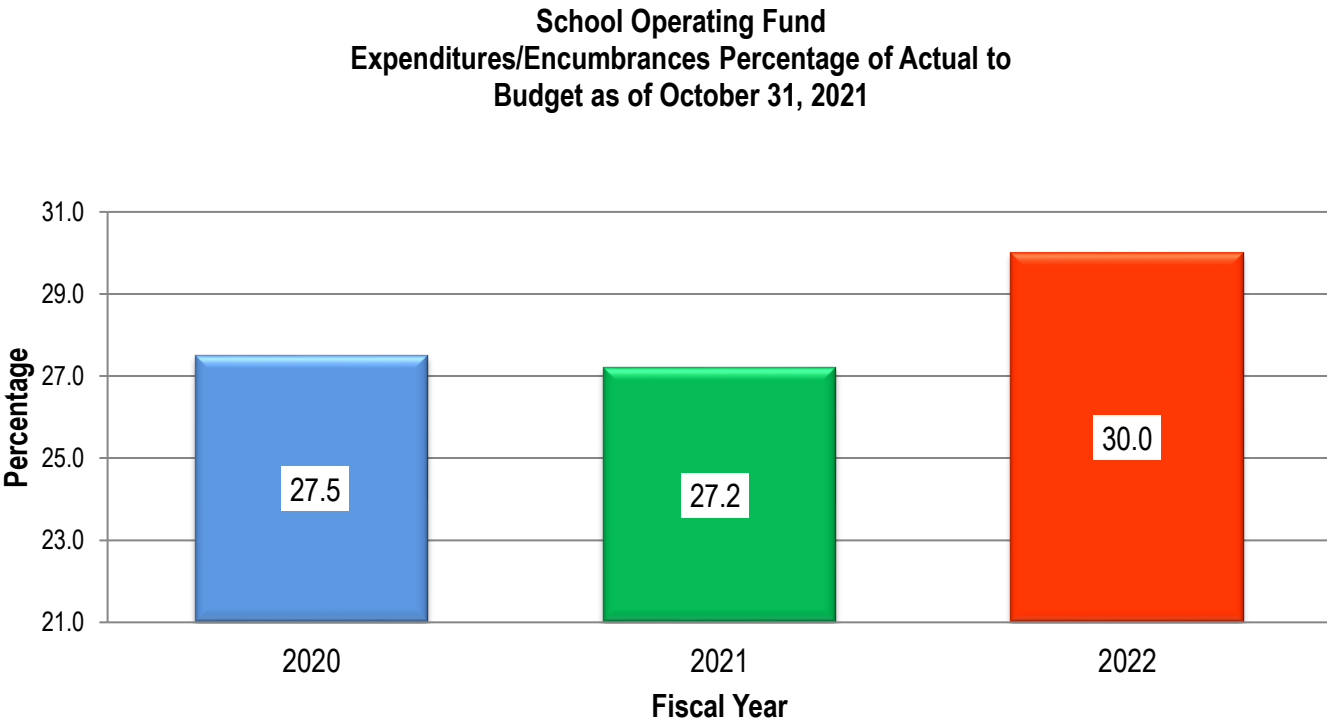
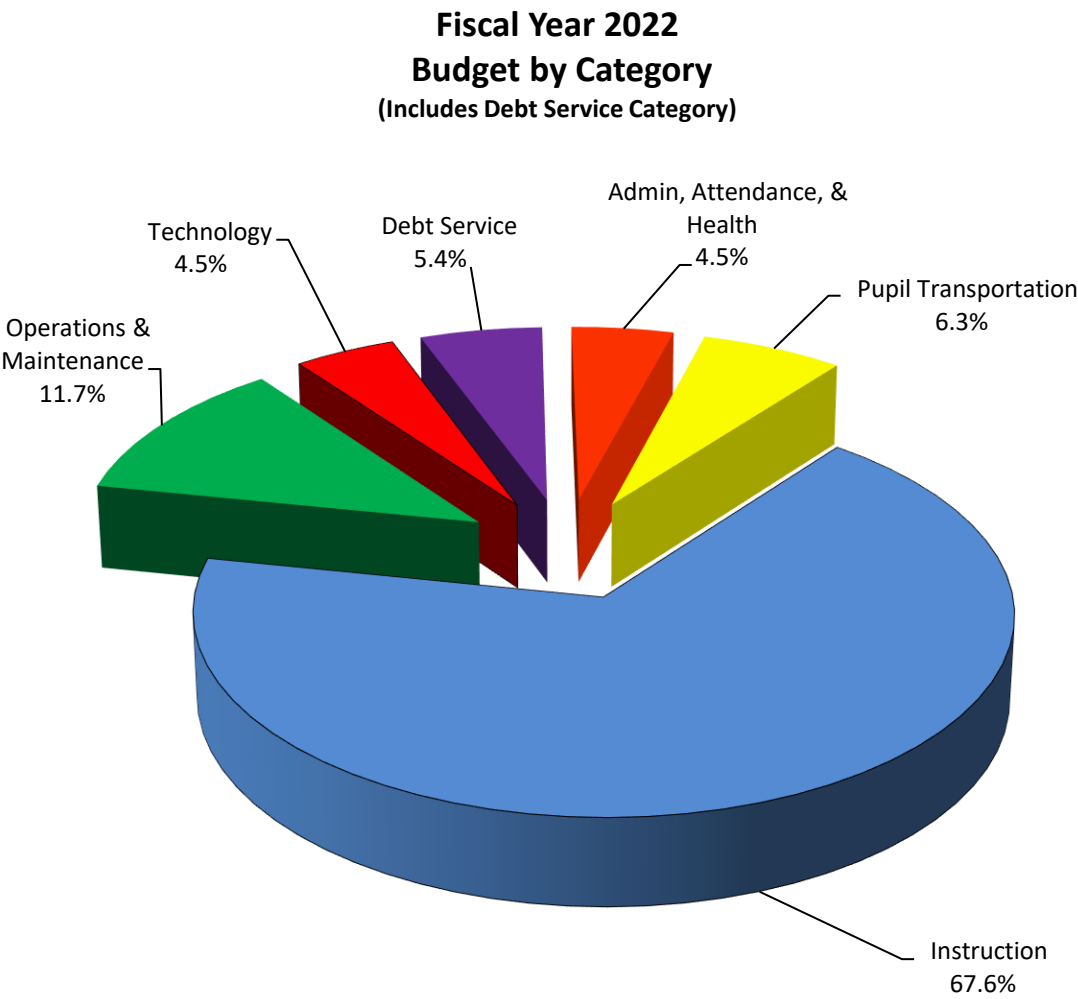
VIRGINIA BEACH CITY PUBLIC SCHOOLS
INTERIM FINANCIAL STATEMENTS
SCHOOL OPERATING FUND

EXPENDITURES/ENCUMBRANCES

OCTOBER 2021

BY UNIT WITHIN CATEGORY	FISCAL YEAR	(1) BUDGET	(2) ACTUAL THROUGH JUNE	(3) ACTUAL THROUGH MONTH	% OF (3) TO (1)	TREND *
INSTRUCTION CATEGORY	2022	615,178,088	<-----	155,817,408	25.33%	A
	2021	586,718,111	580,254,096	140,714,761	23.98%	
	2020	597,197,050	577,167,812	145,245,216	24.32%	
ADMINISTRATION, ATTENDANCE & HEALTH CATEGORY	2022	40,967,418	<-----	11,020,844	26.90%	A
	2021	39,954,023	37,155,488	11,868,325	29.70%	
	2020	26,273,771	24,530,187	7,158,248	27.24%	
PUPIL TRANSPORTATION CATEGORY	2022	57,424,512	<-----	29,719,349	51.75%	A
	2021	53,105,367	51,195,223	13,500,447	25.42%	
	2020	42,405,656	41,232,908	13,895,232	32.77%	
OPERATIONS AND MAINTENANCE CATEGORY	2022	106,829,138	<-----	40,722,739	38.12%	A
	2021	99,258,335	98,132,773	37,240,670	37.52%	
	2020	99,738,735	93,760,634	34,281,819	34.37%	
TECHNOLOGY CATEGORY	2022	40,407,295	<-----	21,234,839	52.55%	A
	2021	40,931,369	40,273,374	19,617,699	47.93%	
	2020	45,933,211	42,639,283	22,564,403	49.12%	
SCHOOL OPERATING FUND TOTAL (EXCLUDING DEBT SERVICE)	2022	860,806,451	<-----	258,515,179	30.03%	A
	2021	819,967,205	807,010,954	222,941,902	27.19%	
	2020	811,548,423	779,330,824	223,144,918	27.50%	
DEBT SERVICE CATEGORY	2022	49,442,812	<-----	20,094,023	40.64%	A
	2021	47,630,328	45,227,006	23,465,311	49.27%	
	2020	43,313,882	42,933,085	18,305,220	42.26%	

* F=FAVORABLE, U=UNFAVORABLE, A=ACCEPTABLE



VIRGINIA BEACH CITY PUBLIC SCHOOLS
STATEMENT OF EXPENDITURES AND ENCUMBRANCES
SCHOOL OPERATING FUND
JULY 1, 2021 THROUGH OCTOBER 31, 2021

A 5

	FY 2022 APPROPRIATIONS	MONTH'S EXPENDITURES	YR-TO-DATE EXPENDITURES	OUTSTANDING ENCUMBRANCES	REMAINING BALANCE	PERCENT OBLIGATED
ELEMENTARY CLASSROOM	167,289,973	16,178,674	35,985,117	191,632	131,113,224	21.6%
MIDDLE CLASSROOM	68,297,702	7,868,528	14,586,489	569,107	53,142,106	22.2%
HIGH CLASSROOM	85,291,667	8,486,602	17,188,261	322,984	67,780,422	20.5%
SPECIAL ED CLASSROOM	102,159,242	17,715,835	26,239,003	319,799	75,600,440	26.0%
TECH AND CAREER ED CLASSROOM	20,011,008	1,667,359	3,850,751	75,133	16,085,124	19.6%
GIFTED CLASSROOM	15,609,409	2,056,552	3,601,304	15,772	11,992,333	23.2%
ALTERNATIVE EDUCATION CLASSROOM	6,411,718	512,402	1,050,009	4,466	5,357,243	16.4%
REMEDIAL ED CLASSROOM	8,734,684	812,378	2,241,170		6,493,514	25.7%
SUMMER SCHOOL CC	1,602,285	(6,041)	1,609,183		(6,898)	100.4%
SUMMER SLIDE	274,364		12,408	488	261,468	4.7%
ADULT ED	2,134,618	158,699	521,012	91	1,613,515	24.4%
GUIDANCE	21,121,235	1,854,253	5,271,754	8,567	15,840,914	25.0%
SOCIAL WORKERS SCHOOL	4,316,266	365,762	1,023,479		3,292,787	23.7%
HOMEBOUND	413,194	10,394	29,123		384,071	7.0%
TEACHING AND LEARNING	18,834,101	865,905	10,019,934	42,981	8,771,186	53.4%
INSTRUCTIONAL PROF GROWTH AND INNOVATION	1,393,921	76,667	340,313	140,656	912,952	34.5%
OFFICE OF DIVERSITY EQUITY AND INCLUSION	519,024	31,866	143,369	18,000	357,655	31.1%
STUDENT LEADERSHIP	1,617,278	79,721	512,747		1,104,531	31.7%
SCHOOL LEADERSHIP	2,184,025	146,670	740,872	73,724	1,369,429	37.3%
STUDENT ACTIVITIES	8,828,851	322,763	6,092,662	18,387	2,717,802	69.2%
SPECIAL ED SUPPORT	3,826,286	383,142	1,289,402	542	2,536,342	33.7%
TECH AND CAREER ED SUPPORT	1,036,823	84,505	326,374	1,000	709,449	31.6%
GIFTED ED SUPPORT	2,613,437	190,192	686,063	6,708	1,920,666	26.5%
ALTERNATIVE ED SUPPORT	2,749,283	204,429	683,228	6,009	2,060,046	25.1%
LIBRARY MEDIA SUPPORT	14,289,878	1,372,520	3,016,959	113,729	11,159,190	21.9%
OFFICE OF PRINCIPAL-ELEMENTARY	27,936,163	2,462,910	8,793,118	63,154	19,079,891	31.7%
OFFICE OF PRINCIPAL-MIDDLE	11,929,076	1,056,693	3,761,803	4,842	8,162,431	31.6%
OFFICE OF PRINCIPAL-HIGH	13,023,396	1,098,945	3,955,149	39,765	9,028,482	30.7%
OFFICE OF PRINCIPAL-TECH AND CAREER ED	729,181	59,759	208,816		520,365	28.6%
TOTAL INSTRUCTION	615,178,088	66,118,084	153,779,872	2,037,536	459,360,680	25.3%
ADMIN., ATTENDANCE, AND HEALTH CATEGORY:						
BOARD,LEGAL AND GOVT SERVICES	1,297,287	35,828	150,971	62,650	1,083,666	16.5%
OFFICE OF SUPERINTENDENT	1,198,108	85,897	369,700	619	827,789	30.9%
MEDIA AND COMMUNICATIONS	2,402,809	146,721	562,548	168	1,840,093	23.4%
HUMAN RESOURCES SCHOOL	6,370,180	440,475	1,791,173	30,918	4,548,089	28.6%
PROFESSIONAL GROWTH AND INNOVATION	945,031	68,260	255,958	3,177	685,896	27.4%
CONSOLIDATED BENEFITS	2,687,987	212,971	882,748	12,304	1,792,935	33.3%
PLANNING INNOVATION AND ACCOUNTABILITY	2,405,724	178,395	667,022	7,999	1,730,703	28.1%
BUDGET AND FINANCE	5,489,300	474,502	2,018,620	18,872	3,451,808	37.1%
INTERNAL AUDIT	511,018	41,851	167,319		343,699	32.7%
PURCHASING SERVICES	1,231,388	101,376	371,508		859,880	30.2%
HEALTH SERVICES	8,699,621	829,432	1,726,773	439	6,972,409	19.9%
PSYCHOLOGICAL SERVICES	7,198,546	574,217	1,738,240		5,460,306	24.1%
AUDIOLOGICAL SERVICES	530,419	49,836	179,084	2,034	349,301	34.1%
TOTAL ADMIN., ATTENDANCE, AND HEALTH	40,967,418	3,239,761	10,881,664	139,180	29,946,574	26.9%

VIRGINIA BEACH CITY PUBLIC SCHOOLS
STATEMENT OF EXPENDITURES AND ENCUMBRANCES
SCHOOL OPERATING FUND
JULY 1, 2021 THROUGH OCTOBER 31, 2021

A 6

	FY 2022	MONTH'S	YR-TO-DATE	OUTSTANDING	REMAINING	PERCENT
	APPROPRIATIONS	EXPENDITURES	EXPENDITURES	ENCUMBRANCES	BALANCE	OBLIGATED
PUPIL TRANSPORTATION CATEGORY:						
TRANSPORTATION MANAGEMENT	2,674,127	221,612	918,240		1,755,887	34.3%
VEHICLE OPERATIONS	35,903,915	4,515,767	12,775,718	8,401,857	14,726,340	59.0%
VEHICLE OPERATIONS-SPECIAL ED	11,098,801	633,684	1,200,068	4,626,327	5,272,406	52.5%
MONITORING SERVICES-SPECIAL ED	3,710,682	306,826	685,630		3,025,052	18.5%
VEHICLE MAINTENANCE	4,036,987	295,170	1,111,509		2,925,478	27.5%
TOTAL PUPIL TRANSPORTATION	57,424,512	5,973,059	16,691,165	13,028,184	27,705,163	51.8%
OPERATIONS AND MAINTENANCE CATEGORY:						
SCHOOL DIVISION SERVICES	334,268	26,981	105,997.00		228,271	31.7%
FACILITIES AND MAINTENANCE SERVICES	52,913,706	4,076,660	17,216,150.00	4,059,488	31,638,068	40.2%
CUSTODIAL SERVICES SCHOOL	31,560,797	2,525,437	8,200,824.00	712,936	22,647,037	28.2%
GROUNDS SERVICES	4,618,699	1,154,674	2,309,349.00		2,309,350	50.0%
VEHICLE SERVICES	5,547,351	215,482	787,850.14	3,895,215	864,286	84.4%
SAFE SCHOOLS	8,622,086	823,507	1,846,453.00		6,775,633	21.4%
DISTRIBUTION SERVICES	2,335,732	157,856	633,769.00	70,782	1,631,181	30.2%
TELECOMMUNICATIONS CC	896,499	66,140	790,404.00	93,522	12,573	98.6%
TOTAL OPERATIONS AND MAINTENANCE	106,829,138	9,046,737	31,890,796	8,831,943	66,106,399	38.1%
TECHNOLOGY CATEGORY:						
ELEMENTARY CLASSROOM	380,357	11,118	38,127	80,007	262,223	31.1%
MIDDLE CLASSROOM	162,749	26,566	119,016	28,073	15,660	90.4%
HIGH CLASSROOM	233,913	35,348	63,484	114,404	56,025	76.0%
SPECIAL ED CLASSROOM	213,376	20,882	212,319	10,442	(9,385)	104.4%
TECH AND CAREER ED CLASSROOM	375,630	57,033	106,356	58,953	210,321	44.0%
GIFTED CLASSROOM	102,734	24,474	44,456	10,798	47,480	53.8%
ALTERNATIVE EDUCATION CLASSROOM	1,591	1,591	1,591			100.0%
REMEDIAL ED CLASSROOM	19,286		6,031	1,222	12,033	37.6%
SUMMER SCHOOL CC	10,742				10,742	
ADULT ED	59,687	658	2,084		57,603	3.5%
GUIDANCE	36,305	26,858	38,087	34,686	(36,468)	200.4%
SOCIAL WORKERS SCHOOL	10,219	12	2,615		7,604	25.6%
HOMEBOUND	40,143	4,822	11,006	6,400	22,737	43.4%
TEACHING AND LEARNING	356,475	1,909	337,567	61,593	(42,685)	112.0%
INSTRUCTIONAL PROF GROWTH AND INNOVATION	32,366				32,366	
OFFICE OF DIVERSITY EQUITY AND INCLUSION	5,852	33	1,734		4,118	29.6%
STUDENT LEADERSHIP	4,002	167	485	1,591	1,926	51.9%
SCHOOL LEADERSHIP	34,894	1,761	37,219	5,138	(7,463)	121.4%
STUDENT ACTIVITIES	1,086		1,084		2	99.8%
SPECIAL ED SUPPORT	9,946	313	1,012	13	8,921	10.3%
TECH AND CAREER ED SUPPORT	4,519	308	593	1,385	2,541	43.8%
GIFTED ED SUPPORT	36,225	586	56,861	1,018	(21,654)	159.8%
ALTERNATIVE ED SUPPORT	175,401	15,268	43,533	39,120	92,748	47.1%
LIBRARY MEDIA SUPPORT	551,684	11,677	522,769	7,588	21,327	96.1%
OFFICE OF PRINCIPAL-ELEMENTARY	20,809	3,133	10,164	9,840	805	96.1%
OFFICE OF PRINCIPAL-MIDDLE	37,042	11,758	25,762	14,909	(3,629)	109.8%
OFFICE OF PRINCIPAL-HIGH	9,282	512	3,032	7,102	(852)	109.2%
OFFICE OF PRINCIPAL-TECH AND CAREER ED	501				501	

VIRGINIA BEACH CITY PUBLIC SCHOOLS
STATEMENT OF EXPENDITURES AND ENCUMBRANCES
SCHOOL OPERATING FUND
JULY 1, 2021 THROUGH OCTOBER 31, 2021

A 7

	FY 2022 APPROPRIATIONS	MONTH'S EXPENDITURES	YR-TO-DATE EXPENDITURES	OUTSTANDING ENCUMBRANCES	REMAINING BALANCE	PERCENT OBLIGATED
TECHNOLOGY CATEGORY:						
INSTRUCTIONAL TECHNOLOGY SUPPORT	15,271,965	1,006,824	3,980,854	1,109,861	10,181,250	33.3%
BOARD,LEGAL AND GOVT SERVICES	2,233	57	226		2,007	10.1%
OFFICE OF SUPERINTENDENT	7,658	195	1,054		6,604	13.8%
MEDIA AND COMMUNICATIONS	268,343	501	323,580		(55,237)	120.6%
HUMAN RESOURCES SCHOOL	295,269	2,087	268,137	4,932	22,200	92.5%
PROFESSIONAL GROWTH AND INNOVATION	142,551		122,273	6,223	14,055	90.1%
CONSOLIDATED BENEFITS	49,815	1,650	9,102	11,748	28,965	41.9%
PLANNING INNOVATION AND ACCOUNTABILITY	666,474	8,895	396,705	52,930	216,839	67.5%
BUDGET AND FINANCE	332,105	3,121	118,267	3,129	210,709	36.6%
INTERNAL AUDIT	10,507	2	43	6,600	3,864	63.2%
PURCHASING SERVICES	176,901	1,400	33,119	48,155	95,627	45.9%
OFFICE OF TECHNOLOGY	972,254	89,308	347,428	30,140	594,686	38.8%
HEALTH SERVICES	5,852	48,000	48,236	5,030	(47,414)	910.2%
PSYCHOLOGICAL SERVICES	32,915	1,271	3,663	677	28,575	13.2%
TRANSPORTATION MANAGEMENT	55,940	70	11,482	41,920	2,538	95.5%
VEHICLE OPERATIONS	596,904	140,264	307,816	295,433	(6,345)	101.1%
VEHICLE OPERATIONS-SPECIAL ED	108,552	6,429	59,340	51,427	(2,215)	102.0%
VEHICLE MAINTENANCE	38,337	1,845	13,710		24,627	35.8%
SCHOOL DIVISION SERVICES	3,920	52	75		3,845	1.9%
FACILITIES AND MAINTENANCE SERVICES	1,223,218	45,848	536,743	460,902	225,573	81.6%
CUSTODIAL SERVICES SCHOOL	8,991	180	5,344	1,003	2,644	70.6%
VEHICLE SERVICES	94,765	5,556	50,293	44,445	27	99.9%
SAFE SCHOOLS	137,785	2,194	128,028	1,801	7,956	94.2%
DISTRIBUTION SERVICES	66,022	991	49,798	10,993	5,231	92.1%
TELECOMMUNICATIONS CC	10,212				10,212	
TECHNOLOGY MAINTENANCE	16,900,991	3,024,639	8,244,613	1,806,292	6,850,086	59.5%
TOTAL TECHNOLOGY	40,407,295	4,648,166	16,746,916	4,487,923	19,172,456	52.6%
TOTAL SCHOOL OPERATING FUND (EXCLUDING DEBT SERVICE)	860,806,451	89,025,807	229,990,413	28,524,766	602,291,272	30.0%
DEBT SERVICE CATEGORY:	49,442,812	773,574	20,094,023		29,348,789	40.6%

Virginia Beach City Public Schools

B1

Interim Financial Statements

School Operating Fund Summary

For the period July 1, 2021 through October 31, 2021

Revenues :

	Budget	% of Total	Actual	Unrealized	Percent Realized
Source:					
Commonwealth of Virginia	317,437,827	36.28%	90,761,699	(226,676,128)	28.59%
State Share Sales Tax	81,922,118	9.36%	19,265,791	(62,656,327)	23.52%
Federal Government	13,500,000	1.54%	10,462,903	(3,037,097)	77.50%
City of Virginia Beach	458,956,737	52.46%	153,475,937	(305,480,800)	33.44%
Other Sources	3,132,803	0.36%	1,161,137	(1,971,666)	37.06%
Total Revenues	874,949,485	100.0%	275,127,467	(599,822,018)	31.44%
Prior Year Local Contribution*	35,299,778				
	<u>910,249,263</u>				

Expenditures/Encumbrances:

	Budget	% of Total	Actual	Unencumbered	Percent Obligated
Category:					
Instruction	615,178,088	67.58%	155,817,408	459,360,680	25.33%
Administration, Attendance and Health	40,967,418	4.50%	11,020,844	29,946,574	26.90%
Pupil Transportation	57,424,512	6.31%	29,719,349	27,705,163	51.75%
Operations and Maintenance	106,829,138	11.74%	40,722,739	66,106,399	38.12%
Technology	40,407,295	4.44%	21,234,839	19,172,456	52.55%
Debt Service	49,442,812	5.43%	20,094,023	29,348,789	40.64%
Total Expenditures/Encumbrances	<u>910,249,263</u>	100.0%	278,609,202	631,640,061	30.61%

*Fiscal year 2020-2021 encumbrances brought
forward into the current year

VIRGINIA BEACH CITY PUBLIC SCHOOLS
SCHOOL OPERATING FUND
BALANCE SHEET
JULY 1, 2021 THROUGH OCTOBER 31, 2021

B 2

ASSETS:

CASH	(79,491,402)
DUE FROM GENERAL FUND	150,822,426
DUE FROM THE COMMONWEALTH	2,423,996
PREPAID ITEM	9,016

TOTAL ASSETS

73,764,036

LIABILITIES:

CHECKS PAYABLE	359,334
WIRES PAYABLE	695,314
ACH PAYABLE	15,281
ACCOUNTS PAYABLE	61,347
ACCOUNTS PAYABLE-SCHOOLS	10,877
SALARIES PAYABLE-OPTIONS	11,053,452
FICA PAYABLE-OPTIONS	829,425
DUE TO COMMONWEALTH	181
TOTAL LIABILITIES	<u>13,025,211</u>

FUND EQUITY:

FUND BALANCE	396,016
ESTIMATED REVENUE	(874,949,485)
APPROPRIATIONS	910,249,263
ENCUMBRANCES	28,524,766
RESERVE FOR ENCUMBRANCES	(28,524,766)
EXPENDITURES	(250,084,436)
REVENUES	<u>275,127,467</u>
TOTAL FUND EQUITY	<u>60,738,825</u>

TOTAL LIABILITIES AND FUND EQUITY

73,764,036

VIRGINIA BEACH CITY PUBLIC SCHOOLS
STATEMENT OF REVENUES
SCHOOL OPERATING FUND
JULY 1, 2021 THROUGH OCTOBER 31, 2021

B 3

	<u>FY 2022 ESTIMATED</u>	<u>MONTH'S REALIZED</u>	<u>YR-TO-DATE REALIZED</u>	<u>UNREALIZED REVENUES</u>	<u>PERCENT REALIZED</u>
COMMONWEALTH VRS RETIREMENT	25,465,702	2,092,002	8,368,007	(17,097,695)	32.9%
SOCIAL SECURITY	10,935,722	898,367	3,593,468	(7,342,254)	32.9%
GROUP LIFE	764,736	62,823	251,291	(513,445)	32.9%
BASIC SCHOOL AID	190,383,716	15,582,599	62,330,396	(128,053,320)	32.7%
REMEDIAL SUMMER SCHOOL	1,935			(1,935)	
VOCATIONAL EDUCATION	1,605,945	131,928	527,712	(1,078,233)	32.9%
GIFTED EDUCATION	1,988,313	163,340	653,358	(1,334,955)	32.9%
SPECIAL EDUCATION	20,036,078	1,645,960	6,583,838	(13,452,240)	32.9%
PREVENTION, INTERVENTION AND REMEDIATION	4,588,415	376,937	1,507,749	(3,080,666)	32.9%
COMPENSATION SUPPLEMENT	12,039,181	989,104	3,956,415	(8,082,766)	32.9%
SPECIAL EDUCATION HOMEBOUND	77,743			(77,743)	
SUPPLEMENTAL LOTTERY PER PUPIL ALLOCATION	15,239,091			(15,239,091)	
FOSTER CARE	470,374			(470,374)	
SPECIAL ED-REGIONAL TUITION	9,690,078			(9,690,078)	
CAREER AND TECH ED-OCCUPATIONAL	318,903			(318,903)	
ENGLISH AS A SECOND LANGUAGE	1,603,531	133,627	534,510	(1,069,021)	33.3%
AT-RISK	7,455,186	612,454	2,449,818	(5,005,368)	32.9%
K-3 PRIMARY CLASS SIZE REDUCTION	5,079,167			(5,079,167)	
OTHER STATE FUNDS	9,694,011		5,137	(9,688,874)	0.1%
TOTAL FROM COMMONWEALTH OF VIRGINIA	<u>317,437,827</u>	<u>22,689,141</u>	<u>90,761,699</u>	<u>(226,676,128)</u>	28.6%
STATE SHARE SALES TAX	<u>81,922,118</u>	<u>7,133,680</u>	<u>19,265,791</u>	<u>(62,656,327)</u>	23.5%
TOTAL FROM STATE SHARE SALES TAX	<u>81,922,118</u>	<u>7,133,680</u>	<u>19,265,791</u>	<u>(62,656,327)</u>	23.5%
IMPACT AID PUBLIC LAW 874	9,935,191	4,398,206	4,398,206	(5,536,985)	44.3%
IMPACT AID SPECIAL ED		459,818	459,818	459,818	
IMPACT AID DEPT OF DEFENSE	1,500,000		2,876,974	1,376,974	191.8%
DEPT. OF THE NAVY NJROTC	100,000			(100,000)	
DEPT OF DEFENSE SPECIAL ED			2,580,106	2,580,106	
MEDICAID REIMB-MEDICAL	1,964,809		147,485	(1,817,324)	7.5%
MEDICAID REIMB-TRANSPORTATION			314	314	
TOTAL FROM FEDERAL GOVERNMENT	<u>13,500,000</u>	<u>4,858,024</u>	<u>10,462,903</u>	<u>(3,037,097)</u>	77.5%

VIRGINIA BEACH CITY PUBLIC SCHOOLS
STATEMENT OF REVENUES
SCHOOL OPERATING FUND
JULY 1, 2021 THROUGH OCTOBER 31, 2021

B 4

	FY 2022 ESTIMATED	MONTH'S REALIZED	YR-TO-DATE REALIZED	UNREALIZED REVENUES	PERCENT REALIZED
CITY OF VIRGINIA BEACH-LOCAL CONTRIBUTION	456,886,835	38,073,902	152,295,611	(304,591,224)	33.3%
TRANSFER FROM SCHOOL RESERVE FUND	1,334,364	111,197	444,788	(889,576)	33.3%
CITY OF VIRGINIA BEACH-CONSOLIDATED BEN	735,538		735,538		100.0%
TOTAL TRANSFERS	<u>458,956,737</u>	<u>38,185,099</u>	<u>153,475,937</u>	<u>(305,480,800)</u>	33.4%
RENT OF FACILITIES SCHOOLS	450,000	93,454	102,371	(347,629)	22.7%
TUITION CHARGES	20,811			(20,811)	
TUITION REGULAR DAY	100,000	11,048	66,852	(33,148)	66.9%
TUITION GEN ADULT ED	142,839			(142,839)	
TUITION VOCATIONAL ADULT ED	169,750			(169,750)	
TUITION LPN PROGRAM	25,575	1,000	1,000	(24,575)	3.9%
TUITION SUMMER SCHOOL	700,000		220,465	(479,535)	31.5%
TUITION DRIVERS ED	322,125	17,850	33,180	(288,945)	10.3%
PLANETARIUM FEES			(20)	(20)	
VENDING OPERATING RECEIPTS		42	42	42	
STOP ARM ENFORCEMENT	350,000	90,994	220,165	(129,835)	62.9%
SALE OF SALVAGE MATERIALS	12,000	11,312	35,275	23,275	294.0%
SALE OF CAPITAL ASSETS AND VEHICLES	15,000		5,000	(10,000)	33.3%
SALE OF SCHOOL BUSES		41,185	41,185	41,185	
REIMB SYSTEM REPAIRS		220	2,595	2,595	
LOST AND STOLEN-TECHNOLOGY		390	12,725	12,725	
DAMAGED-TECHNOLOGY		4,240	59,701	59,701	
LOST AND DAMAGED-CALCULATORS		247	16,458	16,458	
LOST AND DAMAGED-HEARTRATE MONITORS		242	653	653	
MISCELLANEOUS REVENUE	224,703	3	270	(224,433)	0.1%
INDIRECT COST-GRANTS	600,000	101,721	280,661	(319,339)	46.8%
PREMIUMS ON BONDS ISSUED			62,559	62,559	
TOTAL FROM OTHER SOURCES	<u>3,132,803</u>	<u>373,948</u>	<u>1,161,137</u>	<u>(1,971,666)</u>	37.1%
TOTAL SCHOOL OPERATING FUND	<u>874,949,485</u>	<u>73,239,892</u>	<u>275,127,467</u>	<u>(599,822,018)</u>	31.4%

VIRGINIA BEACH CITY PUBLIC SCHOOLS
SCHOOL ATHLETICS FUND
JULY 1, 2021 THROUGH OCTOBER 31, 2021

B 5

ASSETS:		LIABILITIES:	
CASH	3,536,049	CHECKS PAYABLE	6,107
		TOTAL LIABILITIES	6,107
		FUND EQUITY:	
		FUND BALANCE	
		ESTIMATED REVENUE	(5,478,274)
		APPROPRIATIONS	5,907,643
		ENCUMBRANCES	100,931
		RESERVE FOR ENCUMBRANCES	(100,931)
		EXPENDITURES	(1,886,545)
		REVENUES	4,987,118
		TOTAL FUND EQUITY	3,529,942
TOTAL ASSETS	3,536,049	TOTAL LIABILITIES AND FUND EQUITY	3,536,049

	FY 2022 ESTIMATED	MONTH'S REALIZED	YR-TO-DATE REALIZED	UNREALIZED REVENUES	PERCENT REALIZED	FY 2021 PERCENT REALIZED
REVENUES:						
INTEREST ON BANK DEPOSITS	5,000		11,870	6,870	237.4%	381.9%
BASKETBALL	120,000			(120,000)		
FOOTBALL	250,000			(250,000)		
GYMNASTICS	4,000			(4,000)		
WRESTLING	13,000			(13,000)		
SOCCER	42,000			(42,000)		
MIDDLE SCHOOL	65,000			(65,000)		
TRANSFER FROM SCHOOL OPERATING	4,974,274		4,974,274		100.0%	100.0%
OTHER INCOME	5,000		974	(4,026)	19.5%	7.2%
TOTAL REVENUES	5,478,274		4,987,118	(491,156)	91.0%	91.2%
PYFB-ENCUMBRANCES	429,369					
TOTAL REVENUES AND PYFB	5,907,643					

	FY 2022 APPROPRIATIONS	MONTH'S EXPENDITURES	YR-TO-DATE EXPENDITURES	OUTSTANDING ENCUMBRANCES	REMAINING BALANCE	PERCENT OBLIGATED	FY 2021 PERCENT OBLIGATED
EXPENDITURES:							
PERSONNEL SERVICES	2,787,930	364,974	760,008		2,027,922	27.3%	
FICA BENEFITS	213,274	27,920	58,147		155,127	27.3%	
PURCHASED SERVICES	1,282,029	158,838	311,616		970,413	24.3%	11.3%
VA HIGH SCHOOL LEAGUE DUES	51,250		20,343		30,907	39.7%	32.0%
ATHLETIC INSURANCE	190,000		168,611		21,389	88.7%	94.0%
MATERIALS AND SUPPLIES	925,653	84,791	336,623	44,226	544,804	41.1%	36.7%
CAPITAL OUTLAY	457,507	219,407	231,197	56,705	169,605	62.9%	41.8%
TOTAL	5,907,643	855,930	1,886,545	100,931	3,920,167	33.6%	12.8%

VIRGINIA BEACH CITY PUBLIC SCHOOLS
SCHOOL CAFETERIAS FUND
JULY 1, 2021 THROUGH OCTOBER 31, 2021

B 6

ASSETS:		LIABILITIES:	
CASH	7,116,778	CHECKS PAYABLE	57
CASH WITH CAFETERIAS	6,004	ACH PAYABLE	6,447
FOOD INVENTORY	393,805	SALARIES PAYABLE-OPTIONS	228,900
FOOD-USDA INVENTORY	247,550	FICA PAYABLE-OPTIONS	17,592
SUPPLIES INVENTORY	162,339	UNEARNED REVENUE	714,346
		TOTAL LIABILITIES	967,342
		FUND EQUITY:	
		FUND BALANCE	6,435,319
		ESTIMATED REVENUE	(33,047,765)
		APPROPRIATIONS	36,315,927
		ENCUMBRANCES	35,770
		RESERVE FOR ENCUMBRANCES	(35,770)
		EXPENDITURES	(6,441,998)
		REVENUES	3,697,651
		TOTAL FUND EQUITY	6,959,134
TOTAL ASSETS	7,926,476	TOTAL LIABILITIES AND FUND EQUITY	7,926,476

	FY 2022 ESTIMATED	MONTH'S REALIZED	YR-TO-DATE REALIZED	UNREALIZED REVENUES	PERCENT REALIZED	FY 2021 PERCENT REALIZED
REVENUES:						
INTEREST ON BANK DEPOSITS	75,000		23,509	(51,491)	31.3%	19.4%
SERVICE CHARGES	11,518,879	40,637	112,606	(11,406,273)	1.0%	0.5%
USDA REBATES FROM VENDORS	500,000	4,879	66,489	(433,511)	13.3%	5.2%
MISCELLANEOUS REVENUE			3,100	3,100		
TOTAL LOCAL REVENUE	12,093,879	45,516	205,704	(11,888,175)	1.7%	1.0%
SCHOOL BREAKFAST INITIATIVE	50,000			(50,000)		
SCHOOL LUNCH	280,000			(280,000)		
SCHOOL BREAKFAST	220,000			(220,000)		
TOTAL REVENUE FROM COMMONWEALTH	550,000			(550,000)		
SCHOOL BREAKFAST PROGRAM	5,204,024	584,216	584,216	(4,619,808)	11.2%	
NATIONAL SCHOOL LUNCH PROGRAM	12,899,862	2,126,080	2,126,080	(10,773,782)	16.5%	
USDA COMMODITIES	1,800,000			(1,800,000)		
CHILD & ADULT CARE FOOD PROGRAM	350,000	24,735	24,735	(325,265)	7.1%	
USDA SUMMER FEEDING PROGRAM	150,000		756,916	606,916	504.6%	1798.2%
TOTAL REVENUE FROM FEDERAL GOV'T	20,403,886	2,735,031	3,491,947	(16,911,939)	17.1%	13.5%
TOTAL REVENUES	33,047,765	2,780,547	3,697,651	(29,350,114)	11.2%	8.7%
PRIOR YEAR FUND BALANCE (PYFB)	3,189,607					
PYFB-ENCUMBRANCES	78,555					
TOTAL REVENUES AND PYFB	36,315,927					

	FY 2022 APPROPRIATIONS	MONTH'S EXPENDITURES	YR-TO-DATE EXPENDITURES	OUTSTANDING ENCUMBRANCES	REMAINING BALANCE	PERCENT OBLIGATED	FY 2021 PERCENT OBLIGATED
EXPENDITURES:							
PERSONNEL SERVICES	13,196,702	1,033,390	2,518,192		10,678,510	19.1%	19.2%
FRINGE BENEFITS	5,334,089	399,735	884,655		4,449,434	16.6%	17.5%
PURCHASED SERVICES	567,324	58,940	180,081	6,998	380,245	33.0%	52.0%
OTHER CHARGES	49,801	607	1,365		48,436	2.7%	3.0%
MATERIALS AND SUPPLIES	16,283,840	1,976,250	2,619,320	8,062	13,656,458	16.1%	9.6%
CAPITAL OUTLAY	884,171	16,481	238,385	20,710	625,076	29.3%	27.1%
TOTAL	36,315,927	3,485,403	6,441,998	35,770	29,838,159	17.8%	16.4%

VIRGINIA BEACH CITY PUBLIC SCHOOLS
SCHOOL TEXTBOOKS FUND
JULY 1, 2021 THROUGH OCTOBER 31, 2021

B 7

ASSETS:		LIABILITIES:	
CASH	4,857,910	TOTAL LIABILITIES	
		FUND EQUITY:	
		FUND BALANCE	6,206,212
		ESTIMATED REVENUE	(4,165,791)
		APPROPRIATIONS	6,251,172
		ENCUMBRANCES	217,021
		RESERVE FOR ENCUMBRANCES	(217,021)
		EXPENDITURES	(4,826,755)
		REVENUES	1,393,072
		TOTAL FUND EQUITY	4,857,910
TOTAL ASSETS	<u>4,857,910</u>	TOTAL LIABILITIES AND FUND EQUITY	<u>4,857,910</u>

	FY 2022 ESTIMATED	MONTH'S REALIZED	YR-TO-DATE REALIZED	UNREALIZED REVENUES	PERCENT REALIZED	FY 2021 PERCENT REALIZED
REVENUES:						
INTEREST ON BANK DEPOSITS	29,483		14,510	(14,973)	49.2%	85.7%
SALE OF SALVAGE MATERIALS		451	451			
LOST AND DAMAGED	27,000	186	27,549	549	102.0%	0.4%
MISCELLANEOUS		247	247	247		
TOTAL LOCAL REVENUE	<u>56,483</u>	<u>884</u>	<u>42,757</u>	<u>(14,177)</u>	75.7%	45.0%
DEPT OF EDUCATION	4,109,308	337,579	1,350,315	(2,758,993)	32.9%	33.3%
TOTAL REVENUE-COMMONWEALTH	<u>4,109,308</u>	<u>337,579</u>	<u>1,350,315</u>	<u>(2,758,993)</u>	32.9%	33.3%
TOTAL REVENUES	4,165,791	<u>338,463</u>	<u>1,393,072</u>	<u>(2,773,170)</u>	33.4%	33.4%
PRIOR YEAR FUND BALANCE (PYFB)	2,071,611					
PYFB-ENCUMBRANCES	<u>13,770</u>					
TOTAL REVENUES AND PYFB	<u>6,251,172</u>					

	FY 2022 APPROPRIATIONS	MONTH'S EXPENDITURES	YR-TO-DATE EXPENDITURES	OUTSTANDING ENCUMBRANCES	REMAINING BALANCE	PERCENT OBLIGATED	FY 2021 PERCENT OBLIGATED
EXPENDITURES:							
PERSONNEL SERVICES	99,170	10,037	33,727		65,443	34.0%	33.3%
FRINGE BENEFITS	37,597	3,246	10,018		27,579	26.6%	31.9%
MATERIALS AND SUPPLIES	6,114,405	148,265	4,783,010	217,021	1,114,374	81.8%	66.3%
TOTAL	<u>6,251,172</u>	<u>161,548</u>	<u>4,826,755</u>	<u>217,021</u>	<u>1,207,396</u>	80.7%	69.6%

VIRGINIA BEACH CITY PUBLIC SCHOOLS
SCHOOL RISK MANAGEMENT FUND
JULY 1, 2021 THROUGH OCTOBER 31, 2021

B 8

ASSETS:		LIABILITIES:	
CASH	19,751,531	ACCOUNTS PAYABLE	7,525
PREPAID ITEM	263,013	ACH PAYABLE	1,185
		EST CLAIMS/JUDGMENTS PAYABLE	10,057,092
		TOTAL LIABILITIES	10,065,802
		FUND EQUITY:	
		RETAINED EARNINGS	7,728,354
		ENCUMBRANCES	1,328,131
		RESERVE FOR ENCUMBRANCES	(1,328,131)
		EXPENSES	(4,652,020)
		REVENUES	6,872,408
		TOTAL FUND EQUITY	9,948,742
TOTAL ASSETS	20,014,544	TOTAL LIABILITIES AND FUND EQUITY	20,014,544

REVENUES:	MONTH'S REALIZED	YR-TO-DATE REALIZED
INTEREST ON BANK DEPOSITS		53,272
RISK MANAGEMENT CHARGES		6,805,724
INSURANCE PROCEEDS		9,324
MISCELLANEOUS REVENUE	3,600	4,088
TRANSFER FROM SCHOOL OPERATING FUND		
TOTAL REVENUES	3,600	6,872,408

EXPENSES:	MONTH'S EXPENSES	YR-TO-DATE EXPENSES	OUTSTANDING ENCUMBRANCES
PERSONNEL SERVICES	32,559	127,297	
FRINGE BENEFITS	11,622	40,393	
OTHER PURCHASED SERVICES	51,347	333,030	1,314,160
FIRE AND PROPERTY INSURANCE	(145)	2,569,780	
MOTOR VEHICLE INSURANCE		584,475	
WORKER'S COMPENSATION	112,714	427,798	
SURETY BONDS		8,507	
GENERAL LIABILITY INSURANCE		554,222	
MISCELLANEOUS		1,475	
MATERIALS AND SUPPLIES	1,555	5,043	13,971
TOTAL	209,652	4,652,020	1,328,131

VIRGINIA BEACH CITY PUBLIC SCHOOLS
SCHOOL COMMUNICATION TOWERS/TECHNOLOGY FUND
JULY 1, 2021 THROUGH OCTOBER 31, 2021

B 9

ASSETS:		LIABILITIES:	
CASH	4,039,169	DEPOSITS PAYABLE	75,000
		TOTAL LIABILITIES	<u>75,000</u>
		FUND EQUITY:	
		FUND BALANCE	3,432,447
		ESTIMATED REVENUE	(516,000)
		APPROPRIATIONS	800,000
		ENCUMBRANCES	
		RESERVE FOR ENCUMBRANCES	
		EXPENDITURES	
		REVENUES	<u>247,722</u>
		TOTAL FUND EQUITY	<u>3,964,169</u>
TOTAL ASSETS	<u>4,039,169</u>	TOTAL LIABILITIES AND FUND EQUITY	<u>4,039,169</u>

	FY 2022 ESTIMATED	MONTH'S REALIZED	YR-TO-DATE REALIZED	UNREALIZED REVENUES	PERCENT REALIZED	FY 2021 PERCENT REALIZED
REVENUES:						
INTEREST ON BANK DEPOSITS	16,000		10,450	(5,550)	65.3%	88.6%
RENT-WIRELESS COMMUNICATION	500,000			(500,000)		
TOWER RENT-BAYSIDE HIGH			27,500	27,500		
TOWER RENT-COX HIGH		6,644	68,511	68,511		
TOWER RENT-FIRST COLONIAL HIGH			34,072	34,072		
TOWER RENT-OCEAN LAKES HIGH			24,747	24,747		
TOWER RENT-TALLWOOD HIGH			50,067	50,067		
TOWER RENT-TECH CENTER		10,967	26,978	26,978		
TOWER RENT-WOODSTOCK ELEM		1,799	5,397	5,397		
TOTAL REVENUES	<u>516,000</u>	<u>19,410</u>	<u>247,722</u>	<u>(268,278)</u>	48.0%	40.0%
PRIOR YEAR FUND BALANCE (PYFB)	<u>284,000</u>					
TOTAL REVENUES AND PYFB	<u>800,000</u>					

	FY 2022 APPROPRIATIONS	MONTH'S EXPENDITURES	YR-TO-DATE EXPENDITURES	OUTSTANDING ENCUMBRANCES	REMAINING BALANCE	PERCENT OBLIGATED	FY 2021 PERCENT OBLIGATED
EXPENDITURES:							
MATERIALS AND SUPPLIES	800,000				800,000		
TOTAL	<u>800,000</u>				<u>800,000</u>		

VIRGINIA BEACH CITY PUBLIC SCHOOLS
STATEMENT OF REVENUES
SCHOOL GRANTS FUND
JULY 1, 2021 THROUGH OCTOBER 31, 2021

B10

Revenues :

	FY 2022 Estimated	Month's Realized	Yr-To-Date Realized	Unrealized Revenues	Percent Realized
Source:					
Commonwealth of Virginia	25,182,901	260,678	4,308,093	(20,874,808)	17.11%
Federal Government	171,046,559	130,611	182,276	(170,864,283)	0.11%
Other Sources	596,413	14,887	193,273	(403,140)	32.41%
Transfers from School Operating Fund	7,372,993		7,374,644	1,651	100.02%
Total Revenues	204,198,866	406,176	12,058,286	(192,140,580)	5.91%

VIRGINIA BEACH CITY PUBLIC SCHOOLS
STATEMENT OF EXPENDITURES AND ENCUMBRANCES
SCHOOL GRANTS FUND
JULY 1, 2021 THROUGH OCTOBER 31, 2021

B 11

	<u>FY 2022</u> <u>APPROPRIATIONS</u>	<u>MONTH'S</u> <u>EXPENDITURES</u>	<u>YR-TO-DATE</u> <u>EXPENDITURES</u>	<u>OUTSTANDING</u> <u>ENCUMBRANCES</u>	<u>REMAINING</u> <u>BALANCE</u>	<u>PERCENT</u> <u>OBLIGATED</u>
2 REVOLUTIONS	88,967	16,150	61,902		27,065	69.6%
AASA CZI SEL IMPACT PROJECT	4,000				4,000	
ADULT BASIC EDUCATION	363,596	49,718	86,114		277,482	23.7%
ADVANCING COMPUTER SCIENCE EDUCATION	141,543				141,543	
ALGEBRA READINESS	2,508,548	15,765	150,777	394,650	1,963,121	21.7%
ARPA ESSER III	82,443,644	1,317,922	1,317,922	3,705,650	77,420,072	6.1%
ASIA SOCIETY CONFUCIUS CLASSROOMS NETWORK	991				991	
CAREER & TECH ED STATE EQUIP ALLOC	72,946				72,946	
CAREER SWITCHER PROG MENTOR REIMB	28,200				28,200	
CARES ACT CORONA VIRUS RELIEF FUND (CRF)	24,760	16,346	24,224		536	97.8%
CARES ACT ESSER	6,135,381	419,106	1,507,727	798,381	3,829,273	37.6%
CARES ESSER CLEANING SUPPLIES	1,681				1,681	
CARES ESSER FACILITIES AND PPE	966				966	
CARES ESSER INS DELIVERY SUPPORT	4,731				4,731	
CARES ESSER SE UNIVERSAL SCRNR	5,674		5,000		674	88.1%
CARES ESSER SPED SRVCS SUPPORT	185,254				185,254	
CARES GEER VISION	2,155,247	481	75,505	318,366	1,761,376	18.3%
CARL PERKINS	974,597	51,328	229,180	93,260	652,157	33.1%
CRRSA ACT ESSER II	36,709,198	311,268	4,073,792	5,660,594	26,974,812	26.5%
CTE SPECIAL STATE EQUIP ALLOC	57,113			4,014	53,099	7.0%
EARLY READING INTERVENTION	3,548,799	210,463	327,524	766	3,220,509	9.3%
GENERAL ADULT ED	30,993	3,142	6,302		24,691	20.3%
GREEN RUN COLLEGIATE CHARTER SCHOOL	7,662	4,447	7,662			100.0%
HAMPTON ROADS WORKFORCE COUNCIL-ALC	142,630	16,391	34,259		108,371	24.0%
HAMPTON ROADS WORKFORCE COUNCIL-STEM (ISY)	108,000	3,680	13,794		94,206	12.8%
HAMPTON ROADS WORKFORCE COUNCIL-STEM (OSY)	129,600	5,560	17,495		112,105	13.5%
INDUSTRY CERT EXAMINATIONS	88,032				88,032	
INDUSTRY CERT EXAMINATIONS STEM-H	24,033		12,252		11,781	51.0%
IPOP INTENSIVE TA	2,000		1,657		343	82.9%
ISAEP	65,863	4,922	7,383		58,480	11.2%
JAIL EDUCATION PROGRAM	322,556	14,281	48,194		274,362	14.9%
JUVENILE DETENTION HOME	1,798,355	109,857	336,622	76	1,461,657	18.7%
LEARNING LOSS INSTRUCTIONAL SUPPORTS	1,843,204	3,160	1,281,875		561,329	69.5%
MCKINNEY VENTO	132,838	1,766	31,917	79	100,842	24.1%
MYCAA-LPN	1,000	1,000	1,000			100.0%
NATIONAL BOARD CERTIFICATION INCENTIVE	328,334				328,334	
NATIONAL MATH AND SCIENCE INITIATIVE (NMSI)	50,331				50,331	
NETWORK IMPROVEMENT COMMUNITY (NIC)	1,380				1,380	

VIRGINIA BEACH CITY PUBLIC SCHOOLS
STATEMENT OF EXPENDITURES AND ENCUMBRANCES
SCHOOL GRANTS FUND
JULY 1, 2021 THROUGH OCTOBER 31, 2021

B 12

	<u>FY 2022</u> <u>APPROPRIATIONS</u>	<u>MONTH'S</u> <u>EXPENDITURES</u>	<u>YR-TO-DATE</u> <u>EXPENDITURES</u>	<u>OUTSTANDING</u> <u>ENCUMBRANCES</u>	<u>REMAINING</u> <u>BALANCE</u>	<u>PERCENT</u> <u>OBLIGATED</u>
NEW TEACHER MENTOR	34,768				34,768	
NO KID HUNGRY	62,200		40	17,100	45,060	27.6%
POST 9-11 GI BILL	3,330				3,330	
POSITIVE BEHAVIOR INTERVENTIONS & SUPPORT	53,739	592	22,574	8	31,157	42.0%
PRESCHOOL- IDEA SECTION 619	840,868	50,686	135,390	8,045	697,433	17.1%
PROJECT GRADUATION	129,831		5,903		123,928	4.5%
PROJECT HOPE - CITY WIDE SCA	2,454				2,454	
RACE TO GED	65,191	8,206	14,783		50,408	22.7%
RESERVE FOR CONTINGENCY	5,625,729				5,625,729	
SCHOOL SECURITY EQUIPMENT	102,746		2,505		100,241	2.4%
SPANISH IMMERSION	78,808				78,808	
STARTALK	161,781	160	54,577		107,204	33.7%
STEM COMPETITION	10,000				10,000	
STOPPING THE PUSH OUT OF BLACK GIRLS	7,750		7,741		9	99.9%
TECHNOLOGY INITIATIVE	8,408,341		16,795		8,391,546	0.2%
TITLE I PART A	15,565,263	1,179,075	4,081,023	467,636	11,016,604	29.2%
TITLE I PART D SUBPART 1	92,913	2,315	2,784	559	89,570	3.6%
TITLE I PART D SUBPART 2	641,686	33,166	46,638	11,064	583,984	9.0%
TITLE II PART A	2,023,480	158,016	326,750		1,696,730	16.1%
TITLE III PART A LANGUAGE ACQUISITION	327,317	35,213	97,315		230,002	29.7%
TITLE IV PART A	2,068,675	78,382	294,278	83,315	1,691,082	18.3%
TITLE IV PELL	50,060	7,076	7,076		42,984	14.1%
TITLE VI-B IDEA SECTION 611	20,093,488	1,483,355	3,131,027		16,962,461	15.6%
VA HUMANITIES BENEATH THE SURFACE	10,451				10,451	
VA PRESCHOOL INITIATIVE	7,190,515	589,824	1,163,812		6,026,703	16.2%
WORKPLACE READINESS	14,836				14,836	
TOTAL SCHOOL GRANTS FUND	<u>204,198,866</u>	<u>6,202,819</u>	<u>19,071,090</u>	<u>11,563,563</u>	<u>173,564,213</u>	15.0%

VIRGINIA BEACH CITY PUBLIC SCHOOLS
SCHOOL BOARD/CITY HEALTH INSURANCE FUND
JULY 1, 2021 THROUGH OCTOBER 31, 2021

B 13

ASSETS:		LIABILITIES:	
CASH	72,190,478	CHECKS PAYABLE	
		WIRES PAYABLE	
		ACCOUNTS PAYABLE-HSA	(38)
		EST CLAIMS-JUDGMENTS PAYABLE	8,538,000
		TOTAL LIABILITIES	8,537,962
		FUND EQUITY:	
		RETAINED EARNINGS	72,824,207
		ENCUMBRANCES	
		RESERVE FOR ENCUMBRANCES	
		EXPENSES	(57,891,102)
		REVENUES	48,719,411
		TOTAL FUND EQUITY	63,652,516
TOTAL ASSETS	72,190,478	TOTAL LIABILITIES AND FUND EQUITY	72,190,478

	MONTH'S REALIZED	YEAR-TO-DATE REALIZED	
REVENUES:			
INTEREST ON BANK DEPOSITS		193,928	
EMPLOYEE PREMIUMS-CITY	1,524,742	4,671,001	
EMPLOYER PREMIUMS-CITY	5,478,350	17,032,678	
EMPLOYEE PREMIUMS-SCHOOLS	1,719,873	5,357,332	
EMPLOYER PREMIUMS-SCHOOLS	7,047,281	21,462,374	
COBRA ADMINISTRATIVE FEE-CITY	357	1,231	
COBRA ADMINISTRATIVE FEE-SCHOOLS	453	867	
TOTAL REVENUES	15,771,056	48,719,411	
	MONTH'S EXPENSES	YEAR-TO-DATE EXPENSES	OUTSTANDING ENCUMBRANCES
EXPENSES:			
SALARIES AND BENEFITS	549,809	1,166,335	
HEALTH CLAIMS AND OTHER EXPENSES-CITY	5,801,040	25,268,522	
HEALTH CLAIMS AND OTHER EXPENSES-SCHOOLS	6,738,219	31,456,245	
TOTAL EXPENSES	13,089,068	57,891,102	

VIRGINIA BEACH CITY PUBLIC SCHOOLS
SCHOOL VENDING OPERATIONS FUND
JULY 1, 2021 THROUGH OCTOBER 31, 2021

B 14

ASSETS:		LIABILITIES:	
CASH	118,413	TOTAL LIABILITIES	
		FUND EQUITY:	
		FUND BALANCE	98,007
		ESTIMATED REVENUE	(63,000)
		APPROPRIATIONS	69,000
		ENCUMBRANCES	
		RESERVE FOR ENCUMBRANCES	
		EXPENDITURES	
		REVENUES	14,406
		TOTAL FUND EQUITY	118,413
TOTAL ASSETS	<u>118,413</u>	TOTAL LIABILITIES AND FUND EQUITY	<u>118,413</u>

	FY 2022 ESTIMATED	MONTH'S REALIZED	YR-TO-DATE REALIZED	UNREALIZED REVENUES	PERCENT REALIZED	FY 2021 PERCENT REALIZED
REVENUES:						
INTEREST ON BANK DEPOSITS			1,154	1,154		
VENDING OPERATIONS RECEIPTS	63,000		13,252	(49,748)	21.0%	2.1%
TOTAL REVENUES	63,000		14,406	(48,594)	22.9%	5.4%
PRIOR YEAR FUND BALANCE (PYFB)	6,000					
TOTAL REVENUES AND PYFB	<u>69,000</u>					

	FY 2022 APPROPRIATIONS	MONTH'S EXPENDITURES	YR-TO-DATE EXPENDITURES	OUTSTANDING ENCUMBRANCES	REMAINING BALANCE	PERCENT OBLIGATED	FY 2021 PERCENT OBLIGATED
EXPENDITURES:							
SCHOOL ALLOCATIONS	58,280				58,280		
MATERIALS AND SUPPLIES	10,520				10,520		
PURCHASED SERVICES	200				200		
TOTAL	<u>69,000</u>				<u>69,000</u>		

VIRGINIA BEACH CITY PUBLIC SCHOOLS
SCHOOL INSTRUCTIONAL TECHNOLOGY FUND
JULY 1, 2021 THROUGH OCTOBER 31, 2021

B 15

ASSETS:		LIABILITIES:	
CASH	1,305,229	TOTAL LIABILITIES	
		FUND EQUITY:	
		FUND BALANCE	140,063
		ESTIMATED REVENUE	
		APPROPRIATIONS	1,121,686
		ENCUMBRANCES	
		RESERVE FOR ENCUMBRANCES	
		EXPENDITURES	
		REVENUES	43,480
		TOTAL FUND EQUITY	1,305,229
TOTAL ASSETS	1,305,229	TOTAL LIABILITIES AND FUND EQUITY	1,305,229

REVENUES:	FY 2022 ESTIMATED	MONTH'S REALIZED	YR-TO-DATE REALIZED	UNREALIZED REVENUES
INTEREST ON BANK DEPOSITS			43,480	43,480
TOTAL REVENUES			43,480	43,480
PRIOR YEAR FUND BALANCE (PYFB)	1,121,686			
TOTAL REVENUES AND PYFB	1,121,686			

EXPENDITURES:	FY 2022 APPROPRIATIONS	MONTH'S EXPENDITURES	YR-TO-DATE EXPENDITURES	OUTSTANDING ENCUMBRANCES	REMAINING BALANCE
MATERIALS AND SUPPLIES	1,121,686				1,121,686
TOTAL	1,121,686				1,121,686

VIRGINIA BEACH CITY PUBLIC SCHOOLS
SCHOOL EQUIPMENT REPLACEMENT FUND
JULY 1, 2021 THROUGH OCTOBER 31, 2021

B 16

ASSETS:		LIABILITIES:	
CASH	903,626	TOTAL LIABILITIES	
		FUND EQUITY:	
		FUND BALANCE	36,999
		ESTIMATED REVENUE	
		APPROPRIATIONS	915,493
		ENCUMBRANCES	244,384
		RESERVE FOR ENCUMBRANCES	(244,384)
		EXPENDITURES	(51,345)
		REVENUES	2,479
		TOTAL FUND EQUITY	903,626
TOTAL ASSETS	903,626	TOTAL LIABILITIES AND FUND EQUITY	903,626

	FY 2022	MONTH'S	YR-TO-DATE	UNREALIZED
REVENUES:	ESTIMATED	REALIZED	REALIZED	REVENUES
INTEREST ON BANK DEPOSITS			2,479	2,479
TOTAL REVENUES			2,479	2,479
PRIOR YEAR FUND BALANCE (PYFB)	744,581			
PYFB-ENCUMBRANCES	170,912			
TOTAL REVENUES AND PYFB	915,493			

	FY 2022	MONTH'S	YR-TO-DATE	OUTSTANDING	REMAINING
EXPENDITURES:	APPROPRIATIONS	EXPENDITURES	EXPENDITURES	ENCUMBRANCES	BALANCE
PURCHASED SERVICES	45,566			46,016	(450)
MATERIALS AND SUPPLIES	869,927		51,345	135,539	683,043
				62,829	(62,829)
TOTAL	915,493		51,345	244,384	619,764

VIRGINIA BEACH CITY PUBLIC SCHOOLS
STATEMENT OF EXPENDITURES AND ENCUMBRANCES
CAPITAL PROJECTS
JULY 1, 2021 THROUGH OCTOBER 31, 2021

B 17

	FY 2022 APPROPRIATIONS	MONTH'S EXPENDITURES	YEAR-TO-DATE EXPENDITURES	PROJECT-TO-DATE EXPENDITURES	OUTSTANDING ENCUMBRANCES	REMAINING BALANCE	PERCENT OBLIGATED
601001-RENOV-REPLACEMT-ENERGY MGMT II	11,275,000	78,538	167,189	7,377,831	372,171	3,524,998	68.74%
601002-TENNIS COURT RENOVATIONS II	1,600,000	7,113	324,433	1,374,701	149,499	75,800	95.26%
601005-JOHN B DEY ES MODERNIZATION	28,040,076	61,774	74,621	27,431,149	43,393	565,534	97.98%
601006-THOROUGHGOOD ES REPLACEMENT	32,470,000	5,939	53,492	32,403,502	31,188	35,310	99.89%
601007-PRINCESS ANNE MS REPLACEMENT	77,238,759	28,494	2,714,216	75,062,266	1,598,007	578,486	99.25%
601008-SCHOOL BUS FACILITY RENOVATION-EXPANSION	21,821,574			21,821,574			100.00%
601009-COMPREHENSIVE LONG RANGE FACILITIES PLANNING UPD	284,602			284,602			100.00%
601012-RENOV & REPLACE-HVAC SYSTEMS PHASE II	45,367,724			45,366,251	1,473		100.00%
601013-RENOV & REPLACE-REROOFING PHASE II	35,025,639	4,493	34,442	35,017,739	7,900		100.00%
601014-RENOV & REPLACE-VARIOUS PHASE II	15,033,273			15,024,412	8,861		100.00%
601015-PRINCESS ANNE HS REPLACEMENT	89,012,277					89,012,277	
601016-ENERGY PERFORMANCE CONTRACTS PHASE II	30,000,000	237,142	1,711,142	22,555,070	454,310	6,990,620	76.70%
601017-RENOV & REPLACE-GROUND PH III	11,137,886	63,997	579,710	7,017,023	692,444	3,428,419	69.22%
601018-RENOV & REPLACE-HVAC PH III	28,221,541	173,158	1,340,653	19,225,190	2,662,968	6,333,383	77.56%
601019-RENOV & REPLACE-REROOFING PH III	16,650,000	235,751	3,489,157	10,135,968	1,423,037	5,090,995	69.42%
601020-RENOV & REPLACE - VARIOUS PH III	15,741,223	68,538	1,220,403	5,480,030	651,927	9,609,266	38.95%
601021-PLAZA ANNEX-LASKIN ROAD ADDITION	13,750,000	15,540	142,797	13,336,569	293,275	120,156	99.13%
601022-ELEMENTARY PLAYGROUND EQUIPMENT REP	1,334,737	190,758	190,758	995,423	294,394	44,920	96.63%
601023-STUDENT DATA MANAGEMENT SYSTEM	12,187,001			12,097,873		89,128	99.27%
601024-KEMPS LANDING-ODC REPLACEMENT	63,514,563			63,514,562		1	99.99%
601025-SCHOOL HR-PAYROLL	9,196,000			8,867,573		328,427	96.43%
601026-LYNNHAVEN MIDDLE SCHOOL EXPANSION	12,750,000	82,254	114,145	784,766	29,309	11,935,925	6.38%
601027-RENOV & REPLACE-SAFE SCHOOLS IMPROVEMENTS	400,000		92,534	270,963	17,779	111,258	72.19%
601999-PAYROLL ALLOCATION		(323,708)	132,699	132,699		(132,699)	
TOTAL CAPITAL PROJECTS	572,051,875	929,781	12,382,391	425,577,736	8,731,935	137,742,204	75.92%

VIRGINIA BEACH CITY PUBLIC SCHOOLS
GREEN RUN COLLEGIATE CHARTER SCHOOL
JULY 1, 2021 THROUGH OCTOBER 31, 2021

B18

ASSETS:		LIABILITIES:					
CASH	3,494,322	CHECKS PAYABLE	2,294				
		ACH PAYABLE	650				
		SALARIES PAYABLE-OPTIONS	71,899				
		FICA PAYABLE-OPTIONS	5,500				
		TOTAL LIABILITIES	80,343				
		FUND EQUITY:					
		FUND BALANCE					
		ESTIMATED REVENUE	(4,193,884)				
		APPROPRIATIONS	4,204,161				
		ENCUMBRANCES	18,840				
		RESERVE FOR ENCUMBRANCES	(18,840)				
		EXPENDITURES	(790,182)				
		REVENUES	4,193,884				
		TOTAL FUND EQUITY	3,413,979				
TOTAL ASSETS	3,494,322	TOTAL LIABILITIES AND FUND EQUITY	3,494,322				
	FY 2022	MONTH'S	YR-TO-DATE	UNREALIZED	PERCENT	FY 2021	
REVENUES:	ESTIMATED	REALIZED	REALIZED	REVENUES	REALIZED	PERCENT	
TRANSFER FROM GENERAL FUND	4,193,884		4,193,884		100.0%	100.0%	
TOTAL REVENUES	4,193,884		4,193,884		100.0%	100.0%	
PYFB-ENCUMBRANCES	10,277						
	4,204,161						
	FY 2022	MONTH'S	YR-TO-DATE	OUTSTANDING	REMAINING	PERCENT	FY 2021
EXPENDITURES:	APPROPRIATIONS	EXPENDITURES	EXPENDITURES	ENCUMBRANCES	BALANCE	OBLIGATED	PERCENT
PERSONNEL SERVICES	2,512,031	222,855	507,401		2,004,630	20.2%	20.3%
FRINGE BENEFITS	890,477	78,197	174,012		716,465	19.5%	20.6%
PURCHASED SERVICES	412,672	11,539	42,081		370,591	10.2%	6.5%
OTHER CHARGES	77,339	3,843	16,814		60,525	21.7%	3.0%
MATERIALS AND SUPPLIES	311,642	27,827	49,874	18,840	242,928	22.0%	13.1%
TOTAL	4,204,161	344,261	790,182	18,840	3,395,139	19.2%	18.1%



Subject: Kempsville High School Entrepreneurship and Business Academy: Comprehensive Evaluation **Item Number:** 12B

Section: Information **Date:** November 23, 2021

Senior Staff: Lisa A. Banicky, Ph.D., Executive Director

Prepared by: Noël G. Williams, Ph.D., Program Evaluation Specialist
Heidi L. Janicki, Ph.D., Director of Research and Evaluation
Lisa A. Banicky, Ph.D., Executive Director
Office of Planning, Innovation, and Accountability

Presenter(s): Noël G. Williams, Ph.D., Program Evaluation Specialist
Office of Planning, Innovation, and Accountability

Recommendation:

That the School Board receive the Entrepreneurship and Business Academy: Comprehensive Evaluation Report and the administration's recommendation.

Background Summary:

On October 6, 2015, the School Board approved the Entrepreneurship and Business Academy (EBA) to be opened at Kempsville High School. The EBA opened as a school-within-a-school at Kempsville High School in September 2016. The EBA continued operating during the 2020-2021 school year, offering rigorous academic curricula with business-themed concepts integrated into a combination of core courses and specialized electives. The EBA students pursue one of three strands within the program of study: Entrepreneurship and Innovation (E&I), Business Information Technology (BIT), or Corporate Finance (CF). Through studies within their selected strand, students are exposed to dual enrollment opportunities along pathways toward potentially earning their associate degree from Tidewater Community College before graduating from high school. All EBA students complete an intensive internship experience in their senior year, which contributes to their being college and career ready when they graduate from VBCPS.

In accordance with School Board Policy 6-26 and School Board Regulation 6-24.2, the EBA was evaluated during the first two years of implementation in 2016-2017 and 2017-2018 with the recommendation to continue the program without modifications. The final comprehensive evaluation was scheduled for 2019-2020 during the academy's year of full implementation across grades 9 through 12, but was postponed to 2020-2021 due to the impact of the COVID-19 pandemic on the availability of data for the evaluation. The comprehensive evaluation in 2020-2021 focused on the accomplishment of the program's goals and objectives and program effectiveness. In addition, the evaluation report provided information about the program of study, student and staff characteristics, stakeholders' perceptions, and the additional cost to the school division.

Source:

School Board Minutes October 6, 2015
School Board Policy 6-26
School Board Regulation 6-24.2

Budget Impact:



Kempsville High School Entrepreneurship and Business Academy: *Comprehensive Evaluation*

By Noël G. Williams, Ph.D., Program Evaluation Specialist and
Heidi L. Janicki, Ph.D., Director of Research and Evaluation

November 2021



Planning, Innovation, and Accountability
Office of Research and Evaluation

Table of Contents

Introduction	5
Background.....	5
Purpose of Program Evaluation	5
Academy Overview	5
Academy Goals and Objectives.....	6
Evaluation Design and Methodology	7
Evaluation Design and Data Collection	7
VBCPS Data Warehouse	7
Surveys	8
Evaluation Questions	9
Evaluation Results and Discussion	9
Student Selection and Student Characteristics	9
Student Application and Selection.....	9
Student Characteristics	11
Staff Selection, Staff Characteristics, and Professional Learning.....	14
Staff Selection	14
Staff Characteristics	14
Professional Learning.....	15
Program of Study	16
Strand Selection	16
Academy Coursework (Objective #1).....	19
Associate Degree/Postsecondary Credit (Objective #2)	20
Academic Performance (Objective #3)	22
Enrichment Opportunities	24
Job Shadowing, Mentoring, and Internship (Objective #4)	24
Long-Term Project Through Internship/Mentorship (Objective #5).....	25
Community Partnerships	27
Higher Education Partnerships (Objective #6)	27
Stakeholder Perceptions	28
Overall Perceptions	28
Participant Comments	29
Additional Cost	31
Summary	32
Recommendation and Rationale	35
Appendices.....	36
Appendix A: List of Professional Learning Opportunities for EBA Staff 2019-2020 and 2020-2021	36
Appendix B: EBA Courses and Enrollment Grades 9-12	37
Appendix C: Industry Certifications	41
Appendix D: Community Business Partners	42
Appendix E: Guest Speakers and Master Class Presenters During 2020-2021	44
Appendix F: Proposed Entrepreneurship and Business Academy Planning Budget.....	45
End Notes.....	46

Tables

Table 1: Enrollment Numbers of EBA and Divisionwide Students (N)	7
Table 2: Enrollment Numbers of EBA Students at the End of the School Year	8
Table 3: EBA Survey Response Rates.....	8
Table 4: EBA Application and Acceptance for 2019-2020 and 2020-2021.....	10
Table 5: Demographic Characteristics of the EBA Students and Divisionwide High School Students Across the Division on September 30, 2020	12
Table 6: Staff Characteristics and Qualifications.....	15
Table 7: EBA Staff Perceptions of Professional Learning	16
Table 8: Strand Selection.....	17
Table 9: Percentage of EBA Students Passing Core, Academy, and Elective Courses.....	19
Table 10: EBA Grade Averages	20
Table 11: AP Exams and EBA Students Who Scored 3 or Higher 2020-2021	21
Table 12: Dual Enrollment Number by Grade for EBA and Divisionwide High School Students	21
Table 13: Dual Enrollment Courses and Percent of EBA Students Passing 2020-2021.....	22
Table 14: The EBA and Divisionwide High Schools Students SOL Pass Rates for 2020-2021.....	23
Table 15: Perceptions of What is Gained From EBA Enrollment	30
Table 16: EBA Student and Parent Suggestions for Improvement	31
Table 17: EBA Costs During the 2020-2021 Fiscal Year.....	32

Figures

Figure 1: Parent and Student Perceptions of the EBA Application Process	11
Figure 2: Home Middle Schools for EBA Ninth-Grade Students	13
Figure 3: Zoned High Schools for EBA Ninth-Grade Students	13
Figure 4: Zoned High Schools for EBA Students Grades 9-12	14
Figure 5: Perceptions of EBA Components	17
Figure 6: Participant Perceptions of the EBA's Coursework and Learning Environment.....	18
Figure 7: EBA Senior Perceptions of Academy.....	18
Figure 8: EBA Senior Interest Levels in the Program's Core Topics At the End of the Program	19
Figure 9: Agreement That the EBA Provides Opportunities to Gain the Skills Needed to Be Successful	20
Figure 10: EBA Students SOL Scale Scores for 2020-2021.....	22
Figure 11: Percentages of EBA and Divisionwide High School Students Who Attempted and Successfully Earned At Least One Industry Certification in 2020-2021.....	23
Figure 12: Percentage of Certification Tests Passed in 2020-2021 by EBA and Divisionwide High School Students	24
Figure 13: Grade Distribution of EBA Senior Internship Course	25
Figure 14: Information Families Received From the School	28
Figure 15: Overall Satisfaction With the EBA	28
Figure 16: Recommend the EBA to Others	29

Introduction

Background

The Entrepreneurship and Business Academy (EBA) opened as a school-within-a-school at Kempsville High School in September 2016 after the academy was approved by the School Board on October 6, 2015. The EBA continued operating during the 2020-2021 school year, offering rigorous academic curricula with business-themed concepts integrated into a combination of core courses and specialized electives. EBA students pursue one of three strands within the program of study: Entrepreneurship and Innovation (E&I), Business Information Technology (BIT), or Corporate Finance (CF). Through studies within their selected strand, students are exposed to dual enrollment opportunities along pathways toward potentially earning their associate degree in business administration before graduating from high school. Regardless of their strand, all students complete an intensive internship experience in their senior year, which contributes to their being college and career ready when they graduate from VBCPS.

Purpose of Program Evaluation

This evaluation provides the School Board, the Superintendent, and the program leadership with information on program operation after its full implementation. School Board Policy 6-26 requires the Office of Planning, Innovation, and Accountability to evaluate new programs for a minimum of two years and programs that require more than two years to implement are evaluated once they reach full implementation. The academy was evaluated during the 2016-2017 and 2017-2018 school years with the recommendation to continue the program without modifications. Complete implementation of the program across grades 9 through 12 was achieved in the 2019-2020 school year. A final comprehensive evaluation was planned for the 2019-2020 school year; however, due to the COVID-19 pandemic and resulting school closure in March 2020, data collection could not be completed. A status update for 2019-2020 was completed in lieu of the final comprehensive evaluation, which was postponed until 2020-2021.

In accordance with School Board Regulation 6-24.2, the comprehensive evaluation of the EBA focused on the accomplishment of the program's goals and objectives and program effectiveness. In addition, the evaluation report provides information about student and staff characteristics and the additional cost to the school division.

Academy Overview

According to the academy proposal approved by the School Board, the EBA was established to offer a comprehensive program to students who are interested in entrepreneurship, business information technology, or corporate finance. The academy was designed to "provide students with opportunities to study, understand, and explore the ever-changing landscape of business fields and the rise in entrepreneurial ventures that exist in today's workforce."¹ Some of the EBA's key features include opportunities for students to do the following:

- Earn Microsoft Office Specialist certification.
- Take specialized courses within their respective strand.
- Earn an associate degree or postsecondary or Advanced Placement credit.
- Participate in job shadowing and mentoring programs that extend, enrich, and refine student learning and that create linkages with the academic and business communities.
- Complete a long-term project and/or senior internship, spending instructional time within a business-related field of their choice.

According to the proposal, the EBA focuses on providing a personalized, globally-competitive curriculum that equips students with the knowledge and skills needed to make connections among various disciplines, the technology skills students need to communicate with a worldwide audience, the problem solving and critical

thinking skills necessary to meet the challenges of the future, and the service learning expertise needed in industry today.

One hallmark of the academy noted in the proposal is the three academy strands:

- **Entrepreneurship and Innovation Strand:** Students enrolled in this strand take courses focused on design thinking and the Babson College approach to Entrepreneurial Thought and Action®. This strand relies heavily on the use of the Makerspace within the academy.
- **Business Information and Technology Strand:** Students enrolled in this strand have opportunities to take courses at the Advanced Technology Center. This established partnership increases the number of course offerings for academy students without replicating courses already offered within VBCPS.
- **Corporate Finance Strand:** Students enrolled in this strand have multiple opportunities to study within the banking- and finance-related career fields. All students in this strand take dual enrollment accounting courses, which assist them in earning their associate of science degree from TCC.

Academy Goals and Objectives

The overall goal of the Entrepreneurship and Business Academy at Kempsville High School as stated in the School Board approved proposal is to “provide students the business skills and knowledge necessary to succeed in any career-related fields of study in postsecondary education and in the workforce.” (p. 8)

Specific academy objectives include the following:

Students will:

1. Successfully complete a sequential program of study that focuses on specific skills, knowledge, and technology in the fields of entrepreneurship and innovation, business information and technology, and corporate finance.
2. Have opportunities to earn an associate degree/postsecondary credit.
3. Exceed the objectives of the VBCPS curricula and Commonwealth of Virginia Standards of Learning tests.
4. Participate in job shadowing, mentoring, and/or internship programs that extend, enrich, and refine student learning and that create linkages between the academic and business communities.
5. Complete a long-term project through an internship/mentorship experience with a culminating presentation in the senior year featuring an in-depth study of an issue of concern to their related industry and present ideas/solutions as viable options to address the issue to a panel of business and community leaders.

The Academy will:

6. Establish collaborative agreements with institutions of higher education that result in ongoing program development and assessment.

Evaluation Design and Methodology

Evaluation Design and Data Collection

This comprehensive evaluation focuses on the accomplishment of the program's goals and objectives and program effectiveness. It also provides implementation-related information about the characteristics of the academy students and staff, the program of study, stakeholder perceptions, and the additional cost of the academy to the division.

Multiple methods of data collection were used to gather evaluation information from multiple data sources for the comprehensive evaluation. The Planning, Innovation, and Accountability evaluators from the Office of Research and Evaluation employed the following data collection methods:

- Examined the EBA Proposal (October 2015) and academy documentation.
- Conducted three interviews with the academy coordinator.
- Collected implementation-related data from the academy coordinator.
- Collected staff data from the Department of Human Resources.
- Collected student quantitative data from the VBCPS data warehouse for analyzing academy operations, participant characteristics, and progress toward goals and objectives.
- Collected data on students' academic performance in courses, on the Standards of Learning tests, and on certification tests.
- Collected data on Standards of Learning tests from the Office of Student Assessment.
- Collected data on industry certifications from the Office of Technical and Career Education.
- Administered perception surveys to academy students, parents, and staff.
- Collected cost data from the departments of Teaching and Learning, Human Resources, Budget and Finance, as well as the Office of Transportation and Fleet Management Services.

VBCPS Data Warehouse

Student-related quantitative data needed for the comprehensive evaluation were extracted from the VBCPS data warehouse. These data included demographic characteristics, course enrollment, and academic outcomes. The data for participating academy students were collected, as well as data for all high school students in grades 9 through 12 across the division for reference purposes.

When analyzing the data, demographic data were based on enrollment on September 30, 2020. The September enrollment numbers in Table 1 served as denominators when computing the percentages based on beginning of the year enrollment.

Table 1: Enrollment Numbers of EBA and Divisionwide Students (N)

Student Group	Grade Level	Demographics (9/30/2020) N
EBA	Grade 9	104
	Grade 10	121
	Grade 11	95
	Grade 12	98
	Total	418
Division	Grade 9	5,391
	Grade 10	5,237
	Grade 11	4,866
	Grade 12	4,885
	Divisionwide Total	20,379

Outcome data such as course grades, grade averages, and assessment results for EBA students were based on enrollment at the end of the school year (See Table 2).

Table 2: Enrollment Numbers of EBA Students at the End of the School Year

Student Group	Outcomes (6/30/2021) N
Grade 9	102
Grade 10	115
Grade 11	94
Grade 12	94
EBA Total	405

Surveys

Some quantitative data and much of the qualitative data needed for the evaluation were collected through surveys. Several EBA participant groups were invited to complete an anonymous survey regarding their perceptions of, experiences with, and feelings toward the EBA. Three different survey forms were developed – one for each participant group:

- Academy staff
- EBA students (grades 9-12)
- EBA seniors
- Parents/guardians of EBA students

The participant surveys consisted mainly of Likert-type items that focused on perceptions of program operations and outcomes. The EBA senior survey assessed their overall perceptions of their experiences in the program, their plans following high school graduation, and usefulness of program components. In almost all cases, these selected-response items were constructed on a four-point scale: (1) Strongly Disagree/Very Dissatisfied, (2) Disagree/Dissatisfied, (3) Agree/Satisfied, and (4) Strongly Agree/Very Satisfied. Whenever possible, comparable versions of survey items were included on each survey. Further, all surveys included open-ended questions regarding what students gained from the academy, possible improvements for the program, and the impact the COVID-19 pandemic had on the academy. Responses to open-ended questions were analyzed for common themes.

The student survey was administered online by the Office of Research and Evaluation to students in grades 9 through 12 between May 3 and June 11, 2021. EBA students in grade 12 completed exit survey items as one part of the survey. A link to the online student survey was provided to the program coordinator who distributed the survey link to current EBA students. The Office of Research and Evaluation emailed survey invitations to all parents of students in the academy and academy staff members. The online parent and staff surveys were administered from May 3 to May 14, 2021. Response rates are shown in Table 3.

Table 3: EBA Survey Response Rates

Participant Group	Surveys Issued	Surveys Returned	Response Rate (%)
Students--Grades 9-12	407	406	100%
Students--Grade 12	95	93	98%
Staff	19	16	84%
Parents/ Guardians	638	162	25%

To facilitate interpretation of results from the Likert-type survey items, agreement rates were computed by combining the percentage of respondents who selected either Agree/Satisfied or Strongly Agree/Very Satisfied. Survey agreement percentages reported in the evaluation are based on those who answered the survey item (i.e., missing responses were excluded from the percentages).

Open-ended survey responses were coded into thematic categories for qualitative analysis, as well as considered for possible verbatim inclusion in this report. When this occurred, all efforts were made to excerpt typical statements that represented important perspectives and ideas. It should be noted that when an

open-ended response expressed more than one relevant thought or idea, the idea was counted in each of the categories to which it related. Consequently, the number of responses sometimes exceeded the number of respondents.

Evaluation Questions

The comprehensive evaluation questions are set forth below. The academy objectives related to the program goal are integrated throughout the third evaluation question about program components.

1. What was the student selection process and characteristics of the students served by the program?
2. What was the staff selection process and characteristics and qualifications of the EBA staff?
3. What were the academy program components during 2020-2021 and what progress was made toward the related goal and objectives?
 - a. Program of Study
 - i. Objective 1: Academy Coursework
 - ii. Objective 2: Associate Degree/Postsecondary Credit
 - iii. Objective 3: Academic Performance
 - b. Enrichment Opportunities
 - i. Objective 4: Job Shadowing, Mentoring, and Internship
 - ii. Objective 5: Long-term Project Through Internship/Mentoring
 - c. Community Partnerships
 - i. Objective 6: Collaborative Agreements With Institutions of Higher Education
4. What were the stakeholders' general perceptions of the academy?
5. What was the additional cost of the EBA to the school division in 2020-2021?

Evaluation Results and Discussion

Student Selection and Student Characteristics

The first evaluation question focused on the student selection process and characteristics of the students enrolled in the program. Student characteristics included demographic information about enrolled students and the schools from which they were enrolled.

Student Application and Selection

While in eighth grade, students apply for admission to the EBA using the standard VBCPS academy program application process and timeline. Ninth graders are also able to apply for the tenth-grade class if there are openings. According to the program coordinator, there was a change in the language on the original application presented in the proposal. The term "essay questions" was changed to "student response" in order to be less intimidating to students. Student response questions were formulated around the academy's theme of entrepreneurship, business information technology, and corporate finance. The student responses helped to identify candidates with a passion for and interest in the fields of study. Additional evaluative criteria typically used in the student selection process are listed below. However, for incoming 2020-2021 students, grades and test scores past March 2020 were not available due to the pandemic.

- Academic achievement, including grades and SOL test scores
- Positive teacher recommendations
- Parent recommendations
- Good attendance and school record

A selection committee of school administrators, teachers, and other professionals independently reviewed each of the applications received, rating each one on a 1-5 numerical scale used by other VBCPS academies. The accuracy and inter-rater concurrence were monitored carefully. If a discrepancy among reviewers was

noted, the application was held for additional review and discussion. The academy coordinator coached the panel to rate the applications using a holistic view with attention to the student response.

Table 4 summarizes the numbers of applications received from students and acceptances extended by the EBA, as well as the number of students who were enrolled on September 30, 2020.

Table 4: EBA Application and Acceptance for 2019-2020 and 2020-2021

Grade Level	Number Applied		Number Accepted	
	2019-2020	2020-2021	2019-2020	2020-2021
Grade 9	307	340	243 (79%)	284 (84%)
Grade 10	23	23	12 (52%)	22 (96%)

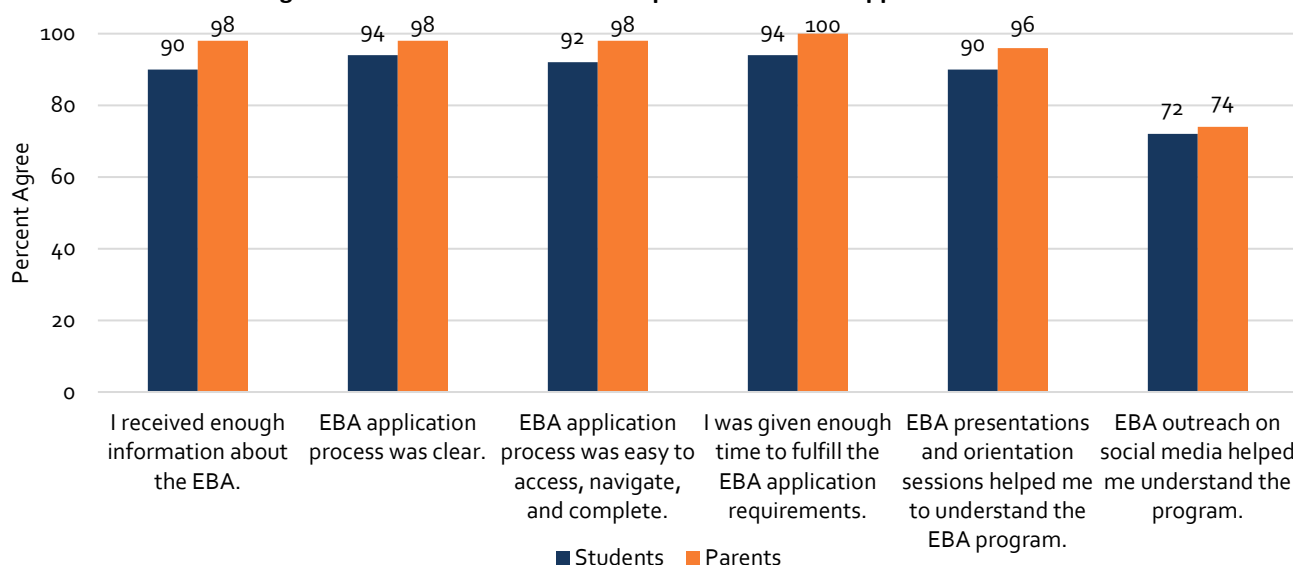
Note: In 2019-2020, 24 grade 9 students were waitlisted, and in 2020-2021, 17 grade 9 students were waitlisted.

In 2019-2020, 243 grade 9 students (79%) received letters of acceptance for admission. Of the students offered admission, 124 enrolled as freshmen on September 30, 2019, which is 99 percent of the 125-student grade 9 capacity. To bring the sophomore class of 2020-2021 closer to its capacity of 125 students, the EBA also accepted 12 grade 10 students. On September 30, 2019, a total of 110 sophomores were enrolled in the EBA.

In 2020-2021, 284 grade 9 students (84%) received letters of acceptance for admission. Of the students offered admission, 104 enrolled as freshmen on September 30, 2020, which is 83 percent of the 125-student grade 9 capacity. To bring the sophomore class of 2021-2022 closer to its capacity of 125 students, the EBA also accepted 22 grade 10 students. On September 30, 2020, there was a total of 121 sophomores enrolled in the EBA.

New EBA students and parents of new students who were enrolled in 2020-2021 were asked about their perceptions of the application and selection process on the end-of-year surveys. Figure 1 displays the agreement percentages of students and parents with several statements regarding the enrollment process.

Figure 1: Parent and Student Perceptions of the EBA Application Process



High percentages of both parents and students agreed that they had received enough information about the academy to make a fully informed decision about enrolling in the EBA, as well as that the application process was clear and easy to complete. Similarly, high percentages of parents and students agreed that they had been given enough time to fulfill the application requirements. Similar to what was reported in the first- and second-year reports, the student and parent agreement rate regarding the outreach on social media remained lower, but this did not appear to impact the agreement rates on the other survey items.

Related to the student selection process, 94 percent of EBA staff members agreed that the admissions process succeeded in enrolling promising EBA students, and 100 percent of staff members agreed that the EBA students demonstrated an awareness of the program's expectations.

Reasons for Enrolling

An open-ended survey item asked students and parents to provide their reasons for enrolling in the EBA. Among the 109 students who responded to the item, the two most common reasons for enrolling included being interested in the program's topics of business, accounting, and finance (34%) and for a professional aspiration—mainly, to improve career options or to be one's own boss (34%). The next most common reason involved an academic aspiration—mainly, to improve college opportunities or to earn an associate degree before leaving high school. This was cited by 13 percent of the student respondents. Other students (5%) indicated they enrolled based on the program's positive reputation.

Of the 43 parent responses to a similarly worded open-ended survey item, 24 parents (56%) expressed that their child chose the academy because they were interested in the program's topics including, business, accounting, and finance. Another 14 parents (33%) explained that they enrolled their child in the EBA because of professional aspirations such as that their child's current interest aligned with the program and they wanted a career in business or entrepreneurship. Twelve parents (28%) commented that their child joined the program for academic reasons, such as the academy's challenging curriculum, the academy's ability to prepare the student for college and possibly for business school, and the opportunity for their child to earn an associate of science degree while still in high school.

Student Characteristics

On September 30, 2020, a total of 1,785 students were enrolled in grades 9 through 12 at Kempsville High School of which 418 (23%) were EBA students. The 418 EBA students included 104 freshmen (25%), 121 sophomores (29%), 95 juniors (23%), and 98 seniors (23%) which brought the total EBA enrollment to 418

students. The capacity of the academy is 125 students per grade level or a total of 500 students. At the beginning of the 2020-2021 school year, the academy was at 84 percent capacity.

Student Demographics

Table 5 shows the demographic characteristics of both the 418 EBA students and the 20,379 students in grades 9-12 across the division for reference. The academy had a larger percentage of female students than high school students across the division (58% compared with 49%). The racial/ethnic composition of the academy approximates that of the divisionwide percentages overall. With respect to the other demographic characteristics provided in Table 5, the academy had a lower percentage of economically disadvantaged students (-10 percentage points) and special education students (-10 percentage points) than divisionwide high school students. The EBA also had a greater percentage of gifted students (+14 percentage points) than the division.

Table 5: Demographic Characteristics of the EBA Students and Divisionwide High School Students Across the Division on September 30, 2020

Characteristic	EBA (N = 418)		Divisionwide High School (Grades 9-12) N = 20,379	
	N	%	N	%
Gender				
Female	244	58%	10,070	49%
Male	174	42%	10,309	51%
Ethnicity				
African American	101	24%	4,918	24%
American Indian	1	<1%	50	<1%
Asian/Native Hawaiian/Pacific Islander	24	6%	1,435	7%
Caucasian	214	51%	9,732	48%
Hispanic	38	9%	2,305	11%
Multiracial	40	10%	1,939	10%
Economically Disadvantaged				
Yes (Free/Reduced Lunch)	104	25%	7,121	35%
Identified Special Education				
Yes	2	<1%	2,192	11%
Identified Limited English Proficiency				
Yes	0	0%	437	2%
Identified Gifted*				
Yes	134	32%	3,730	18%
Identified Military Connected				
Yes	58	14%	3,087	15%

Note: Percentages may not add up to 100 percent due to rounding.

*Includes artistically and intellectually gifted students.

Student Geographics

During the 2020-2021 school year, the greatest number of incoming grade 9 students at the academy came from the Kempsville High School's middle school attendance zones. Figure 2 shows that a total of 39 EBA students (38%) had been grade 8 students at either Kempsville or Larkspur middle schools, which are the two middle schools in the Kempsville High School attendance zone. Fifteen students (14%) were from Kempsville Middle School and 24 students (23%) were from Larkspur Middle School. The figure also shows that 10 students had attended Independence Middle School (10%) and 9 students had attended Bayside Middle School (9%), Brandon Middle School (9%), and Plaza Middle School (9%), respectively. The remaining 28 students had attended another VBCPS middle school or came from outside the division. In total, the EBA enrollment process drew from every middle school in VBCPS except Landstown Middle School.

Figure 2: Home Middle Schools for EBA Ninth-Grade Students

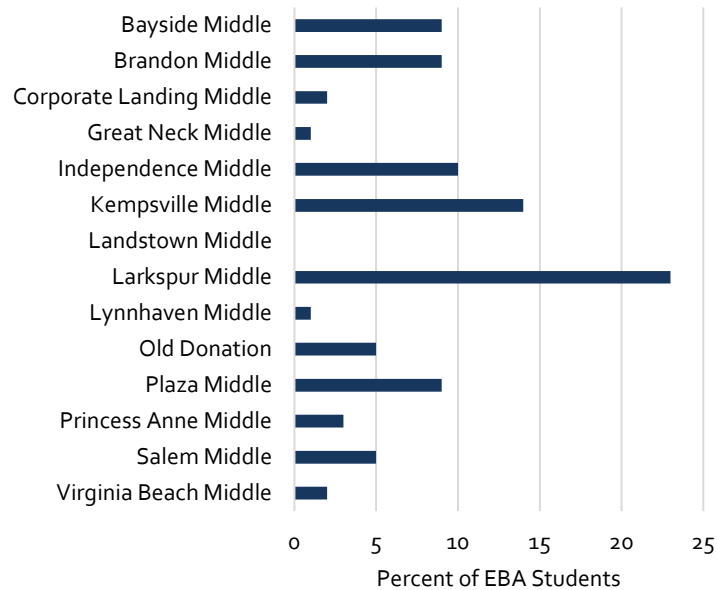
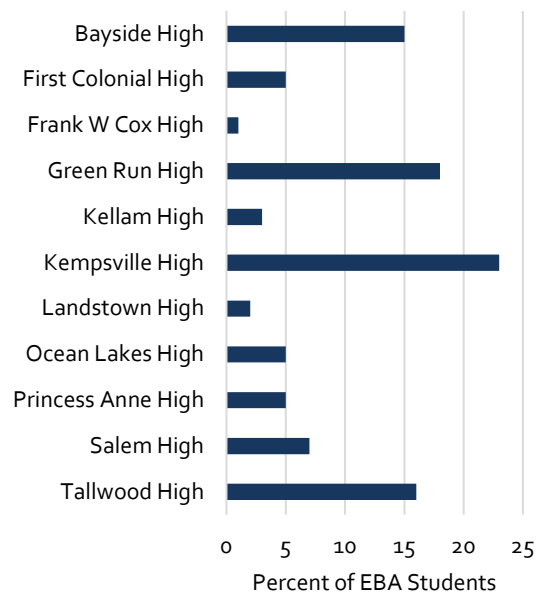


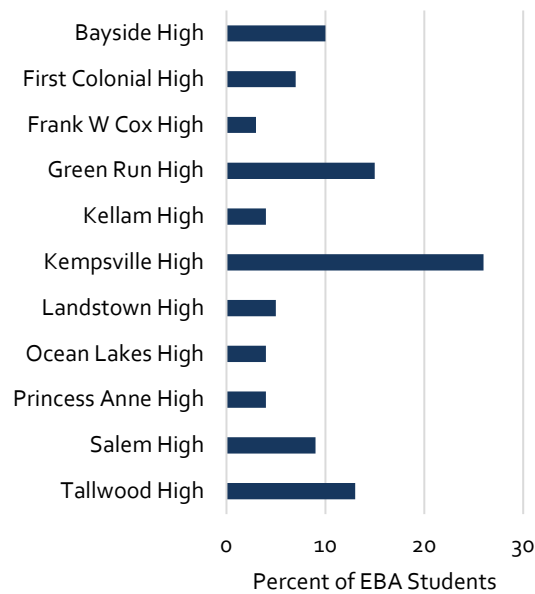
Figure 3 displays the 2020-2021 high school attendance zones from which the EBA freshmen were drawn. Almost one-quarter of the grade 9 EBA students (23%) resided within the Kempsville High School attendance zone. Almost one-fifth of the EBA students (18%) resided within the Green Run attendance zone. In addition, 16 percent of students resided within the Tallwood attendance zone and 15 percent resided within the Bayside attendance zone. Ultimately, the EBA drew ninth grade students from every VBCPS high school attendance zone.

Figure 3: Zoned High Schools for EBA Ninth-Grade Students



Among all 418 EBA students, the largest percentage came from the Kempsville High School attendance zone (26%), followed by Green Run (15%), Tallwood (13%), and Bayside (10%). Figure 4 displays zoned high schools for all EBA students in grades 9 through 12.

Figure 4: Zoned High Schools for EBA Students Grades 9-12



Staff Selection, Staff Characteristics, and Professional Learning

The second evaluation question focused on staff-related aspects of the academy including staff selection, characteristics and qualifications of the staff, and professional learning opportunities.

Staff Selection

Staff for the academy includes an academy coordinator, academy teachers, and a school counselor who serves the academy students. The academy coordinator position is a 12-month position. Hired in August 2015, the coordinator is responsible for writing grants, visiting Virginia colleges and universities to plan seminars, securing guaranteed admissions to undergraduate and graduate programs, and meeting with parents and students at all Virginia Beach middle schools to publicize the program.

As of 2020-2021, a total of 18 teachers were part of the academy faculty. In previous years, teacher candidates applied for an academy position using the division's standard application process, followed by a full interview process with the coordinator, school principal, and two staff members in the Office of Technical and Career Education (TCE). The staff selection for the EBA was based on the following qualifications:

- Candidates with a Master's Degree preferred.
- Excellence in teaching and the delivery of instruction.
- Endorsements in the fields of study.
- Interest in professional learning for the integration of business, entrepreneurship, information technology, and core subjects.
- Varied professional work experiences in the field.
- Strong technology skills.
- The ability to work flexibly with institutions of higher learning and community business leaders.

All EBA staff (100%) agreed with a statement on the survey that the responsibilities of being an EBA teacher were clear.

Staff Characteristics

In addition to the academy coordinator, during 2020-2021, the EBA operated with 4 teachers who taught EBA courses full-time and 14 teachers who taught EBA and non-EBA courses. The staff consisted of three business

education teachers, six English teachers, one family and consumer science teacher, three social studies teachers, three marketing education teachers, one math teacher, and one technology education teacher. In addition, one school counselor served the students in the EBA.

Table 6 indicates that the average amount of experience among EBA staff (i.e., teachers and school counselor) was 11 years, which was somewhat lower than the division. Two EBA staff members were new to the teaching profession, while 9 of the 19 EBA staff members had between 3 and 10 years of experience. Six of the 19 EBA staff had between 11 and 20 years of experience, and two had over 20 years of experience. Thirteen of the 19 EBA staff (68%) held advanced degrees which was higher than the division.

As noted in Table 6, the gender breakdown indicates that 15 of the 19 EBA staff (79%) were female. This was higher than the divisionwide percentages of females. The percentage of Caucasian EBA staff was also higher than the percentage at the division. However, it is important to note that the relatively small number of staff in the EBA makes it difficult to draw meaningful comparisons. For example, one staff member accounts for 5 percent of the total group.

Table 6: Staff Characteristics and Qualifications

Staff Characteristics and Qualifications	EBA (N=19)	Division* (N=1,360)
Male	21%	32%
Female	79%	68%
Caucasian	95%	78%
African American	0%	11%
Asian	5%	4%
Other Ethnicity	0%	7%
Percentage With Advanced Degrees	68%	53%
Percentage New to the Division	11%	6%
Average Years Experience	11 yrs.	15 yrs.

*High school level data for instructional staff only, including Kempsville High School.

Professional Learning

According to the approved proposal, professional learning would be based on the needs of the selected staff. Teachers who teach the business, entrepreneurship, and information technology courses would attend professional learning opportunities either on-site or at arranged sites for their particular course area. Teachers would also have an opportunity to gain professional learning by attending national conferences and training with national consultants. Professional learning would include a special emphasis on AVID strategies and globally competitive skills, such as critical thinking. Additionally, after appropriate professional learning, all academy teachers would be expected to integrate technology throughout the curriculum. The principal, the coordinator, the Department of Teaching and Learning, and the EBA staff collaborated to construct each year's professional learning calendar, and the professional learning classes were designed to meet the specific needs of the academy.

During the 2019-2020 and 2020-2021 school years, EBA teachers participated in 12 professional learning activities. Across the two-year span, professional learning included five book studies and monthly Professional Learning Community (PLC) meetings. In 2020-2021, two teachers attended the Virginia Association of Supervision and Curriculum Development (VASCD) conference; three staff members attended the INCubatoredu Summit virtually; five teachers attended Dual Enrollment Canvas Zoom orientation with TCC, and one teacher attended BuildU Teacher training. A complete list of professional learning activities differentiated by year can be found in Appendix A.

On their end-of-year survey, staff were asked to rate their perceptions of their professional learning. As can be seen in Table 7, all sixteen respondents (100%), responded positively to all the statements about the professional learning they had received related to the academy.

Table 7: EBA Staff Perceptions of Professional Learning

Survey Statement	Percent Agreement (N=16)
Professional learning helped prepare me to teach academy courses.	100%
Professional learning enhanced my ability to integrate EBA-related units/ideas in the curriculum.	100%
Professional learning enabled me to better meet the academy students' needs.	100%
I received sufficient academy-related professional learning.	100%

Program of Study

The EBA comprises three major strands: Entrepreneurship and Innovation (Strand 1), Business Information Technology (Strand 2), and Corporate Finance (Strand 3). All three strands enable students within the academy to explore multiple pathways to being college and career ready. The program of study was intended to enable EBA graduates to be ready for postsecondary education or to enter the workforce or the military. Students who successfully complete the prescribed required and elective courses will graduate from VBCPS with an Advanced Diploma. Further, students can elect to pursue AP and dual-enrollment coursework to also earn an associate of science degree from TCC. The EBA students take core curriculum courses regardless of their strand and also courses specific to the strand they select. The courses within the strands are immersive, experiential opportunities that serve as a foundation for a multitude of elective options. This enables the students to map out a course of study based on their own personal interests and career goals. Academy staff review the curriculum each year and make attempts to adjust the curriculum and/or coursework based on students' needs. In 2020-2021 a new course was added titled EBA Intro to Culinary Entrepreneurship.

Because the academy was designed with personalized learning in mind, EBA students are exposed to a variety of learning opportunities offered through partnerships with postsecondary institutions, the Advanced Technology Center, and both local and national business organizations. Students are encouraged to make full use of the academy's offerings and resources to meet their individual learning needs and interests. EBA students can pursue industry certifications through classwork supplemented by tutorials and practice modules hosted by Gmetrix, an online skills management system. All staff members agreed on the survey that the EBA provides instruction that targets a variety of learning needs.

The program of studies culminates during senior year when students participate in a long-term project or senior internship. During this time, students have the opportunity to work with a community leader/business partner within the business-related field of their choice. During their on-the-job-training experience, students keep a log of their internship hours and a blog/journal of their experiences in the field. The internship experience is shared through a multimedia presentation with their classmates, parents, and community leaders/business partners through an in-depth research-based senior project involving a challenge or issue and a proposed solution to this challenge. As a preview of another potential curriculum adjustment, in 2021-2022, the EBA plans to pilot an EBA Research and Writing Course to further support students with their internship assignment.

Strand Selection

Each strand within the academy offers required and elective course options for students. The latitude for personalization increases after the EBA students select their strand toward the end of their freshman year. Until then, the academy lays a curricular foundation for the grade 9 students. All freshmen take a course entitled Introduction to Entrepreneurship and Business Information Technology, which introduces all three strands to students so that they can make an informed decision when they select a strand in which to specialize during grades 10, 11, and 12. Table 8 displays the number of students who had selected a strand in grades 9 through 12 by June 2021.

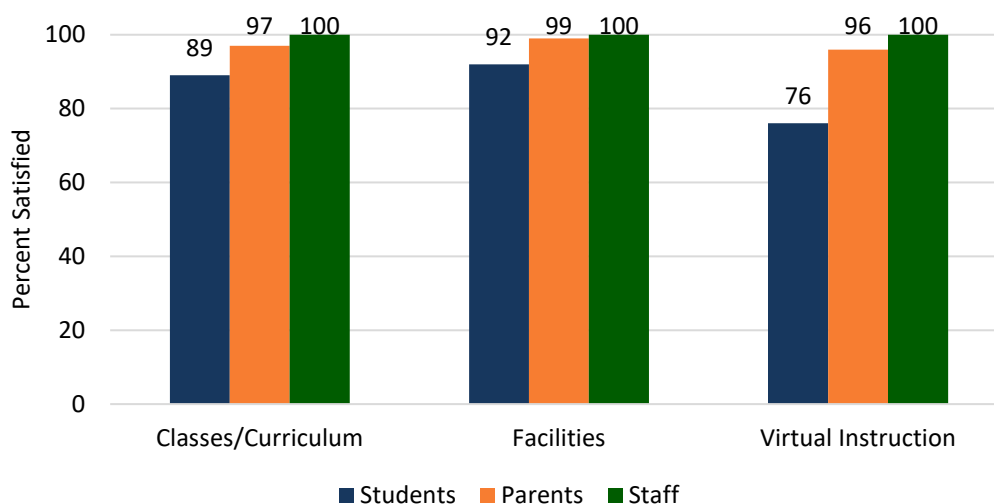
Table 8: Strand Selection

Strand	Grade 9 (N=100) ²	Grade 10 (N=115)	Grade 11 (N=94)	Grade 12 (N=94)	Total (N=403)
Entrepreneurship & Innovation	54%	50%	59%	44%	52%
Business Information Technology	20%	26%	15%	29%	23%
Corporate Finance	26%	23%	27%	28%	26%

Table 8 shows that the Entrepreneurship and Innovation strand was the most popular across all grade levels. Corporate Finance and Business Information technology varied in popularity among grades. Corporate Finance was the second most chosen strand in grades 9 and 11, while Business Information Technology was the second most chosen in grade 10.

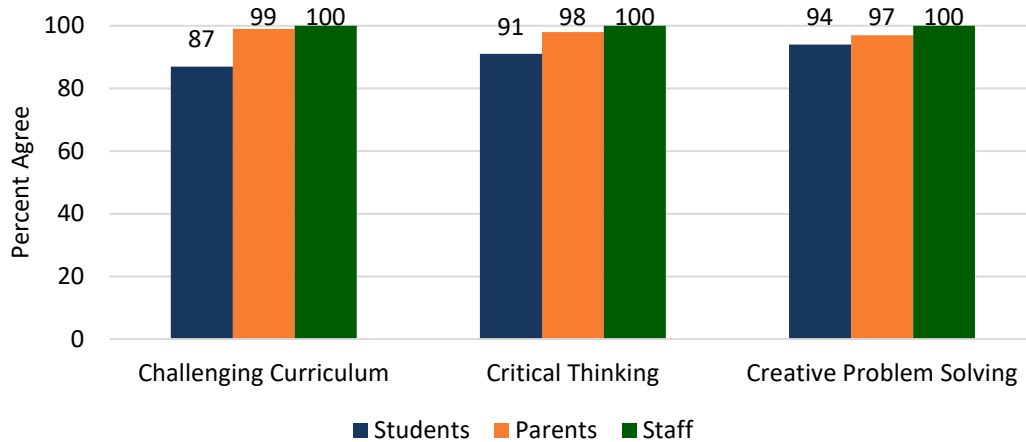
Perceptions of the EBA Coursework and Learning Environment

Several survey items focused on the perceptions of the EBA's program components (see Figure 5). Overall, students, parents, and staff rated the classes/curriculum and the facilities positively with 89 to 100 percent of respondents reporting satisfaction. When asked to rate the virtual instruction that occurred during 2020-2021 due to the pandemic, 76 percent of students were satisfied. When students were asked their satisfaction with face-to-face instruction, satisfaction was higher than virtual instruction with 87 percent of students indicating they were satisfied. Parents were also asked their satisfaction with face-to-face instruction and 95 percent reported being satisfied.

Figure 5: Perceptions of EBA Components

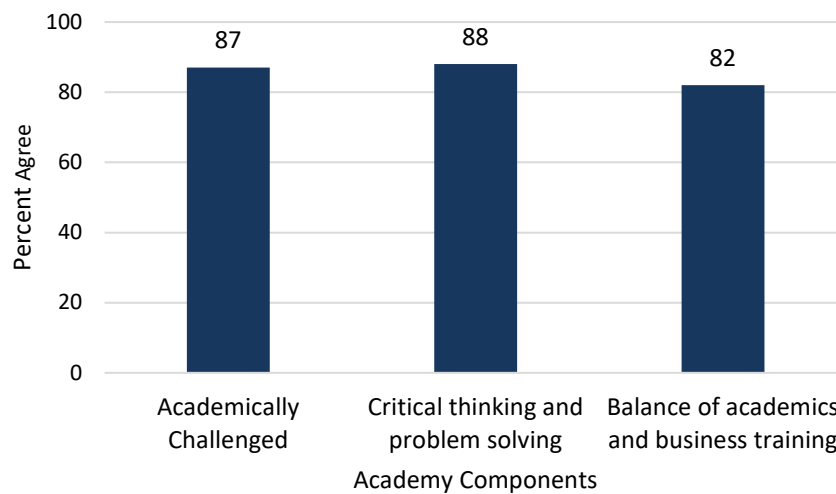
Survey items also addressed perceptions of the rigor of the coursework and the extent to which the coursework required students to think critically and solve problems in creative ways. The results are displayed in Figure 6. All three groups exhibited high agreement levels regarding the EBA's coursework and learning environment (87% to 100%).

Figure 6: Participant Perceptions of the EBA's Coursework and Learning Environment



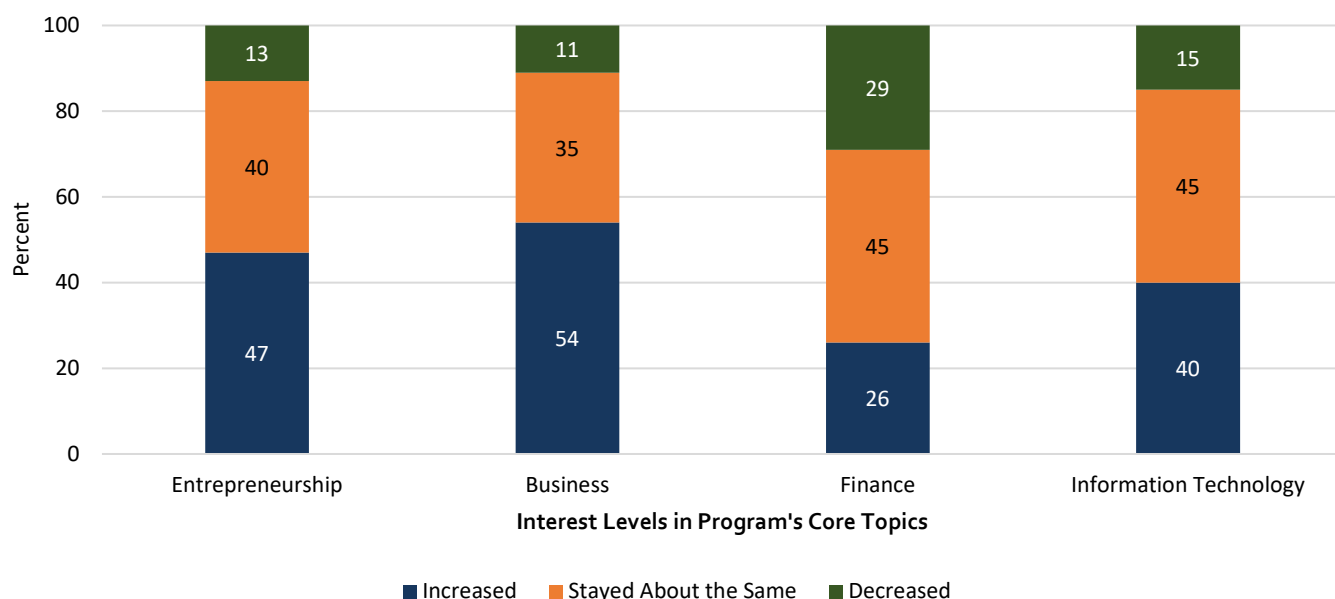
EBA seniors were asked to reflect on their overall perceptions of the program during their time in the academy including if they felt academically challenged, if the academy coursework helped develop their ability to think critically and solve problems, and if the academy program was a good balance of academic study and business training. Overall, strong positive results were found with agreement levels at 82 percent or higher (see Figure 7).

Figure 7: EBA Senior Perceptions of Academy



EBA seniors were also asked if their interests in the core topics (entrepreneurship, business, finance, and information technology) of the program increased, stayed the same, or decreased since entering the academy (see Figure 8). A little over half (54%) of students selected that their interest in business had increased. A little less than half the students (47%) indicated that their interest in entrepreneurship had increased. Forty percent of students indicated that their interest in information technology had increased. Comparatively, only 26 percent of students indicated that their interest in finance had increased since entering the program.

Figure 8: EBA Senior Interest Levels in the Program's Core Topics At the End of the Program



Academy Coursework (Objective #1)

Objective #1: Students will successfully complete a sequential program of study that focuses on critical skills, knowledge, and technology in the fields of entrepreneurship, business information technology, and corporate finance.

One objective of the academy program is that students will successfully complete a sequential program of study. The EBA program of study is comprised of core, elective, and academy coursework within their stand that focuses on critical skills, knowledge, and technology in the fields of entrepreneurship, business information technology, and corporate finance.

Course Enrollment and Grades

Overall, students in the EBA were high achieving with a high percentage earning grades of C- or above in core, academy, and elective courses (see Table 9). Nearly all EBA students in grades 9 through 12 earned a C- or above in Academy courses (98%-100%). A complete list of courses for EBA students in grades 9 through 12 and total number of students enrolled in courses can be found in Appendix B.

Table 9: Percentage of EBA Students Passing Core, Academy, and Elective Courses

Grade	Percent Passing Core Courses	Percent Passing Academy Courses	Percent Passing Elective Courses
9	97%	99%	99%
10	98%	100%	100%
11	97%	99%	98%
12	95%	98%	94%

Grade Averages: Grade averages for academy students were reviewed. One grade average involved core classes only. The other grade average involved all classes taken during 2020-2021. Overall, EBA students had high grade averages equivalent to a high B grade range (See Table 10).

Table 10: EBA Grade Averages

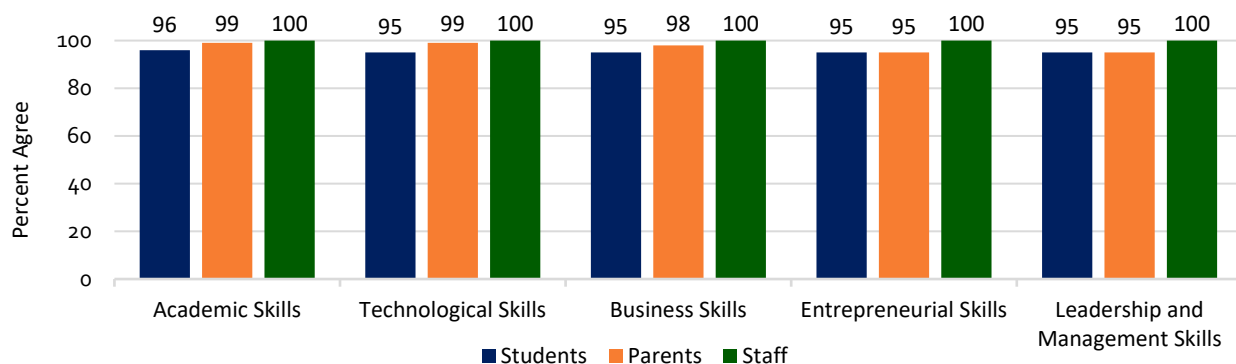
Grade	Average	EBA
9	Core Classes	3.4
9	All Classes	3.5
10	Core Classes	3.2
10	All Classes	3.5
11	Core Classes	3.2
11	All Classes	3.3
12	Core Classes	3.3
12	All Classes	3.3

Graduates

The 2020-2021 school year was the academy's second graduating class of students. At the beginning of the school year, 98 students were enrolled in the EBA and 94 twelfth-grade students graduated, and all earned an advanced studies diploma at the end of the 2020-2021 school year. For reference purposes, 58 percent of VBCPS on-time graduates earned an advanced studies diploma. Of the 94 graduates, 65 percent earned the Governor's Seal. The Governor's Seal is awarded to students who complete the requirements for an advanced studies diploma with an average grade or "B" or better, and successfully complete college-level coursework that will earn the student at least nine transferrable college credits in AP, IB, or dual enrollment courses.³

Perceptions

Several survey items on the student, parent, and staff end-of-year surveys asked about skills and technology that were gained while enrolled in the academy. As Figure 9 shows, nearly all student, parent, and staff respondents agreed that the EBA provided opportunities to gain the various skills needed to be successful.

Figure 9: Agreement That the EBA Provides Opportunities to Gain the Skills Needed to Be Successful

Associate Degree/Postsecondary Credit (Objective #2)

Objective 2: Students will have opportunities to earn an associate degree/postsecondary credit.

According to the academy proposal, the EBA program of study was developed to provide students an opportunity to earn an associate of science degree in business administration, technology, or finance with TCC. According to the academy coordinator, of the 94 EBA seniors who graduated, 22 (23%) were able to complete the requirements to earn an associate degree in science TCC.

Opportunities for students to earn postsecondary credit took two forms. The first mechanism is through Advanced Placement (AP) courses and exams. An AP exam is graded on a 1 to 5 scale. Generally, participating colleges will grant college credit for AP exam scores of 3 or higher. It also is important to note that not every student who takes an AP course also takes the corresponding AP exam. The second opportunity is through dual enrollment (DE) courses that articulate credit toward an associate of science degree at TCC.

AP Exams

Overall, 154 EBA students (38%) in grades 9 through 12 took at least one AP exam of the 405 students enrolled at the end of the school year. Table 11 displays the list of AP Exams, the number of EBA students who took them, and the percentage of EBA students who scored a 3 or higher. In total, 69 students (45%) scored a 3 or higher on at least one AP exam. For reference, 3,626 (17%) divisionwide students took an AP exam. Of the 3,626 divisionwide students who took an AP exam, 2,138 (59%) scored a 3 or higher.

Table 11: AP Exams and EBA Students Who Scored 3 or Higher 2020-2021

Course Name	N	% with 3 or Above
AP Biology (Grade 11)	11	36%
AP Calculus AB (Grades 11 & 12)	10	10%
AP Calculus BC (Grade 12)	^	^
AP Chemistry (Grade 11)	^	^
AP Computer Science A (Grades 10, 11, & 12)	8	25%
AP English Language and Composition (Grade 11)	34	50%
AP English Literature and Composition (Grade 12)	12	25%
AP Environmental Science (Grades 11 & 12)	12	8%
AP European History (Grades 10 & 11)	18	22%
AP Human Geography (Grades 9 & 10)	53	49%
AP Physics I (Grades 11 & 12)	^	^
AP Psychology (Grades 10, 11, & 12)	19	53%
AP Research (Grade 12)	^	^
AP Seminar (Grade 11)	^	^
AP Statistics (Grades 11 & 12)	^	^
AP United States Government and Politics (Grade 12)	21	52%
AP United States History (Grade 11)	16	63%

Note: To protect students' privacy, the AP exam list does not include exams taken by five or fewer students.

Dual Enrollment

The second mechanism for earning postsecondary credit involved dual enrollment courses. Dual enrollment classes were generally taken by students in grades 11 and 12. Students in grades 9 and 10 are admitted to take dual enrollment courses, however, this usually requires additional approval.⁴ A total of 135 EBA students (45%) in grades 10, 11, and 12 took dual enrollment courses, however, many students took multiple dual enrollment courses (See Table 12). Table 13 provides the list of dual enrollment courses taken by students in the EBA and the percentage of EBA students earning dual enrollment credit which is achieved by passing with a grade of D- or above. All EBA students passed and earned dual enrollment credit.

Table 12: Dual Enrollment Number by Grade for EBA and Divisionwide High School Students

Grade	N	%	Grade	N	%
EBA 10	9	8%	VBCPS 10	23	<1%
EBA 11	55	59%	VBCPS 11	206	4%
EBA 12	71	76%	VBCPS 12	1,060	21%
Total	135	45%	Total	1,291	12%

Note: Two students in grade 9 were enrolled in dual enrollment course(s).

Table 13: Dual Enrollment Courses and Percent of EBA Students Passing 2020-2021

Course Name	N	% Passing
Cisco Network Engineering II DE (Grade 12)	^	^
College Comp 111DC/TC (Grade 12)	69	100%
College Comp 112DC/TC (Grade 12)	69	100%
Dual Enrollment Applied Calculus (Grades 11 & 12)	24	100%
Dual Enrollment Pre-Calculus (Grades 10, 11, & 12)	25	100%
EBA DE Biology I (Grades 11 & 12)	24	100%
EBA DE Biology II (Grades 11 & 12)	24	100%
EBA DE Entrepreneurship (Grades 11 & 12)	34	100%
EBA DE Intercultural Communication (Grades 10, 11, & 12)	50	100%
EBA DE Intro to Int Business (Grades 11 & 12)	34	100%
EBA DE Principles of Accounting I (Grades 11 & 12)	24	100%
EBA DE Principles of Accounting II (Grades 11 & 12)	24	100%
EBA DE Principles of Macro Economics (Grades 11 & 12)	24	100%
EBA DE Principles of Micro Economics (Grades 11 & 12)	24	100%
EBA DE Principles of Public Speaking (Grades 10, 11, & 12)	49	100%
EBA DE Probability & Statistics for Business (Grade 11)	^	^
EBA VA US History DE (Grade 11)	44	100%
Network Administration & Cyber security I DE (Grade 11)	^	^
Network Administration & Cyber security II DE (Grade 12)	^	^

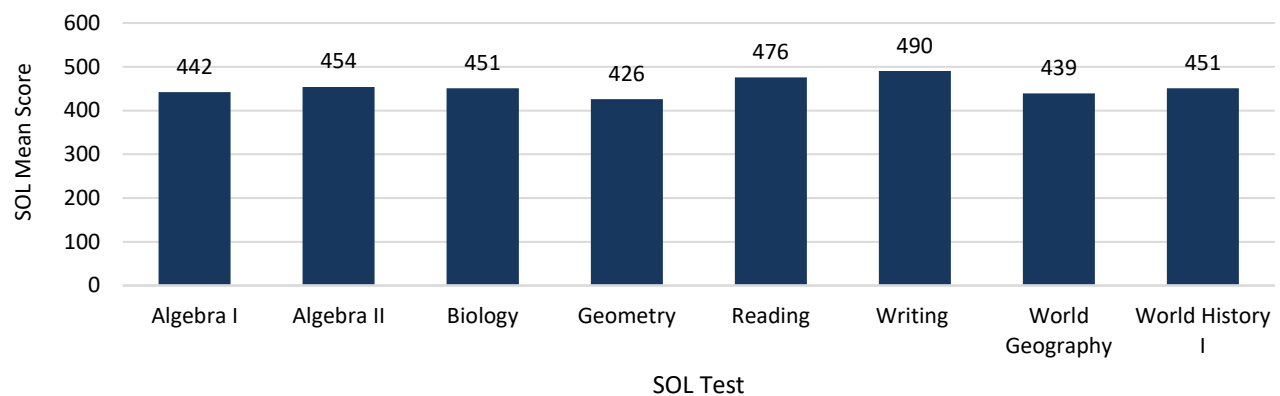
Note: To protect students' privacy, dual enrollment course list does not include courses taken by five or fewer students.

Academic Performance (Objective #3)

Objective #3: Students will exceed the objectives of the VBCPS curricula and Commonwealth of Virginia Standards of Learning (SOL) tests.

SOL Results

Students in the EBA participate in a variety of SOL tests. Academy students took eight SOL tests which are displayed in Figure 10. Using the threshold of 400, EBA students averaged well-above a passing score across all the assessments. Students scored the highest in Writing with an average scale score of 490 and the lowest in Geometry with an average scale score of 426.

Figure 10: EBA Students SOL Scale Scores for 2020-2021

The percentages of EBA students who passed the SOL tests are shown in Table 14, with the division percentages for reference. English had the highest passing rate for EBA students at 100 percent. The lowest passing rate was in World Geography with a pass rate of 85 percent.

Table 14: The EBA and Divisionwide High Schools Students SOL Pass Rates for 2020-2021

Test	EBA		VBCPS High School Students	
	n	% Pass	n	% Pass
Algebra I	^	^	^	^
Algebra II	28	96%	1,175	87%
Biology	50	88%	4,665	71%
Geometry	31	84%	1,599	80%
Reading	45	100%	4,476	84%
Writing	40	98%	4,604	80%
World Geography	26	85%	1,535	76%
World History I	23	91%	2,577	58%

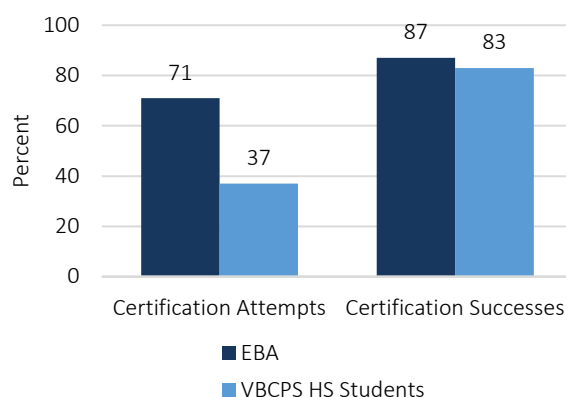
Note: To protect students' privacy, pass rates do not include SOLs taken by five or fewer students.

Certification Test Results

Students within the academy are expected to complete the VBCPS Technical and Career Education stackable credential model in which students complete the Workplace Readiness Skills for the Commonwealth assessment, the Microsoft IT Academy Specialist certification, and strand-specific certifications that lead students to become both career and college ready when they graduate from high school. Examples of additional industry certifications that students may earn through their enrollment in the academy are listed in Appendix C. During 2020-2021, all certifications were offered to EBA students, but according to the academy coordinator, participation was impacted by the pandemic and the high school schedule implemented during that time (i.e., 4x4). The first term of the school year ended prior to the students returning to face-to-face instruction, and this impacted some students' participation in the Microsoft certifications.

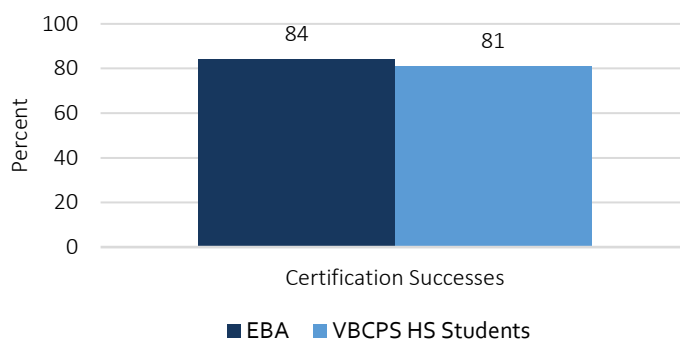
During 2020-2021, 289 EBA students (71%) attempted to earn at least one industry certification. Of those EBA students who made an attempt, 251 (87%) were successful in earning at least one industry certification (see Figure 11). Students in the BIT strand take courses at Kempsville High School and as part of a unique partnership, students can apply to the VBCPS Advanced Technology Center. Once accepted, students take courses at the ATC. With this partnership, students have access to courses that prepare them for high-level certifications such as Intro to Programming Using Java, Solidworks 3D Experience-3D Creator, and OSHA 30-Hour Construction Safety and Health. In the 2020-2021 school year, nine certification tests were attempted by 10 students specifically through the BIT strand. Overall, 19 certification tests were taken with a success rate of 84 percent.

Figure 11: Percentages of EBA and Divisionwide High School Students Who Attempted and Successfully Earned At Least One Industry Certification in 2020-2021



Most of the EBA students attempted to earn two or more certifications. Figure 12 displays the percentage of certification attempts that were successful. Overall, EBA students were successful on 84 percent of their certification tests. Divisionwide high school data are included for reference. Worthy of note is the fact that 31 of the 252 EBA students attempted to earn at least 4 certifications and as many as 8 certifications. The greatest number of certifications any EBA student earned was 8, and the greatest number any divisionwide student earned was 9.

Figure 12: Percentage of Certification Tests Passed in 2020-2021 by EBA and Divisionwide High School Students



Enrichment Opportunities

The academy program offers students multiple opportunities to extend their learning beyond the classroom in activities such as job shadowing, mentoring, internships, Pitch Night, master classes and guest speakers, community service, competitions, and field trips. The pandemic impacted these activities to varying degrees such as job shadowing and field trips being canceled to modifications for the mentorships and internships, speakers, community service, and Pitch Night.

Job Shadowing, Mentoring, and Internship (Objective #4)

Objective #4: Students will participate in job shadowing, mentoring, and/or internship programs that extend, enrich, and refine student learning and that create linkages between the academic and business communities.

Job Shadowing

In 2020-2021, the EBA had partnerships with 35 different individuals to participate in Job Shadow Day. A sample of job shadow partners' jobs included: event planning, accounting, real estate, and insurance sales. However, due to the challenges associated with the COVID-19 pandemic, Job Shadow Day(s) did not occur in the 2020-2021 school year. Therefore, the program requirement was waived. In a typical year, two Job Shadow Days are held for juniors and seniors: one in the fall and one in the spring. This experience provides the students with an opportunity to network to establish a relationship with a possible mentor with whom they might intern or receive guidance and even funding for their own entrepreneurial endeavors. Job Shadow Days will begin again in the 2021-2022 school year. Seniors had the opportunity to rate the usefulness of Job Shadow Day on the senior exit survey. Ninety-one percent (91%) of seniors rated Job Shadow Day as providing a somewhat or very useful experience.

Internship/Mentorship

All students within the academy complete an internship during their senior year. It resembles an on-the-job training experience that provides students an opportunity to identify real-world application of curriculum content and experiences. In 2020-2021, all students were placed in internships. These internships were achieved mainly through the EBA, but some students sought out internships on their own. During 2020-2021, some of these internships took place virtually while others took place face-to-face. Throughout the internship,

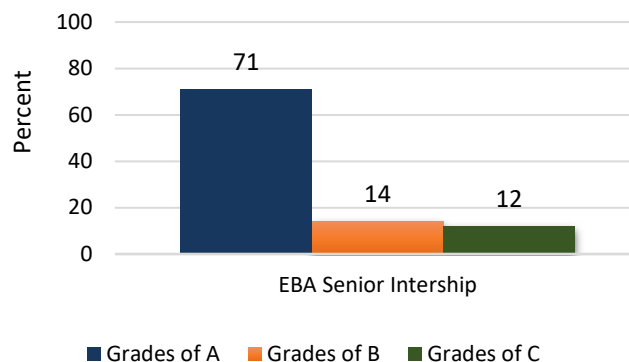
students maintained an online blog about their experiences, reflections, and connections to related coursework. On the senior exit survey, 96 percent of seniors rated their mentorship and/or internship as providing a somewhat or very useful experience.

Long-Term Project Through Internship/Mentorship (Objective #5)

Objective #5: Students will complete a long-term project through an internship/mentorship experience with a culminating presentation in the senior year featuring an in-depth study of an issue of concern to their related industry and present ideas/solutions as viable options to address the issue to a panel of business and community leaders.

All students within the academy complete a long-term project through the internship during their senior year. A total of 98 students were enrolled in the EBA Senior Internship Course. Of those 98 students, 6 students took the course online. Students performed well in the Senior Internship course with 96 EBA students (98%) earning a C- or above. Figure 13 displays the grade distribution of EBA students in the EBA Senior Internship course.

Figure 13: Grade Distribution of EBA Senior Internship Course



The experience culminates in a student presentation regarding an issue or concern addressed within the business they are working and the student's ability to provide solutions or ideas to assist the business in addressing that concern. In a typical school year, presentations are delivered by the student and open to the public. However, due to challenges associated with COVID-19, the presentations were closed to the public. Students recorded their final presentations and then sent them to their mentors and EBA staff for review and feedback.

Pitch Night

Another important enrichment activity is Pitch Night, held on May 17, 2021, culminating a year of students' project planning and design associated with the academy's INCubatoredu curricular program. Six student teams presented their final business concept to a panel of industry experts in a competition for funding. Unlike previous Pitch Nights, the event was not open to the public due to the COVID-19 pandemic. The event was livestreamed on YouTube so families and community members could watch. In addition, family members of the student presenters were able to attend on a rotational basis. The winners of Pitch Night were awarded startup funding for their project and also a chance to compete for additional funding dollars at the National INCubatoredu Student Pitch competition in the summer. Start-up funding, totaling \$16,200, was awarded across three teams. The funded teams then had an opportunity to launch their business.

Beginning in 2018, the EBA worked to establish its own foundation, and this foundation is the source of the funding awarded as part of Pitch Night. During the 2019-2020 school year, the VBCPS EBA Foundation was officially established with an advisory board. This non-profit allows individuals and/or business to donate money to support the EBA program. It was initially developed and is primarily used to fund student-based businesses including order products and hiring attorneys to trademark products. The academy coordinator

reported that the foundation has growth opportunities and could potentially be used to fund teacher professional learning and student scholarships in the future.

Guest Speakers and Master Classes

Twenty-three guest speakers/panels and Master Class instructors presented virtually in the 2020-2021 school year. Guest speakers included an attorney, a panel who spoke about internships, an individual who presented about market sizing, an individual who spoke about sales planning, and another individual who spoke about storytelling. According to the program coordinator, one benefit of the COVID-19 pandemic was the transition to virtual meetings which allowed guest speakers who do not reside in the Hampton Roads area to present. The guest speakers provided not only useful information, but also opportunities for EBA students to make useful connections that could lead to mentoring, interning, obtaining financing for entrepreneurial projects, or securing future employment. Appendix E includes a complete list of the speakers. When asked on the EBA survey, 88 percent of students, 97 percent of parents, and 100 percent of staff reported being satisfied with the guest speakers. In addition, 84 percent of seniors indicated on the senior exit survey that the master classes were somewhat or very useful.

Community Service

Another EBA enrichment activity involves community service in acknowledgment of the EBA leadership's recognition that being socially responsible, civic minded, and service-oriented is important. To graduate from the academy, EBA students were required to accrue at least 100 hours of community service during the course of their enrollment. Students who entered as sophomores were required to accrue 75 hours of community service. Due to the COVID-19 pandemic, community service posed somewhat of a challenge for students because they were limited due to social distancing requirements. According to the academy coordinator, community service activities were expanded to include what students could accomplish at home such as babysitting younger siblings or helping their parents. By the end of the 2020-2021 school year, all EBA students were on track to satisfying the community service requirement. When asked on the EBA survey, 82 percent of students, 86 percent of parents, and 100 percent of staff reported being satisfied with the community service component of the program. In addition, 92 percent of seniors indicated on the senior exit survey that the service hours were somewhat or very useful.

Field Trips

During the 2019-2020 and 2020-2021 school year, students participated in 16 field trips. Due to the COVID-19 pandemic, the eight field trips during the 2020-2021 school year were virtual. The virtual field trips included Jamestown Settlement, the American Revolution Museum, Thomas Jefferson's Monticello and the University of Virginia, Mariner's Museum, the Great Dismal Swamp National Wildlife Refuge, the Fort Monroe National Monument—Freedom's Fortress, Emancipation Oak—Hampton University, and the Princess Anne County Training School and Union Kempsville High School. Field trips during the 2019-2020 school year included the Chrysler Museum of Art, ATC, Junior Achievement Spark Tank, Brickhouse Diner, Women in Politics Symposium at Tallwood High School, Virginia DECA Competition Training, DECA District Leadership Conference, and DECA State Leadership Conference.

Competitions

The EBA students and student teams also participated in several state, regional, and national competitions during 2020-2021. At the annual DECA competition, a national association of high school and college marketing students, EBA teams were awarded DLC and SLC winners. A student was a winner at the NATO competition, a student earned 2nd place in a Scholarship for Veterans of Foreign Wars, and three teams advanced to the semifinals in the World Series of Innovation.

Community Partnerships

Higher Education Partnerships (Objective #6)

Objective #6: The academy will establish collaborative agreements with institutions of higher education that result in ongoing program development and assessment.

EBA staff maintained the academy's collaborative partnerships and agreements with a variety of postsecondary institutions, including Babson College in Wellesley, Massachusetts, as well as locally with TCC and Old Dominion University (ODU). Babson College and ODU provide professional learning to EBA staff. They also provide curricula for the Entrepreneurship and Innovation strand. In addition, VBCPS leadership continued their agreement with TCC for EBA students to earn dual-enrollment credit toward an associate of science degree in business, technology, or finance. Academy leadership has also secured a transfer course agreement with ODU. ODU will accept 4 credit hours for INCubatoredu. Academy leadership is currently working to develop a similar partnership with Norfolk State University.

Academy Advisory Committee

The academy proposal called for the academy coordinator to convene and maintain an EBA Advisory Committee. During the 2020-2021 school year, the Advisory Committee consisted of 13 members. Since its inception, the Academy Advisory Committee developed three goals which remained in the 2020-2021 school year. The committee's three goals are listed below.

- Engage in discussion that leads to implementation of a Job Shadow Day program for EBA students. This program should be sustainable for years to come.
- Engage in discussion that leads to implementation of a Senior Internship program for EBA students. This program should be sustainable for years to come.
- Provide input and suggestions for the Entrepreneurship and Business Academy planning staff relevant to meeting the local business and community needs that will assist students in becoming productive, responsible citizens.

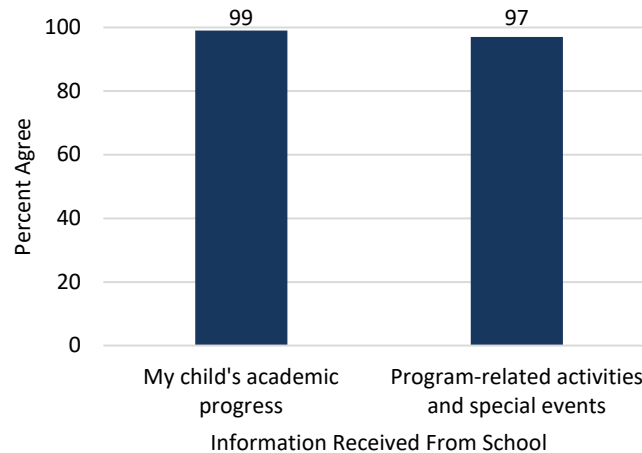
Community/Business Partners

The EBA has formed a significant number of community/business partnerships that help support various components of the program. For example, many of the individuals who participate in and make Job Shadow Day possible have formed a longstanding partnership with the EBA. In addition, some of students' internships are formed through businesses the EBA has formed a partnership with. During 2020-2021, EBA leadership documented 60 community business partners to provide students with opportunities for increased career awareness, exploration, and experience. The partners have helped to establish meaningful connections between the knowledge that students acquire in school and its application beyond the classroom. Staff members were asked their level of satisfaction with partner involvement in the EBA, and 100 percent of staff reported high levels of satisfaction with partner involvement. See Appendix D for a list of community business partners.

Family Partnerships

Family involvement and engagement in the academy is an important component. Parents were asked if they or other members of their family are involved in EBA activities. About half of parents (47%) reported that they or another family member was involved in EBA activities. Echoing their families, a little less than half of students (43%) reported that their family is involved in EBA activities. All staff members (100%) expressed satisfaction with overall parental involvement in the program. Families were also asked about information communicated to them. As shown in Figure 14, high percentages of parents agreed that they received information about their child's academic progress and program-related activities and special events (97% to 99%).

Figure 14: Information Families Received From the School



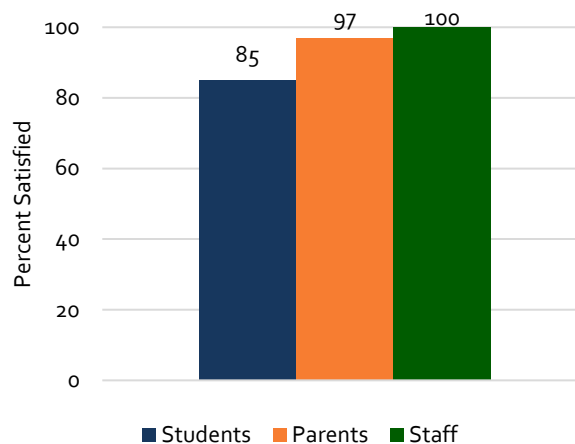
Stakeholder Perceptions

This section of the report provides a summary of the stakeholder overall perceptions of the academy. The most common themes from the open-ended survey items are also summarized where appropriate.

Overall Perceptions

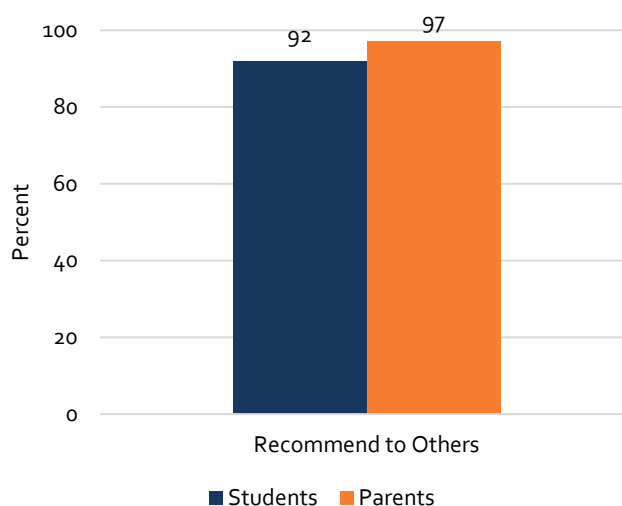
Figure 15 displays the results for survey items assessing overall satisfaction. Strong positive results were found for all groups of respondents with 85 percent or more of the respondents expressing satisfaction. In addition, on the senior exit survey, 86 percent of EBA seniors indicated that the academy met or exceeded their expectations.

Figure 15: Overall Satisfaction With the EBA



Students were also asked if they would recommend the EBA to other students. Similarly, parents were asked if they would recommend the EBA to the parents of other students. As displayed in Figure 16, 92 percent of students and 97 percent of parents indicated that they would recommend the EBA to others. Additionally, about three-quarters (76%) of EBA seniors indicated that if they were to start high school over again, they would reenroll in the EBA.

Figure 16: Recommend the EBA to Others



As an overall assessment of the academy's impact on students, a portion of the senior exit survey asked seniors future-oriented questions. For example, EBA seniors were asked if the academy experience helped them make decisions about their future education or employment. Overall, 89 percent of students indicated that they agreed or strongly agreed that the academy helped them make decisions about their future education or employment. In addition, 84 percent of EBA seniors indicated that the academy prepared them to enter the job market and pursue a business-related career. When asked their future plans, 89 percent of seniors indicated their primary focus was to further their education, and 11 percent indicated their primary focus was to seek employment.

Continued Participation

Students, parents, and staff were asked if they intended to continue their enrollment or employment in the EBA during the 2021-2022 school year. Among the EBA students in grades 9 through 11, 291 of the 308 respondents (94%) indicated "Yes." Of those students who chose to explain why they might leave the academy, five stated that they were moving out of the VBCPS school division and three students stated that they felt as though the academy was not the right fit for them. Among the parents of students in grades 9 through 11, 123 of the 126 respondents (98%) indicated "Yes" their child plans to return to the academy.

Academy staff were asked on the EBA staff survey whether they planned to continue teaching at the EBA. Of the sixteen EBA faculty members who responded to the survey item, all (100%) indicated their intent to return.

Participant Comments

Each of the three surveys (student, parent, and staff) contained open-ended questions about what students gained from being enrolled in the EBA during 2020-2021 and what improvements to the EBA, if any, would the survey respondent suggest.

As mentioned previously, open-ended survey responses were coded into thematic categories for qualitative analysis, as well as considered for possible verbatim inclusion in this report. Note that some individual responses included more than one theme, and the responses could contribute to two or more category percentages. As a consequence, percentages often sum to more than 100 percent.

Perceived Benefits of Enrollment

One open-ended survey question asked, "What do you think students gain from enrollment in the EBA?" Table 15 displays a cross-tabulation of the themes by respondent group.

Table 15: Perceptions of What is Gained From EBA Enrollment

Theme	Students (N=385)*	Parents (N=104)	Staff (N=12)
Knowledge and skills for future aspirations including college and/or career	59%	50%	50%
College credit and industry certifications	9%	10%	0%
Work experience and business connections	9%	9%	42%
A sense of confidence, responsibility, accomplishment, etc.	4%	13%	0%
Soft skills involving leadership, organization, critical thinking, work ethic, creativity etc.	15%	24%	42%
A supportive learning community environment	2%	4%	8%
Other	4%	0%	0%

* Note: Column percentages may sum to more than 100 percent if a respondent expressed more than one idea in a particular comment.

The most common student and parent responses regarding what is gained from the EBA focused on knowledge and skills for future aspirations including college and/or career. The second most common response among students and parents included soft skills involving leadership, organization, critical thinking, work ethic, and creativity.

Half of the staff responses focused on students having the opportunity to learn knowledge and skills for future aspirations including college and/or career. The second most discussed topics included real world work experience and business connections and the development of soft skills. Lastly, 8 percent of staff reported EBA is a supportive learning community.

Suggested Improvements

All three respondent groups also were asked to suggest ways that the EBA could be improved. Table 16 displays the students' and parents' suggestions. Of those who responded to the survey item, 42 percent of students had no suggestions for improvement. Students wrote things like "none," "n/a," or something positive like "I don't have any really, there is nothing that needs changing." The second most common response referred to programmatic changes including requirements, logistics, courses etc. Programmatic suggestions were quite varied with the exception of requesting to reduce the service/volunteer hour requirement, which was mentioned by 21 students. Students discussed a need for these hours to be reduced or asked for help in identifying potential ideas to meet the requirement. The third most common suggestion for improvement focused on relationships among EBA students, staff, and other students at Kempsville High School. Next, five percent of students suggested better communication including more transparency surrounding expectations and requirements. Finally, 4 percent of students suggested improvements specific to COVID-19 mitigation measures including not wanting to wear masks or attend school virtually.

Similar to the students, the largest percentage of parent comments (53%) focused on the programmatic changes including expectations and logistics. Their responses were also quite varied with the exception of the need for reducing the community service/volunteer hour requirements, which was mentioned by 9 parents. Thirty-five percent of parents had no suggestions for improvement and reported statements like "none," "n/a" or positive comments like "We are very pleased with the EBA." Finally, 7 percent of parents suggested improvements related to COVID-19 mitigation measures including attending school in-person and not wearing masks.

Table 16: EBA Student and Parent Suggestions for Improvement

Themes	Students (N=346)	Parents (N=81)
None (e.g., n/a, “none,” positive comments)	42%	35%
Programmatic Changes	41%	53%
Interactions and Relationships	23%	0%
Communication	5%	7%
COVID-19	4%	15%

Seven staff responded to the question about improving the EBA. Two teachers expressed a need to continue changing and adapting teacher practices and the curriculum, as one teacher put it to, “stay ahead of innovation.” Another teacher stated that they hoped to do more cross-curriculum projects, and another teacher suggested that teacher feedback regarding students’ needs was acted upon. Finally, another teacher hoped for more normalcy after the changes that occurred with the COVID-19 pandemic.

Impact of the Pandemic

All three respondent groups also were asked how their academy experience was impacted by the pandemic. Of the 384 students who responded to this question, about half the students (51%) expressed that they struggled with virtual learning. The second most discussed theme among students (19%) was that the pandemic took away from their traditional high school and academy experience including having to have a virtual Pitch Night and missing out on their ability to earn certifications. The third most discussed theme included students who had a mix of emotions surrounding the COVID-19 pandemic and how they felt that their experience in the EBA was different than prior years, but that the EBA was doing the best they could, given the situation. It is worthy to note that there were students who felt as though they thrived during the pandemic. Eight percent of students reported this experience.

Parents were asked a similar question and of the 108 who responded, 53 percent reported that their child struggled with virtual learning. The second most mentioned theme was the lack of social interaction due to the COVID-19 pandemic. The third most mentioned theme was that their child excelled in the virtual environment which included 14 percent of the parent responses.

Of the 12 teachers who responded to this survey question, 100 percent of them discussed the challenging nature of pivoting to virtual learning due to the pandemic. However, about a third of the teachers identified a silver lining in this experience in terms of having to problem solve, gain new tools, and adjust practices in ways that led to improvements.

Additional Cost

The final evaluation question about cost typically addresses how the actual costs of the academy compared to the projected costs specified in the budget section of the academy proposal approved by the School Board. The proposed costs in the academy proposal included both one-time purchase and start-up costs and recurring operating costs (see Appendix F for reference). However, with the postponement of the final year of the comprehensive evaluation from 2019-2020 to 2020-2021 due to the pandemic, there were no projected costs specifically identified for 2020-2021 which was the academy’s fifth year of operation. Therefore, this section of the report will summarize the total additional costs for the program from the 2020-2021 fiscal year and will include the 2019-2020 proposed costs for reference purposes. Some costs would not be expected to change significantly from the fourth year of the academy’s implementation to the fifth year (e.g., staffing, transportation), while other costs could change (e.g., instructional materials, professional learning).

Information about actual expenditures was provided by the Department of Teaching and Learning, the Office of Transportation and Fleet Management Services within the Department of School Division Services, the Office of Budget Development within the Department of Budget and Finance, and the Department of Human Resources. The methodology for categorizing costs followed the process developed as part of the divisionwide academy cost analysis report in 2005.⁵ Following the academy cost analysis, the costs included in this report

are in excess of school-generated funds and the per pupil allocations that travel with the students that would have been expended on the students in any setting. Costs are rounded to the nearest dollar figure.

The actual additional cost for the EBA to the school division during the 2020-2021 fiscal year are presented in Table 17. As noted, the planned budget for 2019-2020, the academy's fourth year, is included for reference.

Table 17: EBA Costs During the 2020-2021 Fiscal Year

Cost Category	Proposed Budget 2019-2020 for Reference	Actual Cost 2020-2021 Fiscal Year
Instructional Materials	\$55,000	\$15,225
EBA Dual Enrollment	\$0	\$75,270
Curriculum Development	\$0	\$650
Equipment and Furniture	\$0	\$16,663
Technology	\$0	\$15,761
Subscriptions	\$0	\$149
Field Trips	\$0	\$0
Dues/Memberships/Fees	\$0	\$647
Office Supplies	\$2,500	\$8,788
Food Services	\$0	\$1,239
Communication/Advertising	\$0	\$4,456
Professional Learning	\$16,000	\$2,117
Staff Costs: Academy Specific Personnel* and Stipends	\$493,412	\$409,962
Transportation	\$288,215	\$142,508
Total Annual Operating/Recurring Cost	\$855,127	\$693,435

*Based on average salaries for academy coordinators across the division and academy teachers at the EBA.

Overall, the actual costs in 2020-2021 totaled \$693,435. The largest operating cost is attributed to academy specific personnel. The academy specific personnel cost was \$409,962. Staffing costs included four full-time equivalent (FTE) teacher allocations which were provided to the academy during its fifth year of operation (2020-2021) and remained the same as the FTE allocation during the fourth year in 2019-2020. Overhead costs for fringe benefits and health insurance for the coordinator and teacher allocations were included (26.82% plus \$8,547 for 2020-2021). The second largest cost in 2020-2021 was for transportation. This cost includes driver salary costs and operational costs for nine buses, one van, and four activity buses, as well as an additional six days outside of contract time to transport virtual students on testing days. The cost of transportation services during the 2020-2021 school year was not reflective of a typical school year because the pandemic led to students learning in a virtual setting for a little over half the school year and students did not require transportation. According to the Office of Transportation Services, if the transportation needs had not been impacted by the pandemic, the estimated cost for transportation would have totaled approximately \$299,158. The third largest expense related to the academy was approximately \$75,000 for students to take dual enrollment courses at TCC to earn their associates degree.

Summary

The Entrepreneurship Business Academy (EBA) comprehensive evaluation focused on the accomplishment of the program's goals and objectives and program effectiveness. The EBA was established to offer a comprehensive program to students interested in entrepreneurship, business information technology, and corporate finance. The EBA focuses on providing a personalized, globally-competitive curriculum that equips students with the knowledge and skills needed to make connections among various disciplines, the technology skills students need to communicate with a worldwide audience, the problem solving and critical thinking skills necessary to meet the challenges of the future, and the service learning expertise needed in industry. The overall goal of the EBA is to provide students the business skills and knowledge necessary to succeed in any career-related fields of study in postsecondary education and in the workforce.

The EBA began operation in 2016 after the academy was approved by the School Board. In 2019-2020, the academy reached full implementation with students in grades 9 through 12. In 2020-2021, a total of 405

students were enrolled in the EBA at the end of the school year which was 81 percent of the program's capacity of 500 students. There were 102 students in grade 9, 115 students in grade 10, 94 students in grade 11, and 94 students in grade 12. In general, the program was majority female (58%). A little over half of the EBA students were Caucasian (51%) and nearly a quarter were African American (24%) which was similar to the division's percentages. About one-third of the EBA students were identified as gifted. The EBA students in grades 9 through 12 drew from every VBCPS high school attendance zone with the largest representation being from Kempsville High School (26%). A total of 18 teachers are a part of the academy faculty, along with the program coordinator. In addition, there is a full-time EBA school counselor, and an academy coordinator who has led the academy since its inception.

The first academy objective was that students successfully complete a sequential program of study that focuses on specific skills, knowledge, and technology in the fields of entrepreneurship and innovation, business information technology, and corporate finance. The EBA is comprised of three strands: Entrepreneurship and Innovation (Strand 1), Business Information Technology (Strand 2), and Corporate Finance (Strand 3). All three strands enable students within the academy to explore multiple pathways to being college and career ready. In 2020-2021, 52 percent of EBA students selected the Entrepreneurship and Innovation strand, 26 percent selected the Corporate Finance strand, and 23 percent selected the Business Information Technology strand. Overall, the EBA students were successful in core, academy, and elective courses with 94 to 100 percent earning a C- or above in their courses. In addition, EBA students had high grade averages ranging from a 3.2 to 3.4 in core classes and a 3.3 to 3.5 in all classes. In 2020-2021, 94 of the 98 twelfth grade students who were enrolled in the academy at the beginning of the school year remained enrolled at the end of the school year and graduated. All EBA graduates earned an advanced studies diploma, and 65 percent earned a Governor's Seal. Overall, students, parents, and staff expressed favorable perceptions of the EBA's coursework and learning environment with 87 to 100 percent of respondents agreeing that the EBA had a challenging curriculum, required students to think critically, and problem solve in creative ways.

The next objective is for students to have opportunities to earn an associate degree/postsecondary credit. Twenty-two students earned an associate of science degree in business administration, technology, or finance at TCC through dual enrollment courses. Opportunities to earn postsecondary credit were available through Advanced Placement (AP) courses and associated exams and dual enrollment courses. A total of 69 students (45%) scored a 3 or higher on at least one AP exam. A total of 135 EBA students (45%) in grades 10, 11, and 12 enrolled in a dual enrollment course. One hundred percent of students taking the course passed the course and earned dual enrollment credit.

The third objective is that students exceed the objectives of the VBCPS curricula and Commonwealth of Virginia Standards of Learning tests. EBA students took a variety of SOLs including English: Reading and Writing, Math: Algebra I, Algebra II, and Geometry, History: World Geography and World History I, and science (Biology). Using 400 as the passing threshold, 84 to 100 percent of test takers earned a 400 or above on the applicable SOL tests. Average scaled scores ranged from 426 on Geometry to 490 on Writing. In addition to SOLs, students within the academy are expected to complete the VBCPS Technical and Career Education stackable credential model in which students complete the Workplace Readiness Skills for the Commonwealth assessment, the Microsoft IT Academy Specialist certification, and strand-specific certifications. In 2020-2021, 289 students (71%) attempted to earn at least one industry certification, and 87 percent successfully earned at least one industry certification.

The academy offers students multiple opportunities to extend their learning beyond the classroom with a variety of enrichment opportunities including job shadowing, mentoring, internships, Pitch Night, master classes and guest speakers, community service, competitions, and field trips. There were two academy objectives related to these opportunities. The fourth objective was for students to participate in job shadowing, mentor, and/or internship programs. Due to challenges related to COVID-19 pandemic, students were unable to participate in Job Shadow Day during the 2020-2021 school year. However, 91 percent of seniors who had participated in it previously rated the job shadowing as a useful experience. All seniors were

placed in internships in the 2020-2021 school year providing them an opportunity for on-the-job training experience, and 96 percent rated the internship as a useful experience.

Objective five focused on the completion of a long-term project through an internship/mentorship experience. A total of 98 students were enrolled in the EBA Senior Internship Course with 98 percent earning a C- or above in the course. Due to COVID-19 pandemic, senior internship presentations were closed to the public. Other academy opportunities included Pitch Night which occurred in May 2021 and was a culmination of a year of students' project planning and design associated with INCubatoredu curricular program. Three teams won Pitch Night and were awarded over \$16,000 in funding to support the launch of their business. Over 20 guest speakers/panels and Master Class instructors presented in the 2020-2021 school year. High percentages of students (88%), parents (97%), and staff (100%) reported being satisfied with the guest speakers. In addition, 84 percent of seniors indicated on the senior exit survey that the master classes were useful. Community service continued as a requirement for students in the EBA, however, some modifications were made in what was deemed an acceptable community service activity due to the pandemic. Overall, 82 percent of students, 86 percent of parents, and 100 percent of staff reported being satisfied with the community service component of the program. In addition, 92 percent of seniors indicated on the senior exit survey that the service hours were useful.

The last objective is an academy goal which is to establish collaborative agreements with institutions of higher education that result in ongoing program development and assessment. EBA staff maintained the academy's collaborative partnerships and agreements with a variety of postsecondary institutions including Babson College, TCC, and ODU. These institutions provide professional learning to teachers and TCC has a dual enrollment agreement with the EBA. The EBA has maintained its Academy Advisory Committee which consists of 13 members. In addition, the EBA has 60 community business partners who provide students with opportunities for increased career awareness, exploration, and experience.

Overall, the EBA was viewed positively by students, parents, and staff with satisfaction rates ranging from 85 to 100 percent. Furthermore, 92 percent of students and 97 percent of parents reported that they would recommend the program to others.

The additional cost of the EBA to the school division in 2020-2021 totaled \$693,435. The largest cost was attributed to academy specific personnel, followed by transportation costs. Transportation costs were notably lower in 2020-2021 as a result of the periods of virtual learning due to the pandemic.

Recommendation and Rationale

Recommendation: Continue the Entrepreneurship and Business Academy within Kempsville High School without modifications. *(Responsible Groups: Department of Teaching and Learning, Kempsville High School)*

Rationale: Continuing the EBA without modifications is recommended because the operation of the EBA was found to correspond with what had been set forth in the proposal approved by the School Board. Although the academy's operation was impacted by the pandemic, data collected during the 2020-2021 school year related to the academy goals and objectives demonstrated favorable results. The academy continued to successfully implement a rigorous and comprehensive program of study for students interested in entrepreneurship and innovation, business information technology, and corporate finance. The program included a combination of required and elective courses, as well as enrichment activities that allowed students to apply knowledge beyond the classroom. Academy students performed well academically, as exemplified by passing grades, successful test scores, and successful attempts to earn industry-related certifications. All academy graduates earned the advanced studies diploma, 65 percent earned a Governor's Seal, and 23 percent earned an associate degree from Tidewater Community College.

Appendices

Appendix A: List of Professional Learning Opportunities for EBA Staff 2019-2020 and 2020-2021

Professional Development
Babson Symposium for Entrepreneurship Educators
BUILD Design Thinking Education Training
Book Study with the following five texts: <i>Why We Make Stuff</i> , <i>The Energy Bus</i> , <i>The Zen Teacher</i> , <i>Responding to Student Trauma</i> , and <i>The Move to Transformational Learning</i>
Panic to Practice Training
VASCD Conference and Presenter
Fundamentals of Teaching Technology & Engineering education: The Move Toward Transformational Learning
INCubatoredu National Summit
EBA Professional Learning Communities (PLC)
Dual Enrollment Canvas Zoom Orientation
Culturally Responsive Practices in Secondary Social Studies
OER Coursework with Tidewater Community College (TCC) Staff
My Lab Platform with TCC
Inuit Online Certification Webinar
Next Generation Career Inspire Career Expo
Strategies Exchange Conference
Innovation Squad
CIS/ACIS Training
BuildU Teacher Training
Design Thinking: Prototyping and User testing
Entrepreneurship Lab to Market- EdX
Design Thinking and Creativity for Innovation- Ed X
MBA Conclave

Appendix B: EBA Courses and Enrollment Grades 9-12

EBA Courses and Enrollment for Grade 9

Courses	Overall N
Core Courses	
EBA Honors English 9	101
Algebra 1 Honors	11
Algebra 2	Λ
Algebra 2/Trigonometry	33
Geometry Honors	44
Geometry	9
Biology	102
AP Human Geography	41
EBA World Studies for Business	61
Academy Courses	
EBA Critical Issues in Business Seminar	39
EBA Idea Generation and Creative Problem Solving	39
EBA Introduction to Entrepreneurship, Business, and Information Technology	102
Elective Courses	
AP Psychology	Λ
French	21
German	Λ
Japanese	Λ
Spanish	73
AVID	8
Music (Band, Orchestra, Guitar, Piano, Chorus, or Choir)	16
Other (Art, Drawing, Independent Living, Culinary Arts, Magnet/Dance)	18
Driver Education Classroom	Λ
Health and Physical Education 1	68

EBA Courses and Enrollment for Grade 10

Courses	N
Core Courses	
EBA Honors English 10	115
Algebra 2	Λ
Algebra 2/Trigonometry	52
Discrete Math and Probability/Statistics	Λ
Geometry Honors	15
Geometry	Λ
Mathematical Analysis	36
Trigonometry and Probability/Statistics	Λ
AP Computer Science A	6
Astronomy	5
Biology	Λ
Chemistry	98
Earth Science	6
Oceanography	Λ
AP European History	20
AP Human Geography	37
EBA World Studies for Business 2	58
Academy Courses	
EBA Accounting	27
EBA Advanced Computer Information Systems	29
EBA Business Law	27
EBA Corporate Finance	27
EBA Design for Entrepreneurs	58
EBA INCubatoredu	59

Courses	N
EBA Intro to Culinary Entrepreneurship	^
EBA DE Intercultural Communication	8
EBA DE Principles of Public Speaking	8
Elective Courses	
AP Psychology	7
Computer Information Systems	^
Computer Programming	13
DE Applied Calculus	^
DE Pre-Calculus	^
Economics and Personal Finance	^
Fashion Marketing	^
Spanish	63
French	14
German	^
Japanese	^
Latin	2
AVID	^
Music (Band, Orchestra, Guitar, Vocal Ensemble, Musical Theatre, Music Theory, or Piano)	^
Other (Drawing, Independent Living, or Intro to Culinary Arts)	16
Driver Education Classroom	66
Health and Physical Education 2	63

EBA Courses and Enrollment for Grade 11

Courses	N
Core Courses	
Algebra 2	^
Algebra 2/Trigonometry	6
AP Biology	18
Ap Calculus AB	7
AP Calculus AB Virtual Virginia	^
AP Chemistry	^
AP Computer Science A	^
AP English 11 Language & Composition	43
AP Environmental Science	13
AP European History	^
AP Physics I	^
AP Statistics	^
AP US History	22
Astronomy	9
Chemistry	21
Discrete Math and Probability/Statistics	8
EBA VA US History DE	44
Economics & Personal Finance	^
Geometry	^
Honors English 11	51
Mathematical Analysis	28
Oceanography	9
Physics	7
Trigonometry and Discrete Math	^
Trigonometry and Probability/Statistics	10
Virginia & US Government	^
Virginia and US History	24
Academy Courses	
EBA Accelerator Edu	25
EBA Business Law	^
EBA Corporate Finance	^
EBA Intro to Culinary Entrepreneurship	7

Courses	N
EBA DE Biology I	11
EBA DE Biology II	11
EBA DE Entrepreneurship	26
EBA DE Intercultural Communication	26
EBA DE Intro to Int Business	26
EBA DE Principles of Accounting I	11
EBA DE Principles of Accounting II	11
EBA DE Principles of Macro Economics	11
EBA DE Principles of Micro Economics	11
EBA DE Principles of Public Speaking	25
EBA DE Prob & Stat for Business	^
Elective Courses	
Advanced Accounting	21
Advanced Entrepreneurship & Innovation	14
Advanced Entrepreneurship & Innovation COOP	^
Anatomy & Sports Injury	^
AP Psychology	10
AP Psychology Virtual Virginia	^
AP Seminar	7
Computer Programming-Year	^
Cybersecurity Systems Technology	^
Digital Design I	^
Dual Enrollment Applied Calculus	13
Dual Enrollment Pre-Calculus	13
Economics & Personal Finance	46
Engineering Design	^
Engineering Technology I	^
French	6
German	^
Information Technology & Cyber Foundation	^
Japanese	^
Latin	^
Network Administration and Cyber Security I DE	^
Psychology I & Psychology II	^
Spanish	22
Music & Art (Band, Orchestra, Studio Drawing, Art, Choir, or Piano)	12
Other (Personal Trainer, Recreational Activities, Cosmetology, Fashion Marketing, Game Character Design and Animation, Software & Game Development, or Web Design Foundations)	11

EBA Courses and Enrollment for Grade 12

Courses	N
Core Courses	
AP Biology	^
Ap Calculus AB	6
AP Calculus BC	^
AP Chemistry	^
AP Computer Science A	^
AP English 12 Literature & Composition	25
AP Environmental Science	6
AP Gov Pol COMP 4x4 Virtual Virginia	^
AP Human Geography	^
AP Physics I	7
AP Statistics	17
AP United States Government & Politics	46
Astronomy	^
College Comp 111DC/TC	69
College Comp 112 DC/TC	69

Courses	N
Discrete Math and Probability Statistics	9
Economics & Personal Finance 4x4 Virtual Virginia	^
Oceanography	17
Online Oceanography	^
Personal Finance Virtual Virginia	^
Physics	^
Trigonometry and Discrete Math	^
Trigonometry and Probability/Statistics	^
Virginia & US Government	45
Academy Courses	
EBA Senior Internship	6
EBA Online Senior Internship	92
EBA Intro to Culinary Entrepreneurship	7
EBA Accounting	^
EBA DE Biology I	13
EBA DE Biology II	13
EBA DE Entrepreneurship	8
EBA DE Intercultural Communication	16
EBA DE Intro to Int Business	8
EBA DE Principles of Accounting I	13
EBA DE Principles of Accounting II	13
EBA DE Principles of Macro Economics	13
EBA DE Principles of Micro Economics	13
EBA DE Principles of Public Speaking	16
Elective Courses	
Advanced Entrepreneurship & Innovation	^
AVID	^
Anatomy & Sports Injury	^
AP Psychology	6
AP Research	^
Cisco Network Engineering II DE	^
Computer Programming-Year	5
Digital Design II	^
Dual Enrollment Applied Calculus	8
Dual Enrollment Pre-Calculus	9
Economics	^
Economics & Personal Finance	18
Engineering Technology II	^
French	^
German	^
Information Technology & Cyber Foundation	^
Introduction to Culinary Arts	^
Journalism II	^
Latin	^
Leadership Skills Development	6
Media Studies	^
Network Admin & Cyber Security Foundation	^
Online Economic & Personal Finance	^
Parenting & Childcare Occupations 4x4	5
Psychology I & Psychology II	6
Psychology Virtual Virginia	^
Sociology I and Sociology II	^
Spanish	^
Music & Art (Band, Choir Piano, Architectural Drawing, Basic Technical Drawing)	6
Other (Personal Training, PE Recreational Activities, Software & Game Development, Web Design, Independent Living)	20

Appendix C: Industry Certifications

Industry Certification Tests and Outcomes for EBA Students During 2020-2021

Certification Test	Number Taken	Number Passed	Percent Passed
10 Hour CAD Industry Safety	^	^	^
ADVANCED Customer Service and Sales Certification	34	28	82%
Architectural Drafting Assessment: National Occupancy Testing Institute (NOCTI)	^	^	^
AutoCAD Certified User: Autodesk	^	^	^
Autodesk 3ds Ma: Certiport	^	^	^
Autodesk Inventor Certified Professional	^	^	^
Autodesk Inventor Certified User 2019	^	^	^
Autodesk Revit Arch Exam Autodesk	^	^	^
CompTIA Network+	^	^	^
CompTIA Security+	^	^	^
CSWA-Solidworks Additive Manufacturing	^	^	^
Customer Service and Sales Certification	55	55	100%
Intro to Programming Using Java (98-388)	^	^	^
Intro to Programming Using Javascript (98-382)	^	^	^
Inuit Quickbooks	8	3	38%
Mechanical Drafting and Design Assessment NOCTI	^	^	^
Microsoft Excel 2019 (MO-200)	6	3	50%
Microsoft Office: Access 2016 (77-730)	^	^	^
Microsoft Excel: 2016 (77-725)	^	^	^
Microsoft: Word 2016 (77-725)	^	^	^
Microsoft PowerPoint 2019	12	11	92%
Microsoft Word Expert	^	^	^
MOS Access (Expert Level) Examination: Microsoft Office 365 and Office 2019/Certiport	^	^	^
MOS Excel (Associate Level) Examination: Microsoft Office 365 and Office 2019/Certiport	24	21	88%
MOS Excel (Expert Level) Examination: Microsoft Office 365 and Office 2019/Certiport	13	7	54%
MOS Outlook (Associate Level) Examination: Microsoft Office 365 and Office 2019/Certiport	^	^	^
MOS PowerPoint (Associate Level) Examination: Microsoft Office 365 and Office 2019/Certiport	31	31	100%
MOS Word (Associate Level) Examination: Microsoft Office 365 and Office 2019/Certiport	108	82	76%
MOS Word (Expert Level) Examination: Microsoft Office 365 and Office 2019/Certiport	25	20	80%
MTA Networking Fundamentals	^	^	^
MTA Security Fundamentals	^	^	^
NOCTI Advertising and Design	^	^	^
NOCTI Pre-engineering/EngTech	^	^	^
OSHA 30-Hour Construction Safety and Health	^	^	^
S/P2 Cosmetology	^	^	^
Solidworks 3D Experience-3D creator	^	^	^
WISE Financial Literacy Certification	74	74	100%
Workplace Readiness Skills for the Commonwealth	33	30	91%
Total	419	496	84%

Appendix D: Community Business Partners

Community Business Partners
Antonia Christianson Events
ARDX
Ashby Orthodontics
Atlantic Physical Therapy
Austin James Realty
Ava Clara Bridal Boutique
Babson College
Bell Tone
Brick House Diner
Center Stage Dance Company
Chartway Federal Credit Union
Chick-Fil-A – Haygood
Clark Nexsen
Coastal Café
Code Ninjas
Design Elements
Digital Marketing Specialists Tidewater Communications Interactive
Dominion Enterprises
DreamerMade
Edible Arrangements
Empowerment! Wellness
Fairfield Flowers
Gold Key PHR
Hampton Roads Chamber of Commerce
IHOP – Kempsriver
IHOP - Landstown Commons
J&A Racing
Junior Achievement of Greater Hampton Roads
Klett Consulting Group Inc.
Law Office of Joel Ankney, PC
Marble Home Team
Madison Jewelers
MassMutual Member Wealth Management
Mid Atlantic Surveying and Land Design
Novel Views CO
Old Dominion University Strome Entrepreneurial Center
Operation Smile
Philip L. Russo, Jr. P.C.
Pull Start Fire
Real Property Management Hampton Roads
Rita's Italian Ice- Fairfield
Rotary Club
Rubin Communications Group
St. Mary's Home
Start Wheel
State Farm Insurance - Pierre Granger
Style Erin
The Royal Chocolate
Three Scoops
Tidewater Community College
UFC Gym
US Naval Plumbing
VB Public Libraries - Kempsville Location
Virginia Beach Economic Development
Virginia Beach Field House
Virginia Beach Minority Business Council

Community Business Partners	
Virginia Beach School's Federal Credit Union	
WRV Summer Skate Camp	
Y Not Pizza & Italian Cuisine	
Zieders Great American Theater	

Appendix E: Guest Speakers and Master Class Presenters During 2020-2021

Guest Speaker Name(s), Affiliation and/or Purpose
Internship Speaking Panel, Marketing & Advertising Industries
Art Institute of Virginia Beach, Higher Education
Johnson & Wales, Higher Education
VBCPS Communications, Podcasting
Globalization and the Impact on Young Adults
Entrepreneurship In the Post-Colonial Age
Haitian Revolution on Contemporary Afro-Caribbean Identity
VBCPA CPA Speaker Panel, Accounting Careers
Hampton Roads Workforce Council/Junior Achievement/VBCPS Sponsored Speaker Panels
Healthcare & Medical Industries, Financial Banking Industries, Information Technology & Cybersecurity, Shipbuilding Industry & Local Entrepreneurs
Interviewing Skills
KPMG, Accounting
Junior Achievement Guest Speakers with JA Curriculum. ADP
Sharon Scannell, Coach of Value Proposition
Jeff Smith, Jeff Umberger, Marty Kaszubowski, Jeff Wilson, & Amy Mallinson, Solution Ideation
Steve Marable, Value Proposition
Steve Goad, Positioning
Mike Zeiders, Market Sizing
Mike Beyrodt, Pricing
Chris Shelton, Initial Revue Forecasting
Kevin Hill, Financial Statement Health Analysis
Pierre Granger, Implementation Planning
Joel Ankney, Legal
Jason Barnes, Storytelling
Martin Joseph, Sales Planning

Appendix F: Proposed Entrepreneurship and Business Academy Planning Budget⁶

	One-Time Purchase and Start- Up Costs				Recurring Costs
Description	FY 16/17	FY 16/17	FY 17/18	FY 18/19	FY 19/20
Equipment and Furniture					
Makerspace	\$75,085				
Technology					
Computers and Printers	\$32,263				
Networking and Switches	\$9,500				
Tablets/Portable Devices	\$12,120				
Office and Computer Supplies		\$1,000	\$1,000	\$2,500	\$2,500
Instructional Materials					
Textbooks/Online Resources		\$30,000	\$30,000	\$30,000	\$15,000
Resource Materials		\$10,000	\$12,500	\$15,000	\$17,500
Supplemental Instructional Materials		\$15,000	\$15,000	\$12,500	\$12,500
Software		\$5,000	\$5,000	\$5,000	\$5,000
Printing		\$5,000	\$5,000	\$5,000	\$5,000
Curriculum and Staff Development					
Teacher Workshop Pay		\$4,000	\$4,000	\$4,000	\$2,000
Consultants		\$4,000	\$4,000	\$4,000	\$2,000
Professional Development		\$6,400	\$6,400	\$8,500	\$10,000
Substitute Pay		\$2,000	\$2,000	\$2,000	\$2,000
Total	\$128,968	\$82,400	\$84,900	\$88,500	\$73,500
Salaries and Fringe Benefits					
Academy Coordinator		\$98,825	\$101,426	\$104,106	\$106,866
FTEs (Year 1 1 FTE, Year 2 +1 FTE, Year 3 +1 FTE, Year 4 +1 FTE)		\$89,281	\$183,318	\$282,330	\$386,546
Total		\$188,106	\$284,744	\$386,436	\$493,412
Facilities Improvements					
Conversion of TCE Classroom		\$439,530	\$466,983		
Total		\$439,530	\$466,983		
Transportation Costs					
Drivers Salaries		\$63,612	\$68,030	\$76,167	\$80,817
Operational Costs		\$100,650	\$118,950	\$137,250	\$148,230
Activity Drivers		\$14,136	\$16,113	\$18,135	\$18,368
Activity Operational Costs		\$23,120	\$32,640	\$38,080	\$40,800
Total		\$201,518	\$235,733	\$269,632	\$288,215
Grand Total	\$128,968	\$911,554	\$1,072,360	\$744,568	\$855,127
Total Implementation					\$3,712,577

End Notes

¹ From October 6, 2015 School Board Agenda Cover Sheet

² Two students in grade 9 did not have a strand selected. These two students were enrolled at the end of the school year, but they did not plan to continue at the EBA during the 2021-2022 school year.

³ https://www.doe.virginia.gov/instruction/graduation/diploma_seals/index.shtml

⁴ <https://www.tcc.edu/come-to-tcc/high-school-dual-enrollment/>

⁵ Janicki, H.L. (2005). Academy Programs: Cost Analysis. Virginia Beach City Public Schools.

⁶ Source: Entrepreneurship and Business Academy at Kempsville High School Proposal, September 2015.

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The School Division is committed to providing educational environments that are free of discrimination, harassment, and bullying. Students, staff, parents/guardians who have concerns about discrimination, harassment, or bullying should contact the school administration at their school. Promptly reporting concerns will allow the school to take appropriate actions to investigate and resolve issues. School Board Policy 5-7 addresses non-discrimination and anti-harassment, Policy 5-44 addresses sexual harassment and discrimination based on sex or gender. Policy 5-36 and its supporting regulations address other forms of harassment.

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November 2021



VIRGINIA BEACH CITY PUBLIC SCHOOLS CHARTING THE COURSE

PLANNING, INNOVATION, AND ACCOUNTABILITY Office of Research and Evaluation

Kempsville High School Entrepreneurship and Business Academy: Comprehensive Evaluation

The table below indicates the proposed recommendation resulting from the **Kempsville High School Entrepreneurship and Business Academy: Comprehensive Evaluation**. It is requested that the School Board review and approve the administration's recommendation as proposed.

School Board Meeting Date	Evaluation	Recommendation From the Fall 2021 Program Evaluation	Administration's Recommendation
<u>Information</u> November 23, 2021 <u>Consent</u> December 7, 2021	Kempsville High School Entrepreneurship and Business Academy: Comprehensive Evaluation	1. Recommendation #1: Continue the Entrepreneurship and Business Academy within Kempsville High School without modifications. (<i>Responsible Groups: Department of Teaching and Learning, Kempsville High School</i>)	The administration concurs with the recommendation from the program evaluation.



Positive Behavioral Interventions and Supports (PBIS):

Subject: Year-One Tier I Evaluation

Item Number: 12C

Section: Information

Date: November 23, 2021

Senior Staff: Lisa A. Banicky, Ph.D., Executive Director

Prepared by: Heidi L. Janicki, Ph.D., Director of Research and Evaluation

Allison M. Bock, Ph.D., Program Evaluation Specialist

Lisa A. Banicky, Ph.D., Executive Director

Office of Planning, Innovation, and Accountability

Presenter(s): Heidi L. Janicki, Ph.D., Director of Research and Evaluation

Office of Planning, Innovation, and Accountability

Recommendation:

That the School Board receive the Positive Behavioral Interventions and Supports (PBIS): Year-One Tier I Evaluation Report and the administration's recommendations.

Background Summary:

Positive Behavioral Interventions and Supports is an implementation framework for selecting and using interventions within a tiered system of support. Tier I involves universal practices for all students across schoolwide and classroom settings. Tier II is focused on students needing additional support, which can be provided through small-group interventions, while Tier III is focused on providing personalized support to individual students. Beginning in 2017-2018, the current Virginia Beach model of implementing PBIS began, which involved embedded PBIS school-level coaching. Each school implementing PBIS is assigned a divisionwide PBIS coach. As of 2020-2021, all schools had received training and were implementing Tier I practices.

According to School Board Policy 6-26, "Existing programs will be evaluated based on an annual Program Evaluation Schedule which will be developed by the Program Evaluation Committee and approved by the School Board annually." On September 11, 2018, the School Board approved the 2018-2019 Program Evaluation Schedule, in which PBIS was recommended for an evaluation readiness report. A three-year evaluation plan was approved by the School Board on September 24, 2019. The year-one evaluation began in 2019-2020, but due to the COVID-19 pandemic, data collection was unable to be completed and the evaluation was postponed to 2020-2021. The PBIS Tier I evaluation during 2020-2021 focused on the extent to which implementation goals were being met, the progress toward meeting outcome goals, and the additional cost of PBIS to the division. Recommendations were also included based on the results of the evaluation.

Source:

School Board Policy 6-26

School Board Minutes September 11, 2018

School Board Minutes September 24, 2019

Budget Impact:



Positive Behavioral Interventions and Supports (PBIS): *Year-One Tier I Evaluation*

November 2021

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



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

Table of Contents

Introduction	7
Background	7
Purpose of Program Evaluation	7
PBIS Initiative Overview	8
Program Goals and Objectives.....	9
Evaluation Design and Methodology	9
Evaluation Design and Data Collection	9
VBCPS Data Warehouse	9
Surveys	10
Evaluation Questions	13
Evaluation Results and Discussion	13
Divisionwide Implementation	13
Staff Familiarity and Understanding of PBIS	15
Tier I PBIS Practices and Related Goals and Objectives.....	16
PBIS Team Composition and Meetings	16
Schoolwide Expectations, Procedures, and Classroom Practices	18
Data Review and Use.....	26
Student, Family, Community, and Staff Involvement	29
Summary of PBIS Implementation Fidelity by School Level and Change in Fidelity During Pandemic.....	31
Alignment Between PBIS and Division Initiatives	34
PBIS and Student Response Teams (SRT)	34
PBIS and Social-Emotional Learning (SEL)	34
PBIS and Culturally Responsive Practices (CRP)	34
Progress Toward Meeting Outcome Goals and Objectives	36
PBIS and Student Academic Achievement	46
Academic Achievement.....	46
Additional Cost.....	46
Summary	47
Recommendations and Rationale	50
Appendix A.....	52
Appendix B.....	53
Appendix C.....	54
Endnotes	55

Tables

Table 1: PBIS Cohorts	7
Table 2: Staff, Student, and Parent Survey Response Rates by Level	10
Table 3: Percentages of Students and Parents by Reported Instructional Option	10
Table 4: Level of Fidelity Categorization Based on Overall TFI Score.....	11
Table 5: PBIS Cohorts and Implementation Progress	14
Table 6: Percentages of Staff Who Indicated They Were Very Familiar or Somewhat Familiar With School's PBIS Implementation.....	15
Table 7: Percentages of Staff Who Indicated They Were Familiar With School's PBIS Implementation by Fidelity.....	15
Table 8: Administrator Agreement Percentages Regarding Staff Having Shared Understanding of PBIS.....	16
Table 9: Percentages of Staff Who Indicated They Were PBIS Tier I Team Members	17
Table 10: Teacher Agreement Percentages Regarding Behavioral Expectations and Classroom Procedures Items.....	19
Table 11: Administrator and Other Instructional Staff Agreement Percentages Regarding Behavioral Expectations and Classroom Procedures Items	20
Table 12: Student Agreement Percentages Regarding Behavioral Expectations and Classroom Procedures Items.....	20
Table 13: Student and Teacher Agreement Percentages Regarding Students Knowing Behavior Expectations	21
Table 14: Teacher Agreement Percentages Regarding Consequences and Acknowledgements Items	22
Table 15: Administrator and Other Instructional Staff Agreement Percentages Regarding Consequences and Acknowledgements Items	22
Table 16: Student Agreement Percentages Regarding Knowing Which Behaviors Could Prevent Them From Being Successful in School.....	22
Table 17: Teacher Agreement Percentages Regarding Receiving PBIS-Related Professional Learning.....	24
Table 18: Administrator and Other Instructional Staff Agreement Percentages Regarding Receiving PBIS-Related Professional Learning.....	24
Table 19: Teacher Agreement Percentages Regarding Professional Learning Providing Knowledge of Classroom Management.....	25
Table 20: Teacher Agreement Percentages Regarding Professional Learning Providing Confidence in Applying Practices and Responding to Behavior Concerns.....	26
Table 21: PBIS Tier I Team Member Agreement Percentages Regarding Having Discipline Data System.....	27
Table 22: Tier I Team Member Agreement Percentages Regarding Team Reviewing Schoolwide Data.....	28
Table 23: Teacher Agreement Percentages Regarding Teachers Reviewing Schoolwide Data	28
Table 24: Administrator and Other Instructional Staff Agreement Percentages Regarding Teachers Reviewing Schoolwide Data.....	28
Table 25: Tier I Team Member Agreement Percentages Regarding Team Reviewing Tier I Fidelity Data	29
Table 26: Student Agreement Percentages Regarding Their School Having a System to Positively Recognize Behavior	31
Table 27: Parent Agreement Percentages Regarding Awareness of PBIS Practices	31
Table 28: Staff Agreement Percentages Regarding Supporting Their School's PBIS Implementation	31
Table 29: Sites by Implementation Fidelity Category and School Level.....	32

Table 30: Student Demographic Characteristics Based on Implementation Cohort	35
Table 31: Student Demographic Characteristics Based on Implementation Fidelity Category	36
Table 32: Number of Sites by Implementation Fidelity Category and School Level	37
Table 33: Attendance Rates by Implementation Fidelity Category	37
Table 34: Attendance Rates by School Level.....	37
Table 35: Student and Teacher Agreement Regarding School Engagement by Implementation Fidelity Group	37
Table 36: Student and Teacher Agreement Regarding School Engagement by School Level.....	38
Table 37: Correlations Between Student School Engagement Survey Data and TFI Scores	38
Table 38: Student and Teacher Agreement Percentages Regarding Academic Engagement by Implementation Fidelity Group.....	38
Table 39: Student and Teacher Agreement Percentages Regarding Academic Engagement by School Level....	38
Table 40: Correlations Between Student Academic Engagement Survey Data and TFI Scores	39
Table 41: Student and Teacher Agreement Percentages Regarding School Safety by Implementation Fidelity Group	39
Table 42: Student and Teacher Agreement Percentages Regarding School Safety by School Level	39
Table 43: Correlations Between Student School Safety Survey Data and TFI Scores	40
Table 44: Student and Teacher Agreement Percentages Regarding Bullying by Implementation Fidelity Group.....	40
Table 45: Student and Teacher Agreement Percentages Regarding Bullying by School Level	40
Table 46: Correlations Between Teacher Bullying Survey Data and TFI Scores.....	40
Table 47: Student and Teacher Agreement Percentages Regarding Expectations for Student Behavior by Implementation Fidelity Group.....	41
Table 48: Student and Teacher Agreement Percentages Regarding Expectations for Student Behavior by School Level	41
Table 49: Correlations Between Student Expectations for Behavior Survey Data and TFI Scores	41
Table 50: Student and Teacher Agreement Percentages Regarding Student Awareness of Consequences by Implementation Fidelity Group.....	42
Table 51: Student and Teacher Agreement Percentages Regarding Student Awareness of Consequences by School Level.....	42
Table 52: Correlations Between Student Awareness of Consequences Survey Data and TFI Scores.....	42
Table 53: Teacher Agreement Percentages Regarding Rules for Student Behavior Being Effective by Implementation Fidelity Group.....	42
Table 54: Teacher Agreement Percentages Regarding Rules for Student Behavior Being Effective by School Level	43
Table 55: Percentages of Self-Management Item Responses With Agreement by Implementation Fidelity Group	43
Table 56: Percentages of Self-Management Item Responses With Agreement by School Level	43
Table 57: Percentages of SEL Item Responses With Agreement by Implementation Fidelity Group.....	43
Table 58: Percentages of SEL Item Responses With Agreement by School Level.....	44
Table 59: Correlations Between SEL Survey Data and TFI Scores	44
Table 60: Student Agreement Percentages Regarding Having Positive Relationships With Other Students by Implementation Fidelity Group.....	44

Table 61: Student Agreement Percentages Regarding Having Positive Relationships With Other Students by School Level.....	44
Table 62: Correlations Between Student Positive Relationships Survey Data and TFI Scores.....	45
Table 63: Teacher Agreement Percentages Regarding Being Treated With Respect and Supported by Implementation Fidelity Group.....	45
Table 64: Teacher Agreement Percentages Regarding Being Treated With Respect and Supported by Implementation Fidelity Group.....	45
Table 65: Teacher Agreement Percentages Regarding Teachers Supporting One Another to Meet Student Needs by Implementation Fidelity Group.....	45
Table 66: Teacher Agreement Percentages Regarding Teachers Supporting One Another to Meet Student Needs by School Level.....	46
Table 67: Percentages of Students Reading on Grade Level by School Level	46
Table 68: Percentages of Students Reading on Grade Level by Implementation Fidelity Group	46
Table 69: PBIS Costs for 2020-2021	47

Figures

Figure 1: Average Percentage Scores on TFI Subscales and Overall by PBIS Implementation Fidelity Level	12
Figure 2: Average TFI Team Item Scores by School Level	17
Figure 3: Average TFI Item Scores on Behavior Expectations, Teaching Expectations, and Classroom Procedures by School Level	21
Figure 4: Average TFI Item Scores on Problem Behavior Definitions, Discipline Policies, and Feedback and Acknowledgement by School Level	23
Figure 5: Average TFI Professional Development Item Scores by School Level	25
Figure 6: 2020-2021 Average TFI Discipline Data Item Scores by School Level	27
Figure 7: Average TFI Item Scores on Faculty Involvement and Data-Based Decision Making by School Level ..	28
Figure 8: Average TFI Item Scores on Fidelity Data and Annual Evaluation by School Level	29
Figure 9: Average TFI Item Scores on Student/Family/Community Involvement by School Level	30
Figure 10: Average Percentage Scores on TFI Subscales and Overall by School Level	32
Figure 11: Average Percentage Scores on TFI Subscales and Overall for Schools With Two Years of PBIS Fidelity Data	33
Figure 12: TFI Average Item Scores for Schools With Two Years of PBIS Fidelity Data	33

Introduction

Background

Positive Behavioral Interventions and Supports (PBIS) is an implementation framework that facilitates the selection and use of evidence-based practices and interventions within a tiered system of support.¹ Specifically, PBIS offers a framework to support students academically, socially, emotionally, and behaviorally through universal practices for all students (Tier I), targeted practices for students in need of additional support (Tier II), and indicated practices for individual students who need support beyond what is provided by both Tier I and Tier II supports (Tier III).² According to the National Technical Assistance Center on PBIS, the “broad purpose of PBIS is to improve the effectiveness, efficiency and equity of schools.”³ The PBIS website also indicates that “PBIS improves social, emotional and academic outcomes for all students, including students with disabilities and students from underrepresented groups.”

VBCPS has been involved in PBIS practices in a variety of capacities since the 2012-2013 school year, although the models guiding implementation have varied and schools’ participation in the various models of implementation has varied. During the 2012-2013 school year, one elementary school began participating in an initiative through the Virginia Department of Education (VDOE) called Virginia Tiered Systems of Support (VTSS), which provides support at the division level through grant funding and technical assistance. VBCPS also participated in the Multi-Tiered Systems of Support – Behavior (MTSS-B) study from 2015-2016 through 2016-2017, which provided funding for school-based coaching support and professional development for school-level coaches. Beginning in 2017-2018, the current VBCPS model of implementing PBIS began, which involved embedded PBIS school-level coaching. Every VBCPS school implementing PBIS is assigned a divisionwide PBIS coach.

Schools were assigned to cohorts based on the various models of implementation over the years as well as the schools’ needs according to discipline data, school climate surveys, and input from the Department of School Leadership. Schools that were determined to be most in need were assigned to cohorts scheduled to implement PBIS Tier I practices earlier than other schools. Table 1 summarizes the number of schools in each cohort including the implementation year and the model of implementation.

Table 1: PBIS Cohorts

PBIS Cohort	Number of School Sites ⁴	Implementation Year(s)	Initial Implementation Model
Cohort 1	6 elementary schools	2012-2013 through 2015-2016	MTSS-B
Cohort 2	14 schools (4 elementary, 6 middle, 4 high)		Some state support
Cohort 3	19 schools (16 elementary, 3 middle)	2017-2018	VBCPS coaching model
Cohort 4	21 schools (17 elementary, 4 middle)	2018-2019	VBCPS coaching model
Cohort 5	24 schools (13 elementary, 3 middle, 8 high)	2019-2020	VBCPS coaching model

*Cohorts 1 and 2 transitioned to the VBCPS coaching model beginning in 2017-2018.

Purpose of Program Evaluation

After being selected for evaluation by the Program Evaluation Committee in summer 2018, the School Board approved PBIS for an evaluation readiness report on September 11, 2018. During the 2018-2019 school year, the evaluation plan was developed with the program managers, including the goals and objectives that would be assessed. The recommendation from the evaluation readiness report was that PBIS undergo a three-year

evaluation with a focus on Tier I PBIS implementation and outcomes in 2019-2020 and 2020-2021 and a focus on implementation and outcomes of PBIS Advanced Tiers in 2021-2022. The recommended evaluation plan was presented to the School Board September 10, 2019 and was approved September 24, 2019. The year-one evaluation of Tier I began in 2019-2020, but due to the COVID-19 pandemic and resulting school closure in March 2020, data collection was unable to be completed, and the year-one evaluation was postponed to 2020-2021. The other two years of the evaluation were also adjusted accordingly. A status update was provided to the School Board in December 2020 for the 2019-2020 school year.

The purpose of this year-one evaluation during 2020-2021 was to assess the PBIS Tier I implementation and related outcomes. The evaluation provides information about the divisionwide implementation plan; the components of Tier I PBIS practices, including progress toward goals related to implementation fidelity; alignment between PBIS and other division initiatives; professional learning; demographic characteristics of schools by PBIS cohort; progress toward PBIS outcome goals; stakeholders' perceptions; and cost to the school division. Information about the impact of the COVID-19 pandemic and virtual learning during 2020-2021 on the implementation of PBIS will also be addressed.

PBIS Initiative Overview

The PBIS framework to support students includes Tier I, Tier II, and Tier III practices. The National Technical Assistance Center of PBIS has recommended several general procedures and practices that have been shown to be effective when implementing PBIS. These suggestions are provided for each tiered level of support and are the basis of PBIS fidelity measures created by the National Technical Assistance Center of PBIS, such as the Tiered Fidelity Inventory (TFI).

At the Tier I level, supports are universal and the basis for a school's PBIS framework. Tier I support is provided to all students. At this level, key practices include: schoolwide positive expectations and behaviors that are defined and taught, procedures for establishing classroom expectations and routines consistent with schoolwide expectations, continua of procedures for encouraging expected behavior and discouraging problem behavior, and procedures for encouraging school-family partnerships.⁵

For students who need additional support beyond what is provided at the Tier I level within PBIS, additional interventions can be provided at the Advanced Tiers (Tier II and Tier III). Tier II interventions focus on approximately 15 percent of students who need additional support beyond Tier I practices and are at risk of more serious behaviors. Tier II supports generally involve a broader range of group interventions, which can include social skills groups, self-management, and academic supports. Key components of Tier II interventions that are likely to demonstrate positive effects include continuous availability, rapid access, efforts that are not labor intensive for teachers, consistency with the schoolwide expectations, implemented by all staff within a school, intervention that is flexible based on assessment data, allocated adequate resources, student desire to participate, and continuous monitoring of data.⁶

Tier III interventions focus on approximately 1 to 5 percent of students who need support beyond what is provided by both Tier I and Tier II supports. Tier III interventions are more intensive and highly personalized for each student and are handled in a team approach. The foundational systems involved in providing Tier III interventions include having a multi-disciplinary team, including someone with expertise in behavior support, and collecting intervention fidelity and student outcome data.⁷ Additionally, Tier III key practices include completing functional assessments, providing wraparound supports, and considering the local and school environment along with the student's personal learning histories.⁸

Rather than requiring that specific interventions be implemented, PBIS provides suggestions for elements to consider when making decisions regarding interventions and practices as well as general procedures and

practices across the tiered system of support. The National Technical Assistance Center of PBIS advises that successful PBIS implementation involves the interplay of four key elements when making all decisions.⁹ These key elements are data, outcomes, practices, and systems. Data must be considered so that stakeholders know what information is needed to improve decision making. Student outcomes should be considered as it relates to what students need to exhibit when they are successful academically and behaviorally. Teacher and administrator practices must be considered to determine what supports are benefiting students. Finally, the internal systems that impact the educators in their use of evidence-based practices should be considered. These systems can include such things as teacher working groups, data decision rules, professional development offered, coaching supports provided, and school leadership teams.

Program Goals and Objectives

As a result of the evaluation readiness process during 2018-2019, program goals and objectives were outlined in collaboration with program managers following a review of relevant literature. As a result of the evaluation readiness process, there were a total of 12 goals and 36 objectives for the PBIS evaluation, including 4 goals for Tier I implementation, 4 goals for Advanced Tiers implementation, and 4 goals for outcomes. The implementation goals focused on behavioral expectations for students and staff and policies and procedures, professional learning for staff, data review and usage, stakeholder involvement, and providing effective Advanced Tiers interventions and supports. The student outcome goals focused on school engagement, perceptions of safety and discipline procedures, emotion regulation, and perceptions of school climate.

Evaluation Design and Methodology

Evaluation Design and Data Collection

The evaluation included mixed methodologies to address each of the evaluation questions, including the goals and objectives. Quantitative data were gathered through the VBCPS data warehouse where needed and through closed-ended survey questions. Qualitative data were collected through discussions with the program managers, document reviews, and an open-ended survey question. The Office of Research and Evaluation used the following data collection methods:

- Communicated with the PBIS specialist and psychological services coordinator to gather implementation-related information.
- Reviewed VBCPS PBIS program documentation.
- Collected data from the VBCPS data warehouse related to student demographic characteristics, attendance, and academic achievement (i.e., Reading Inventory).
- Administered PBIS surveys to classroom teachers, building administrators, other school instructional staff (e.g., school counselors, math and reading specialists), students in grades 4 through 12, and parents of students in kindergarten through grade 12.
- Gathered aggregate data from the student VBCPS Social-Emotional Learning (SEL) survey at the division and individual school levels.¹⁰
- Obtained division level implementation-related data using the Division Capacity Assessment (DCA) and implementation fidelity data for individual schools using the Tiered Fidelity Inventory (TFI).
- Gathered cost data from the departments of Teaching and Learning, Human Resources, and Budget and Finance.

VBCPS Data Warehouse

Quantitative data collected from the VBCPS data warehouse included student demographic characteristics, attendance data, and academic achievement as measured by the Reading Inventory (RI). For demographic

characteristics and attendance, data were based on students in prekindergarten through grade 12 because all grades in schools could have potentially been impacted by schoolwide PBIS practices. Reading inventory data were based on students in grades 3 through 9 because these are the primary grades at which the assessment is administered.

Surveys

PBIS Survey

As part of a larger survey effort of multiple initiatives, the Office of Research and Evaluation invited teachers, administrators, other school instructional staff (e.g., school counselors, math and reading specialists), students, and parents to complete survey items regarding their perceptions of PBIS. Staff and parents received an email invitation with a link to participate in the online survey in April 2021. Students accessed the survey through a link on their ClassLink dashboard. Students were directed to the survey on Google Forms, which required them to be logged into their division-created Google account and ensured students could only take the survey once. All surveys were anonymous.

Of the teachers, administrators, and other school instructional staff invited to complete the survey, 56 percent of teachers, 73 percent of administrators, and 43 percent of other instructional staff completed the survey.¹¹ Of the students in grades 4 through 12, 61 percent completed the survey. Of the parents of students in kindergarten through grade twelve invited to take the survey, 19 percent completed the survey. See Table 2 for response rates by school level.

Table 2: Staff, Student, and Parent Survey Response Rates by Level

Group	ES	MS	HS	Overall
Teachers	40%	76%	65%	56%
Administrators	67%	83%	80%	73%
Other Instructional Staff	42%	52%	43%	43%
Students (Grades 4-12)	61%	71%	54%	61%
Parents (Grades K-12)	19%	19%	17%	19%

Of the students and parents who responded to PBIS questions, the majority of students at all levels and the majority of parents at the elementary and middle school levels indicated the student was receiving instruction in person at school (see Table 3). Similar percentages of high school parents indicated that their child was receiving instruction in person at school (41%) and virtually (43%).

Table 3: Percentages of Students and Parents by Reported Instructional Option

Group	Face-to-Face			Virtual			Combination		
	ES	MS	HS	ES	MS	HS	ES	MS	HS
Students	68%	62%	55%	29 %	37%	42%	3%	2%	2%
Parents	66%	53%	41%	33%	40%	43%	2%	7%	15%

For all stakeholders, survey agreement percentages reported in the evaluation are based on those who answered the survey item (i.e., missing responses were excluded from the percentages).

Student SEL Survey

Students in grades 4 through 12 were invited to participate in the spring administration of the Social-Emotional Learning (SEL) Survey in March 2021. This survey included items aligned with the five SEL competencies: self-awareness, self-management, relationship skills, social awareness, and responsible decision making. The survey was administered as an anonymous survey, but eight schools field tested a student-identifiable survey. All student data regardless of administration type were included in the analyses.¹² Overall, 69 percent of

students in grades 4 through 12 completed the spring SEL Survey. Response rates were 70 percent at the elementary school level, 76 percent at the middle school level, and 62 percent at the high school level.

Division Capacity Assessment (DCA)

The DCA measures the division’s capacity for implementation fidelity and is completed once a year in the spring by the PBIS DIT members who discuss each item and come to consensus on the final score for each item. Virginia Department of Education representatives, who partner with the division on PBIS implementation through the VTSS initiative, attend the scoring session and answer any questions about the rubric. The DCA has a scoring rubric that is used to document if the division has ensured all necessary policies, procedures, and documentation are in place to support a successful implementation of PBIS. Results of the DCA are used to identify actions for the upcoming year.

Tiered Fidelity Inventory (TFI)

The TFI is the assessment used by VBCPS for assessing the extent to which schools are implementing PBIS with fidelity. The use of the TFI to measure the implementation of PBIS in VBCPS is a practice that was recommended as part of VTSS. The TFI is comprised of items related to necessary administrative processes and procedures across Tier I, Tier II, and Tier III. However, schools are only assessed on the tiers they have implemented or are currently implementing. The TFI has a total of 29 items across all tiers (15 items for Tier I, 13 items for Tier II, and 17 items for Tier III).¹³ Schools are scored on items using a three-point scale of 0 (not implemented), 1 (partially implemented), or 2 (fully implemented). The TFI has been demonstrated to have strong construct validity for assessing fidelity at each tier, strong interrater and test-retest reliability, strong relationships with other PBIS fidelity measures, and high usability for action planning.¹⁴

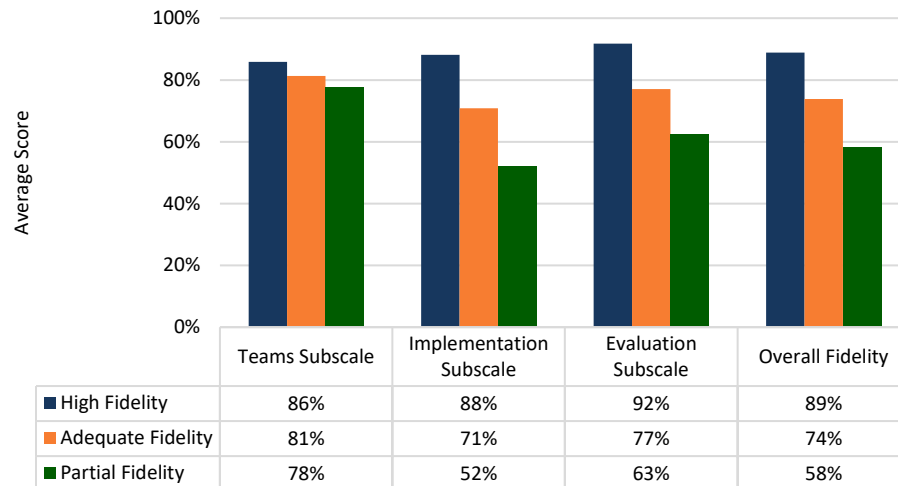
The TFI specifically for Tier I: Universal Schoolwide PBIS Features includes 15 items or “features” within three subscales including the Teams Subscale (2 items), Implementation Subscale (9 items), and Evaluation Subscale (4 items). In addition to individual item scores and subscale scores, the instrument provides an overall fidelity score. Each subscale score and the overall fidelity score represents the percentage of available points earned for the applicable items.

The PBIS TFI resource from 2014 indicated that generally, a fidelity score of 80 percent is the level of implementation that will result in improved student outcomes,¹⁵ although a later 2017 resource indicated that an overall score of 70 percent or higher for Tier I is recommended for schools to be considered at or above “adequate” implementation.¹⁶ Based on these research sources, for the purposes of the PBIS evaluation, schools are categorized based on their overall TFI fidelity scores as shown in Table 4.

Table 4: Level of Fidelity Categorization Based on Overall TFI Score	
Level of Fidelity Categorization	Overall TFI Implementation Score Percentage
High Fidelity	80%-100%
Adequate Fidelity	70%-79%
Partial Fidelity	69% or below

To confirm this categorization was valid, the average TFI subscale score percentages in 2020-2021 were examined by the schools’ level of fidelity. As would be expected based on the schools’ overall fidelity categorization, there were differences on the Teams, Implementation, and Evaluation subscales between the three groups of schools (see Figure 1). Schools in the High Fidelity group had the highest percentages on each of the subscales, followed by schools in the Adequate Fidelity group and then the Partial Fidelity group.

Figure 1: Average Percentage Scores on TFI Subscales and Overall by PBIS Implementation Fidelity Level



In VBCPS, the TFI is generally completed by a school team along with a VBCPS PBIS coach following observations of schoolwide and classroom practices and discussions regarding the TFI items. The instrument provides a description of each item that is to be rated, possible sources of data that the team may consult for determining a rating, and scoring criteria for determining the appropriate rating.

During 2020-2021, the method of completing the TFI was modified due to the pandemic. The assessment was completed virtually during a school team's monthly PBIS meeting and involved the PBIS division coach and at least one administrator.¹⁷ In addition, the assessment of four items was modified and based on each school's PBIS implementation team's perceptions rather than observations and interviews at the school: behavioral expectations, teaching expectations, classroom procedures, and feedback and acknowledgement.¹⁸

The evaluation report focuses on Tier I TFI data from the 2020-2021 school year, including scores on individual feature items, subscales, and the overall aggregate. The analysis examining the impact of the pandemic included change from the previous year, 2019-2020, which only included data from schools that had a TFI score from both years ($n=63$). Where applicable, other data (e.g., survey, attendance, and academic data) were analyzed by implementation fidelity group (i.e., High Fidelity, Adequate Fidelity, and Partial Fidelity).

The original evaluation plan outlined in the PBIS Evaluation Readiness Report to examine the relationship between implementation fidelity and implementation and outcome data over time was impacted to a large extent by the COVID-19 pandemic. With the pandemic, all relevant TFI, survey, academic, and/or behavioral data were not available for the 2019-2020 and 2020-2021 school years. Therefore, a correlational method replaced the planned longitudinal evaluation design. Implementation-related and outcome-related data, largely from the PBIS survey items, were correlated with scores on the TFI. The aim of the correlation analysis was to determine the extent to which ratings on the TFI from the schools' PBIS team were related to perceptions from a wider group of stakeholders (i.e., staff and students) for an indication of the validity of the two measures used to assess implementation goals. The aim of the correlation analysis for outcome-related data was to assess the relationship between implementation fidelity and outcome measures. For correlations with subscale and aggregate TFI percentage scores, Pearson's correlation coefficients were used. For correlations with individual TFI feature items, Spearman's rank-order correlation coefficients were used due to the ordinal level of measurement (i.e., scores ranging from 0 to 2). All correlations noted in this report were statistically significant with $p < .05$. When correlations are noted for survey agreement percentages, results were based on the *total agreement* including "Agree" and "Strongly Agree." Other correlations with only the "Strongly Agree" percentages are noted where appropriate.

Evaluation Questions

The evaluation questions for this report were developed by evaluators in consultation with program managers. The evaluation questions established for the year-one Tier I evaluation were as follows:

1. What is the divisionwide implementation plan (e.g., cohorts and tiered implementation) and what progress has been made on the Virginia Tiered Systems of Supports Division Capacity Assessment (DCA)?
2. What was staff members' familiarity with PBIS and do staff have a shared understanding of the PBIS framework?
3. What are the components of Tier I PBIS practices and what progress was made toward meeting related goals and objectives?
 - a. PBIS Team Composition and Meetings
 - b. Schoolwide Expectations, Procedures, and Classroom Practices
 - c. Professional Learning Opportunities to Support PBIS Implementation
 - d. Data Review and Use
 - e. Student, Family, Community, and Staff Involvement
4. What is the alignment between PBIS and other related division initiatives (i.e., Student Response Team [SRT], Social-Emotional Learning [SEL], and Culturally Responsive Practices [CRP])?
5. What are the demographic characteristics of the students who are served by PBIS cohorts and based on schools' implementation fidelity?
6. What progress was made toward meeting the outcome goals and objectives of PBIS?
7. What was the relationship between PBIS implementation and student academic achievement as measured by the Reading Inventory?¹⁹
8. What was the additional annual direct cost to VBCPS for implementing PBIS?

Evaluation Results and Discussion

Divisionwide Implementation

The first evaluation question focused on the divisionwide implementation plan, including the progress made on the Virginia Tiered Systems of Support DCA. The implementation of PBIS is overseen by the Office of Student Support Services. A division implementation and leadership team consists of staff from Student Support Services, Professional Growth and Innovation, Student Leadership, School Counseling Services, Programs for Exceptional Children, Teaching and Learning, and Research and Evaluation. The implementation team meets monthly to coordinate efforts, ensure supports are in place, and review data.

PBIS Implementation Plan and Status

Table 5 below displays the PBIS cohorts, the initial implementation model when the schools in the cohort began implementing PBIS, and the division's implementation progress as of 2020-2021. During the 2017-2018 school year, VBCPS began to implement the VBCPS model for PBIS, which involved embedded school-level coaching. For the purposes of this evaluation, cohorts 1 and 2 are combined due to their initial implementation models preceding the VBCPS coaching model.

Table 5: PBIS Cohorts and Implementation Progress

PBIS Cohort	Number of School Sites²⁰	Implementation Year(s)	Initial Implementation Model	Implementation Progress as of 2020-2021
Cohorts 1 and 2	20 schools (10 elementary, 6 middle, 4 high)	2012-2013 through 2015-2016	MTSS-B and some state support	Received Tier I and Tier II training
Cohort 3	19 schools (16 elementary, 3 middle)	2017-2018	VBCPS coaching model	Received Tier I and Tier II training
Cohort 4	21 schools (17 elementary, 4 middle)	2018-2019	VBCPS coaching model	Received Tier I training
Cohort 5	24 schools (13 elementary, 3 middle, 8 high)	2019-2020	VBCPS coaching model	Received Tier I training

Note: For Cohort 2, Renaissance Academy middle school and Renaissance Academy high school are considered as two separate sites because they each received their own TFI scores. Green Run High School and Green Run Collegiate are considered one site because the campus as a whole received one TFI score. For Cohort 5, Old Donation School is considered as two separate sites at the elementary school and middle school levels because they each received their own TFI scores.

Each school that implements PBIS is assigned one of the five divisionwide PBIS coaching staff. The coaches work across multiple schools to support school leadership teams and teachers with their PBIS implementation. Each school receives professional development related to the appropriate PBIS tier being implemented, beginning with Tier I, and works with a divisionwide PBIS coach to ensure fidelity of implementation.

As of 2020-2021, all schools had received training for and begun implementing PBIS Tier I practices which is the focus of this implementation evaluation. Once schools have begun implementing Tier I practices, the fidelity of the Tier I implementation is evaluated using the TFI. After reaching and sustaining fidelity at Tier I for one year (i.e., 80% on the TFI), schools begin to focus on implementing Tier II practices the following year. In VBCPS, it is the expectation that elementary schools reach fidelity for each tier within two years and that schools at the secondary level reach fidelity within three to five years.²¹ Due to the pandemic, the initial timeline for schools to reach fidelity was adjusted forward one year with the expectation that all schools will reach fidelity on Tier I implementation by spring 2023.²²

As of the 2020-2021 school year, schools in Cohorts 1, 2, and 3 had received training for PBIS Advanced Tiers and had begun implementation of Tier II practices. Although it was planned for Cohort 4 to receive PBIS Advanced Tier training during the 2020-2021 school year, this was postponed to August 2021 due to the pandemic.²³ It is the expectation that all schools reach Tier II fidelity (i.e., 80% on the Tier II TFI) by spring 2025. Training specific to Tier III practices is planned for 2022. However, there is current work to enhance Tier III supports through professional learning related to Student Response Teams (SRT), which involves helping schools provide effective academic, behavioral, and social-emotional interventions at the Tier III level. It is the expectation that baseline data for Tier III fidelity will begin to be collected in spring 2023 for schools that have enhanced their Tier III supports, and all schools will have baseline Tier III fidelity data collected by spring 2025.

As the implementation of PBIS continues during 2021-2022, continuing challenges related to the pandemic may impact the plan noted above. As of October 2021, scheduled PBIS professional development in fall and winter 2021 was postponed to ensure staff could focus on the needs within their buildings.

Progress on the Division Capacity Assessment (DCA)

As the implementation of PBIS has progressed, VBCPS has used the DCA to assess the extent to which conditions in the school division were optimal for building capacity to effectively implement PBIS. The 2021 overall score on the DCA was 98 percent, suggesting that nearly all conditions are in place within the division for building capacity to effectively implement PBIS. This was an improvement from the 2020 DCA overall score of 81 percent and the 2019 DCA overall score of 73 percent. Improvements on the DCA were made in the following nine areas from 2020 to 2021: the division had a written process to align PBIS Effective Innovations;

the division used a communication plan; the division used a process for addressing internal barriers; the Division Implementation Team (DIT) had a process for using data for decision making; the division provided a status report on VTSS to the school board; the DIT supported the development of Building Implementation Team implementation plans for VTSS; the division used a process for selecting staff who would implement PBIS Effective Innovations; the DIT used training effectiveness data; and the DIT used coaching effectiveness data. The only area for improvement was the division having a written process for selecting Effective Innovations, including collaborating with other departments on the process.

Staff Familiarity and Understanding of PBIS

The second evaluation question focused on the extent to which staff was familiar with PBIS and had a shared understanding of the PBIS framework. Staff were asked a general survey item about their familiarity with PBIS. Overall, 97 percent of teachers, 100 percent of administrators, and 95 percent of other instructional staff indicated they were either very familiar or somewhat familiar with their school's PBIS implementation. Comparisons by school level showed that at least 95 percent of staff in each group and school level were familiar, with the exception of other instructional staff at the high school level (89%) (see Table 6).

Table 6: Percentages of Staff Who Indicated They Were Very Familiar or Somewhat Familiar With School's PBIS Implementation

Survey Group	Elem	Middle	High	Total
Teachers	98%	98%	95%	97%
Administrators	100%	100%	98%	100%
Other Instructional Staff	96%	96%	89%	95%

Comparisons by implementation fidelity group showed that staff at schools with high implementation fidelity had the highest percentage who indicated they were very familiar with their school's PBIS implementation compared to schools with adequate and partial fidelity (see Table 7).

Table 7: Percentages of Staff Who Indicated They Were Familiar With School's PBIS Implementation by Fidelity

Response	High	Adequate	Partial	Total
Very Familiar	73%	59%	37%	64%
Somewhat Familiar	25%	36%	56%	33%
Not Familiar	2%	5%	7%	3%

As would be expected based on the results above, correlation results showed that the percentage of staff overall who were very familiar with their school's PBIS implementation was significantly correlated with the TFI Implementation ($r = .59$) and Evaluation subscale ($r = .32$) scores as well as the overall Aggregate TFI scores ($r = .54$). Schools with higher TFI percentages also had higher percentages of staff who reported being very familiar with the school's PBIS implementation.

Administrators were asked additional survey items related to staff understanding of PBIS at their school. Administrators were surveyed about their staff having a shared understanding of the PBIS framework, and overall, 93 percent of administrators agreed with this item. Comparisons by level showed that all elementary school administrators and most middle school administrators agreed that their staff had a shared understanding of the PBIS framework, while 81 percent of high school administrators agreed (see Table 8). This result is not unexpected given that eight high schools recently began implementation in 2019-2020.

Table 8: Administrator Agreement Percentages Regarding Staff Having Shared Understanding of PBIS

Survey Item	Elem	Middle	High	Total
My staff has a shared understanding of the PBIS framework.	100%	93%	81%	93%

Administrators were also asked an open-ended question regarding how their school describes PBIS when communicating with stakeholders. Most administrators who responded to the question emphasized the focus on reinforcing positive behaviors and teaching students these expectations. Several administrators described their school's unique PBIS motto (e.g., Are you FLY? Focus on Safety, Lead with Respect, You are Responsible) and/or their school's PBIS expectations (e.g., Be positive, be professional, be safe). Some administrators identified the type of method used to communicate with their stakeholders (e.g., parent newsletters, posters/signs, PTA or SPC meetings, emails). A few administrators commented primarily about the school culture, consistency of the practices of PBIS, or providing support for student growth or success.

Tier I PBIS Practices and Related Goals and Objectives

The third evaluation question focused on the components of Tier I PBIS practices as well as progress toward meeting related goals and objectives. As previously mentioned, at the Tier I level, supports are provided to all students and are the basis for a school's PBIS framework. At this level, key components include a few positively framed expectations for staff and students, procedures for teaching expectations, continuum of procedures for reinforcing behaviors consistent with expectations and discouraging behaviors inconsistent with expectations, and procedures for regularly monitoring and evaluating effectiveness. Each school has a Tier I PBIS team that establishes the systems and practices and monitors data to evaluate effectiveness.

During the evaluation planning phase, goals and objectives related to the implementation of PBIS were developed. The TFI provides an overall assessment of the extent to which school personnel are applying core features of schoolwide PBIS and implementing the initiative with fidelity. For this section of the report, information and results about Tier I practices is organized around key aspects of implementation and the goals and objectives that were developed for PBIS at the division level. The Tier I features that will be discussed include the following:

- Aspects of the school leadership team such as team composition and meetings;
- Implementation of practices, including schoolwide expectations, procedures, and classroom practices;
- Professional learning opportunities that were provided to support PBIS implementation;
- Data review and use; and
- Student, family, community, and staff involvement.

Information related to goals and objectives and adjustments due to the pandemic are integrated in this section of the report where applicable.

PBIS Team Composition and Meetings

A foundational component of PBIS is having a PBIS Tier I leadership team at each school that establishes the systems and practices for Tier I support and is responsible for monitoring schoolwide data, ensuring students receive equitable access to these supports, and evaluating the initiative's effectiveness.²⁴ According to guidance from the VBCPS PBIS division coaching team posted on SharePoint, every school PBIS leadership team should be representative of the school community, consist of 6-8 members in total, and include the following: administrator, general education teachers, special education teachers, specialists (e.g., reading, math, Title 1, gifted), behavioral expertise (e.g., counselors, psychologists, social workers, student support specialists), classified staff, and team members who may provide a family perspective.²⁵

On the 2020-2021 survey, staff were asked whether they were a member of their school's PBIS leadership team. Overall, 13 percent of teachers, 70 percent of administrators, and 17 percent of other instructional staff who responded to the survey indicated they were on their school's PBIS leadership team. As shown in Table 9, nearly all elementary administrators (97%) and the majority of middle school administrators (71%) indicated they were a PBIS team member, while 38 percent of administrators indicated they were at the high school level. For teachers, higher percentages indicated they were a member at the elementary school (17%) and middle school levels (14%) than at the high school level (7%). There was less variability among school levels for other instructional staff (see Table 9).

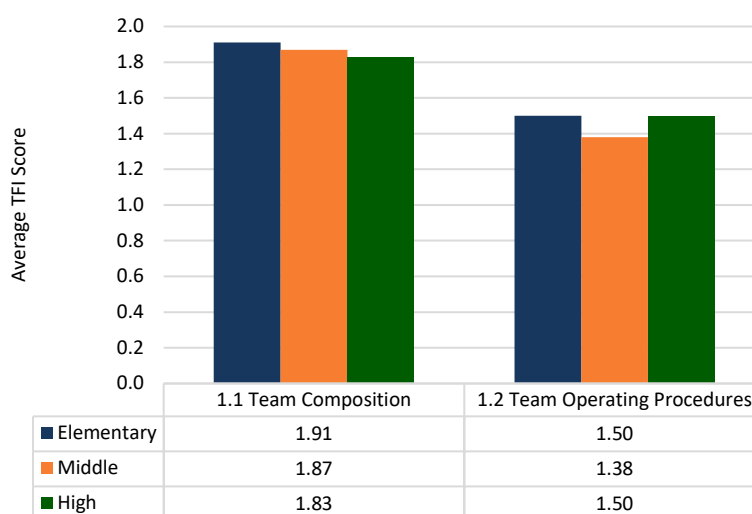
Table 9: Percentages of Staff Who Indicated They Were PBIS Tier I Team Members

Survey Group	Elem	Middle	High	Total
Teachers	17%	14%	7%	13%
Admin	97%	71%	38%	70%
Other Instructional Staff	17%	20%	17%	17%

Based on the Team Composition feature on the TFI, a school's Tier I leadership team must include a Tier I systems coordinator, a school administrator, a family member, and individuals able to provide the following: applied behavioral expertise, coaching expertise, knowledge of student academic and behavior patterns, knowledge about the operations of the school across grade levels and programs, and student representation at the high school level only. In addition, the Team Operating Procedures TFI feature stipulates that Tier I teams are expected to meet at least monthly with a regular meeting format/agenda, minutes, defined meeting roles, and a current action plan.

As shown in Figure 2, overall, schools had higher average fidelity scores for the Team Composition item than the Team Operating Procedures item. Team Composition TFI data by school level showed that the average fidelity scores were relatively similar across school levels, ranging from 1.91 for elementary schools to 1.83 for high schools (see Figure 2). Average TFI scores for the Team Operating Procedures were lower than for the Team Composition. This was likely due to the ongoing pandemic and the impact on school staffs' priorities during 2020-2021. For the 2020-2021 school year, while schools were encouraged to continue to meet, some school teams did not meet regularly due to other priorities.²⁶

Figure 2: Average TFI Team Item Scores by School Level



Schoolwide Expectations, Procedures, and Classroom Practices

An essential PBIS practice at the Tier I level includes establishing a set of schoolwide behaviors and expectations. Each school should create a shared vision and approach to responding to student behavior through their school mission or vision statement and three to five positively-stated expectations that should be defined for each school routine and setting.²⁷ Through SharePoint, the PBIS division coaching team provided school PBIS teams with a blank matrix to outline their schoolwide expectations (see Appendix A).²⁸ The rows of the matrix should include the three to five positively-stated expectations (e.g., be respectful, responsible) and the columns should include the various settings/locations (e.g., hallway, restroom). Within the cells of the matrix, schools should provide explicit descriptions of the expected behavior (e.g., ‘walk on the right’ for Being Safe in the hallway and ‘use resources wisely’ for Being Responsible in the restroom). In addition, the PBIS division coaching team provided staff with VBCPS bus expectations that included the expectations of “Be Respectful, Be Responsible, and Stay Safe” (see Appendix B).²⁹ The descriptions of student behaviors in each of these areas were provided for entering the bus (e.g., be patient and take turns for Be Respectful), riding the bus (e.g., use a quiet voice for Be Responsible), and exiting the bus (e.g., walk for Stay Safe). It is expected that students are explicitly taught these behavioral expectations. Through SharePoint, the PBIS division coaching team provided staff with examples of ways these expectations could be taught (e.g., reviewing each and brainstorming examples at the elementary level; discussing and role playing at the high school level).³⁰

Schools must also establish schoolwide procedures for acknowledging students for positive behaviors and discouraging students for behaviors that interfere with academic and social success (i.e., consequences). Through a PowerPoint presentation, the PBIS division coaching team provided school PBIS teams with detailed examples regarding acknowledgements, including the various ways to acknowledge students for positive behaviors (i.e., immediate/high frequency, intermittent, and long-term schoolwide celebrations), various types of reinforcers (e.g., natural, material, and social), and examples of acknowledgement systems across the division.³¹ Regarding providing consequences, the VBCPS division coaching team provided school PBIS teams with examples of behaviors that may be managed within the classroom (e.g., throwing things without intent to cause harm and mocking others) and behaviors that may result in referral to the principal’s office (e.g., verbal altercation and profanity or threats).³² In addition, they provided an example flowchart of the types of interventions that may be used for classroom management and the steps needed when referring students to the office.³³

In addition, all schoolwide behaviors and expectations should be applied consistently at the classroom level with classroom expectations and routines. On the PBIS Google Site, the PBIS division coaching team provided guidance to school PBIS teams on eight PBIS Classroom Practices, including: expectations and agreements, procedures and routines, behavior feedback – acknowledgement, behavior feedback – error correction, active supervision, physical arrangement, opportunities to respond, and positive behavior game (group contingencies).³⁴ Resources were made available to school PBIS teams for each of these practices that included a detailed definition or description of the practice, the components and/or how it may be utilized in the classroom, the research behind the practice, and how to assess use of the practice.³⁵ In addition, a one-page handout was created describing each of the eight practices with direct links to the eight handouts for more details (see Appendix C).³⁶

Impact of the Pandemic

In preparation for the 2020-2021 school year, information was provided to schools through a PBIS Virtual Resources Google site regarding PBIS practices, expectations, and Tier I supports during virtual instruction. Regarding adapting Tier I supports to virtual instruction, school teams were encouraged to adapt schoolwide expectations for virtual activities; continue shared procedures, routines, and rituals in the virtual environment;

recognize strengths/interests and provide specific feedback; and redirect and reteach using schoolwide expectations in response to inappropriate behaviors.³⁷ In addition, examples of classroom strategies that could be used in both face-to-face and virtual settings were provided for all eight classroom practices (as noted above) for each school level. Additional videos were provided with information about using classroom practices to support emergency learning at home. Topics covered in the videos included creating family norms, the at-home learning environment, establishing routines for learning, positive behavior acknowledgement, maintaining momentum, and school year reflection at home.

PBIS Goal and Objectives Related to Expectations and Procedures

The goal related to PBIS expectations and procedures is **“Schools have clearly defined behavioral expectations for students and staff and established procedures for staff to implement PBIS consistently within their schools and classrooms.”** Objectives for this goal focused on (1) schoolwide behavioral expectations and classroom procedures, (2) student knowledge of expectations, and (3) consequences and acknowledgement.

Behavioral Expectations and Classroom Procedures. The *behavioral expectations and classroom procedures objective* for the PBIS expectations and procedures goal is **“Schools have positively framed student and staff behavioral expectations, classroom procedures are aligned with these expectations, and these expectations are explicitly taught to students as measured by scores of 2 on relevant TFI features (e.g., 1.3, 1.8, and 1.4) and staff and student survey responses.”**

Overall, across the division, at least 94 percent of teachers, administrators, and other instructional staff agreed that their school had established positively framed expectations for student behavior, at least 84 percent of each staff group agreed that the expectations for students and staff at their school were implemented across the classrooms, and at least 83 percent of each staff group agreed that behavioral expectations were explicitly taught to students (see tables 10 and 11). Comparisons by school level showed that agreement percentages regarding these items were lowest at the high school level for each staff group, with the area of lowest agreement being teachers’ agreement that behavioral expectations were explicitly taught to students (72%).

Table 10: Teacher Agreement Percentages Regarding Behavioral Expectations and Classroom Procedures Items

Survey Item	Elem	Middle	High	Total
My school has established positively framed expectations for student behavior.	96%	95%	91%	94%
The expectations for students and staff at this school are implemented across the classrooms.	90%	83%	78%	84%
The behavioral expectations are explicitly taught to students.	93%	84%	72%	83%

Table 11: Administrator and Other Instructional Staff Agreement Percentages Regarding Behavioral Expectations and Classroom Procedures Items

Survey Item	Admin				Other Instructional Staff			
	Elem	Middle	High	Total	Elem	Middle	High	Total
My school has established positively framed expectations for student behavior.	100%	100%	96%	99%	97%	97%	89%	96%
The expectations for students and staff at this school are implemented across the classrooms.	99%	95%	91%	96%	90%	82%	77%	86%
The behavioral expectations are explicitly taught to students.	97%	95%	88%	94%	91%	85%	78%	87%

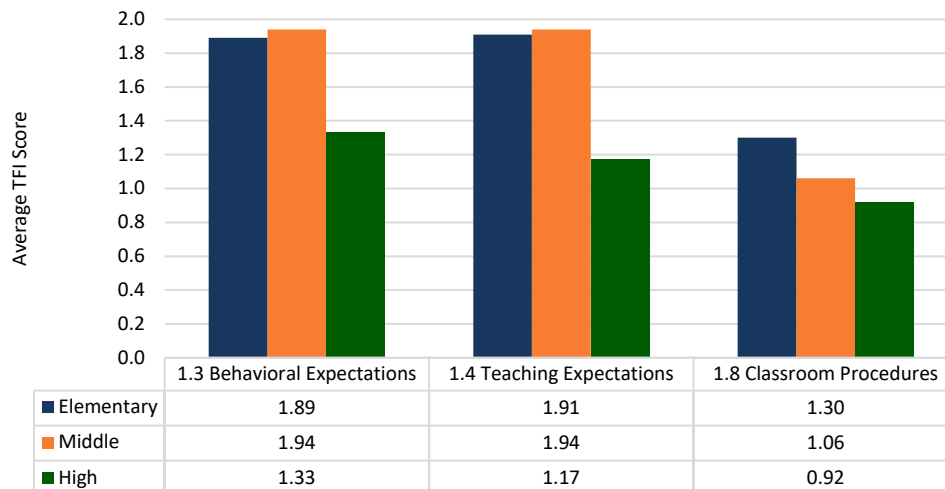
Overall, high percentages of students (at least 90%) agreed that their school had established expectations for student behavior, that the expectations for their behavior were consistent across classrooms, and that the expectations for their behavior were taught to them (see Table 12). Comparisons by school level showed that at least 88 percent of students at each level agreed with these items.

Table 12: Student Agreement Percentages Regarding Behavioral Expectations and Classroom Procedures Items

Survey Item	Elem	Middle	High	Total
My school has established expectations for student behavior.	97%	96%	95%	96%
The expectations for my behavior are consistent across the classrooms.	92%	92%	89%	91%
The expectations for my behavior are taught to me.	91%	91%	88%	90%

The three TFI items related to expectations and procedures are: Behavioral Expectations, Teaching Expectations, and Classroom Procedures. Behavioral Expectations is focused on schools having positively stated behavioral expectations with examples, while Teaching Expectations is focused on directly teaching all students the expected academic and social behavior. Classroom Procedures is focused on Tier I features being implemented within classrooms and consistency with schoolwide systems. As shown in Figure 3, overall, schools had higher average fidelity scores for the Behavioral Expectations and Teaching Expectations items than the Classroom Procedures item. Average TFI scores were also higher at elementary and middle schools compared to high schools. In addition, although not shown in the figure, across all implementation fidelity groups (e.g., High Fidelity, Adequate Fidelity, Partial Fidelity), schools had the lowest or among the lowest average score on the Classroom Procedures TFI item in comparison to other items. Specifically, schools in the High Fidelity group had a lower average score on this item (1.29) compared to other items (1.55 or above).

Figure 3: Average TFI Item Scores on Behavior Expectations, Teaching Expectations, and Classroom Procedures by School Level



When correlating schools' Behavioral Expectations TFI scores with agreement percentages on related survey items, results showed statistically significant relationships such that schools with higher TFI scores also had higher staff agreement regarding their school having established positively framed expectations for student behavior ($r_s = .25$). For the Teaching Expectations TFI item, there was a significant relationship such that schools with higher TFI scores also had higher staff agreement regarding student behavioral expectations being explicitly taught ($r_s = .33$). In addition, Teaching Expectations TFI scores were correlated with student strong agreement percentages such that schools with higher TFI scores also had higher percentages of students strongly agreeing that expectations for behavior were taught to them ($r_s = .35$). For Classroom Procedures, schools with higher TFI scores also had higher percentages of all staff strongly agreeing that the expectations for students and staff were being implemented across classrooms ($r_s = .26$). These statistically significant correlations between TFI scores and staff and student perceptions, although not particularly strong, suggest some degree of validity and reliability of the TFI and stakeholder perception data for measuring the level of PBIS implementation fidelity.

Student Knowledge of Expectations. The *student knowledge of expectations objective* for the PBIS expectations and procedures goal is **"Students know what behavior is expected of them as measured by student and teacher survey responses."** As shown in Table 13, overall, 97 percent of students agreed that they knew what behavior was expected of them at their school with little variation by school level. In addition, 90 percent of teachers overall agreed that students knew what behavior was expected of them at their school, with slightly lower agreement percentages from high school teachers (86%).

Table 13: Student and Teacher Agreement Percentages Regarding Students Knowing Behavior Expectations

Survey Group and Item	Elem	Middle	High	Total
Students - I know what behavior is expected of me at this school.	97%	97%	96%	97%
Teachers - Students know what behavior is expected of them at this school.	95%	90%	86%	90%

Correlations were also examined between survey items regarding student knowledge of expected behaviors and related TFI items (i.e., Behavior Expectations, Teaching Expectations, and Classroom Procedures), with several statistically significant relationships found. Schools with higher Teaching Expectations TFI scores had higher percentages of teachers agreeing that students know what behavior is expected of them ($r_s = .35$) and

had higher percentages of students who strongly agreed that they knew what behavior is expected of them at school ($r_s = .35$). In addition, schools with higher Classroom Procedures TFI scores had higher percentages of students agreeing ($r_s = .22$) and strongly agreeing ($r_s = .27$) that they knew what behavior is expected of them.

Consequences and Acknowledgements. The *consequences and acknowledgements* objective for the PBIS expectations and procedures goal is **“Schools have clearly defined student behaviors that interfere with academic and social success and outlined staff procedures to respond to student behaviors (e.g., manage, acknowledge) across classrooms as measured by TFI scores of 2 on relevant TFI features (e.g., 1.5, 1.6, and 1.9) and staff and student survey responses.”** As shown in Tables 14 and 15, overall, at least 87 percent of teachers, administrators, and other instructional staff agreed that their school had determined the student behaviors that interfered with academic and social success. In addition, at least 84 percent of teachers, administrators, and other instructional staff agreed that their school had outlined procedures for staff to respond to student behaviors. The general pattern of results showed slightly lower agreement percentages at the high school level for each group, although agreement was 80 percent or higher.

Table 14: Teacher Agreement Percentages Regarding Consequences and Acknowledgements Items

Survey Item	Elem	Middle	High	Total
My school has determined the student behaviors that interfere with academic and social success.	90%	87%	84%	87%
My school has outlined procedures for staff to respond to student behaviors.	88%	85%	80%	84%

Table 15: Administrator and Other Instructional Staff Agreement Percentages Regarding Consequences and Acknowledgements Items

Survey Item	Admin				Other Instructional Staff			
	Elem	Middle	High	Total	Elem	Middle	High	Total
My school has determined the student behaviors that interfere with academic and social success.	100%	98%	93%	97%	91%	88%	83%	89%
My school has outlined procedures for staff to respond to student behaviors.	99%	93%	95%	96%	88%	85%	81%	86%

Student survey results showed that 96 percent agreed that they knew which behaviors could prevent them from being successful in school with little variation by school level (see Table 16).

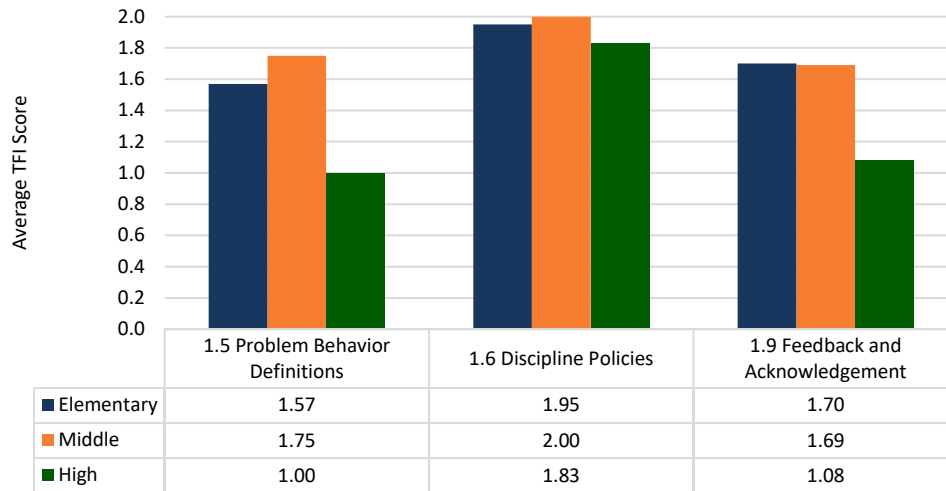
Table 16: Student Agreement Percentages Regarding Knowing Which Behaviors Could Prevent Them From Being Successful in School

Survey Item	Elem	Middle	High	Total
I know which behaviors could prevent me from being successful in school.	95%	96%	96%	96%

The three TFI items related to consequences and acknowledgements are: Problem Behavior Definitions, Discipline Policies, and Feedback and Acknowledgement. Problem Behavior Definitions is focused on schools having clear definitions for behaviors that interfere with academic and social success with a clear policy/procedure to address problems, while Discipline Policies is focused on policies and procedures that describe and emphasize proactive, instructive, and/or restorative approaches to student behavior. Feedback and Acknowledgement is focused on having a set of procedures for behavior feedback that is linked with schoolwide expectations and used across settings and in classrooms. As shown in Figure 4, overall, at each school level, schools had higher average fidelity scores for the Discipline Policies item than the Problem

Behavior Definitions and Feedback and Acknowledgement items. For the Problem Behavior Definitions and Feedback and Acknowledgement items, high schools had notably lower average TFI scores relative to the elementary and middle schools (see Figure 4).

Figure 4: Average TFI Item Scores on Problem Behavior Definitions, Discipline Policies, and Feedback and Acknowledgement by School Level



When correlating TFI scores for Discipline Policies with survey agreement percentages on related items, results showed that schools that had higher TFI scores for Discipline Policies had higher percentages of other instructional staff strongly agreeing that their school had outlined procedures for staff to respond to student behavior ($r_s = .27$). In addition, schools that had higher TFI scores on the Feedback and Acknowledgement item had higher percentages of all staff agreeing ($r_s = .29$) and strongly agreeing ($r_s = .31$) that their school had outlined procedures for staff to respond to student behavior. There were no significant correlations (i.e., relationship) between scores for the Problem Behavior Definitions TFI item and survey results.

Professional Learning

Professional learning is another key feature of PBIS implementation. In previous years, in-person two-day trainings have been provided to each cohort. However, due to the pandemic, this was not feasible in 2020-2021.³⁸ For the 2020-2021 school year, three professional learning webinars were provided to school staff in August 2020 through the PBIS Google Site. Communications about these webinars were provided through a Principal's Packet memo. One webinar entitled Culturally Responsive PBIS Implementation was an essential training made available to school teams. Two additional optional webinars entitled PBIS Classroom Practices to Support the Virtual Environment and Tips for PBIS Teams addressed the PBIS expectations for the virtual environment and types of data that could be gathered during virtual instruction (i.e., logs and anecdotal information). In addition, the PBIS division coaching team provided multiple resources to schools through the PBIS Virtual Resources Google site.

PBIS Goal and Objectives Related to Professional Learning

The PBIS goal related to professional learning is **"Professional learning opportunities provide staff with effective support and information to successfully implement PBIS Tier I within their schools and classrooms."** Objectives for this goal focused on (1) core practices, (2) classroom management, and (3) teacher confidence.

Core Practices. The *core practices objective* for the professional learning goal is “**Professional learning is provided for staff on how to teach schoolwide expectations, acknowledge appropriate behavior, correct errors, and request assistance as measured by TFI scores of 2 on TFI feature 1.7 and staff survey responses.**” Overall, at least 83 percent of teachers, 93 percent of administrators, and 84 percent of other instructional staff agreed that they received professional learning on various PBIS-related topics. Comparisons by school level showed that the highest agreement percentages were at the elementary school level and the lowest agreement percentages were at the high school level for all staff groups across each area (see tables 17 and 18). High school teachers and other instructional staff were less likely to agree that they received professional learning about the PBIS topics (69% to 78% for all but one topic).

Table 17: Teacher Agreement Percentages Regarding Receiving PBIS-Related Professional Learning

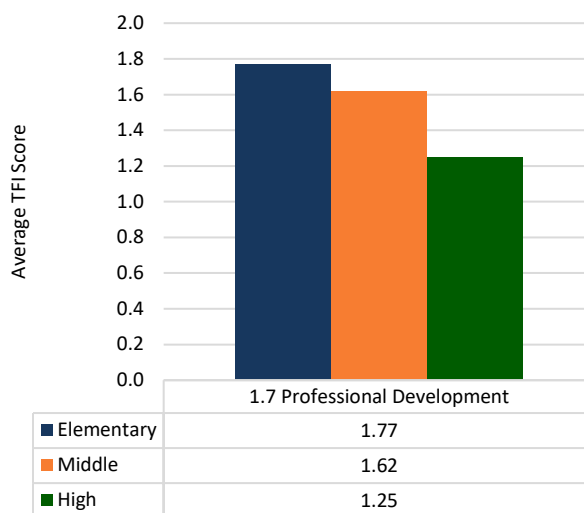
Survey Item	Elem	Middle	High	Total
Teach schoolwide expectations for behavior	93%	85%	73%	83%
Acknowledge appropriate behavior	96%	93%	83%	90%
Correct errors in behavior	91%	85%	73%	83%
Request assistance for behavior issues	88%	84%	76%	83%

Table 18: Administrator and Other Instructional Staff Agreement Percentages Regarding Receiving PBIS-Related Professional Learning

Survey Item	Admin				Other Instructional Staff			
	Elem	Middle	High	Total	Elem	Middle	High	Total
Teach schoolwide expectations for behavior	100%	95%	82%	93%	90%	87%	69%	86%
Acknowledge appropriate behavior	100%	100%	86%	96%	95%	92%	78%	91%
Correct errors in behavior	100%	98%	84%	94%	88%	84%	70%	84%
Request assistance for behavior issues	99%	93%	86%	93%	87%	84%	75%	84%

The TFI item, Professional Development, is focused on having a written process for orienting all staff on the PBIS practices: teaching expectations, acknowledgement of appropriate behavior, correcting errors, and requesting assistance. Average fidelity scores by school level in Figure 5 show that elementary schools had a higher average fidelity score followed by middle schools and then high schools, which was consistent with the pattern of staff survey results.

Figure 5: Average TFI Professional Development Item Scores by School Level



When correlating TFI scores for the Professional Development item with agreement percentages on related staff survey items, results showed statistically significant correlations. Schools with higher Professional Development TFI scores had higher percentages of their overall staff agreeing ($r_s = .27$ to $.28$) and strongly agreeing ($r_s = .27$ to $.34$) that they received professional learning on how to teach schoolwide expectations for behavior, how to acknowledge appropriate behavior, and how to correct errors in behavior.

Classroom Management. The *classroom management objective* for the professional learning goal is **“Professional learning is provided that ensures teachers have knowledge of classroom practices to manage and respond to student behavior as measured by teacher survey responses.”** Overall, 87 percent of teachers who indicated they received professional learning in this area agreed that the professional learning they received provided them with knowledge of classroom practices to manage and respond to student behavior. Comparisons by school level showed a higher agreement percentage at the elementary school level followed by middle school and high school (see Table 19).

Table 19: Teacher Agreement Percentages Regarding Professional Learning Providing Knowledge of Classroom Management

Survey Item	Elem	Middle	High	Total
The professional learning I have received has provided me with knowledge of classroom practices to manage and respond to student behavior.	91%	87%	83%	87%

Note: Percentages exclude teachers who indicated they did not receive professional learning in this area.

Teacher Confidence. The *teacher confidence objective* for the professional learning goal is **“Teachers are confident in applying instructional practices related to student behavior and perceive they are capable of managing and responding to student behavior as measured by teacher survey responses.”** Overall, 95 percent of teachers agreed that they were confident in applying instructional practices to address student behavior when needed, and 98 percent agreed that they could manage and respond to student behavior concerns when needed. Comparisons by school level showed high agreement at all school levels (at least 92%) (see Table 20).

Table 20: Teacher Agreement Percentages Regarding Professional Learning Providing Confidence in Applying Practices and Responding to Behavior Concerns

Survey Item	Elem	Middle	High	Total
I am confident in applying instructional practices to address student behavior when needed.	97%	95%	92%	95%
I can manage and respond to student behavior concerns when needed.	97%	98%	98%	98%

When correlating agreement percentages on the additional professional learning survey items with related TFI scores, results showed that TFI scores were correlated with teachers' agreement regarding feeling confident in applying instructional practices to address student behavior when needed ($r_s = .27$). Although the relationship was a weak relationship, schools that had higher TFI scores for Professional Development had higher teacher survey agreement percentages.

Data Review and Use

Another key component of PBIS at all three tiers is the collection and regular use of data to screen, monitor, and assess student progress.³⁹ At the Tier I level, it is expected that PBIS leadership teams review schoolwide discipline and academic data to guide decision making and review fidelity data to evaluate implementation.⁴⁰ In addition, school personnel should view schoolwide data and provide input on Tier I practices.

Synergy is the data system used by all schools across the division. Some VBCPS schools use a Schoolwide Information System (SWIS) product to collect and monitor student discipline data to inform decision making. The SWIS Suite includes three products developed by the University of Oregon that track discipline-related information. During the 2020-2021 school year, 17 schools had a subscription for one of the SWIS products.⁴¹ Thirteen schools had a subscription to the SWIS product and four schools had a subscription to the Check-In/Check-Out SWIS (CICO-SWIS) product. The SWIS product allows staff to enter discipline referrals online and "data are summarized to provide information about individual students, groups of students, or the entire student body over any time period."⁴² The CICO-SWIS product allows staff to enter check-in/check-out intervention data in the online system and data can be summarized across five reports. This product allows school teams to monitor student progress and effectiveness of the check-in/check-out intervention.⁴³

Through SharePoint, the PBIS division coaching team provided school PBIS teams a problem-solving worksheet to help support staff using data for decision making.⁴⁴ In particular, on the worksheet, staff are asked to provide the target problem and answer the following questions: What does the data say? (e.g., what is the problem behavior, when does it occur, where does it occur), What is the SMART goal?, What will we do to support student behavior? (i.e., Prevent, Teach, Reinforce, Extinguish, Error Correction, Safety), and What will we do to support staff?

In preparation for virtual instruction during the 2020-2021 school year, in August 2020, an optional webinar was offered to school teams focused on the types of data that could be collected during virtual instruction (e.g., student engagement as measured by logins and anecdotal information) and the ways in which the data could be used to inform decision making.⁴⁵

PBIS Goal and Objectives Related to Data Review and Use

The goal related to data review and use is **"Data are reviewed and used regularly to inform PBIS Tier I practices."** Objectives for this goal focused on (1) a discipline data system, (2) schoolwide data, and (3) fidelity data.

Discipline Data System. The *discipline data system objective* for the data review and use goal is “**School Tier I PBIS teams have a discipline data system that graphs student problem behavior as measured by TFI scores of 2 on TFI feature 1.12 and staff survey responses.**” Overall, 92 percent of the Tier I team members agreed that their team had access to student problem behavior data through a discipline data system. Comparisons by school level showed higher agreement percentages at the elementary and middle school levels than at the high school level (see Table 21).

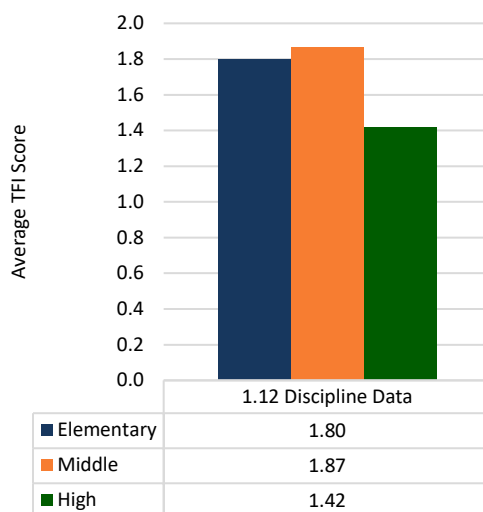
Table 21: PBIS Tier I Team Member Agreement Percentages Regarding Having Discipline Data System

Survey Item	Elem	Middle	High	Total
The PBIS Tier I team at my school has access to student problem behavior data through a discipline data system.	93%	92%	88%	92%

Note: Data include any staff member who indicated they were a PBIS Tier I team member, including teachers, administrators, and other instructional staff.

The related TFI item, Discipline Data, is focused on the Tier I team having access to graphed reports summarizing discipline data. Comparisons by level showed that elementary and middle schools had higher average fidelity scores than high schools (see Figure 6).

Figure 6: 2020-2021 Average TFI Discipline Data Item Scores by School Level



When correlating scores for the Discipline Data TFI item with agreement percentages on the related survey item, results showed a statistically significant correlation such that schools with higher TFI scores had higher percentages of team members who strongly agreed that their school’s Tier I team had access to student problem behavior data through a discipline data system ($r_s = .32$).

Schoolwide Data. The *schoolwide data objective* for the data review and use goal is “**Schoolwide data are reviewed regularly by teachers (i.e., at least four times per year) and members of the school PBIS Tier I teams (i.e., at least monthly) to inform decision making regarding schoolwide practices as measured by TFI scores of 2 on relevant TFI features (e.g., 1.10 and 1.13) and staff survey responses.**” Overall, 83 percent of Tier I PBIS team members agreed that their team reviewed schoolwide data at least monthly to inform decision making about schoolwide practices. Team members at middle schools had the highest agreement level, while team members at high schools had the lowest agreement (see Table 22).

Table 22: Tier I Team Member Agreement Percentages Regarding Team Reviewing Schoolwide Data

Survey Item	Elem	Middle	High	Total
The PBIS Tier I team at my school reviews schoolwide data at least monthly to inform decision making about schoolwide practices.	84%	88%	76%	83%

Note: Data include any staff member who indicated they were a PBIS Tier I team member, including teachers, administrators, and other instructional staff.

In addition, overall, 71 percent of teachers, 80 percent of administrators, and 78 percent of other instructional staff agreed that teachers reviewed schoolwide data at least four times per year to inform decision making about schoolwide practices. Results varied widely by school level. Teachers and other instructional staff at the secondary level and high school administrators were notably less likely to agree that teachers reviewed schoolwide data throughout the school year to inform decision making (see tables 23 and 24).

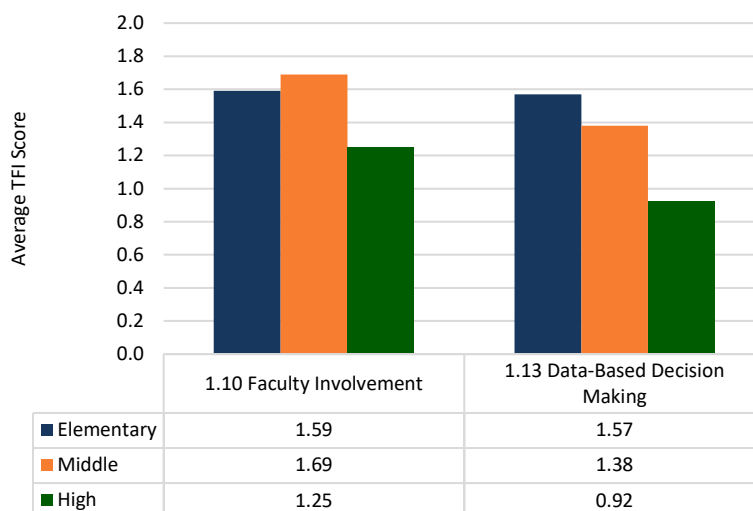
Table 23: Teacher Agreement Percentages Regarding Teachers Reviewing Schoolwide Data

Survey Item	Elem	Middle	High	Total
Teachers review schoolwide data at least four times per year to inform decision making about schoolwide practices.	83%	67%	63%	71%

Table 24: Administrator and Other Instructional Staff Agreement Percentages Regarding Teachers Reviewing Schoolwide Data

Survey Item	Admin				Other Instructional Staff			
	Elem	Middle	High	Total	Elem	Middle	High	Total
Teachers review schoolwide data at least four times per year to inform decision making about schoolwide practices.	93%	82%	59%	80%	84%	72%	65%	78%

The TFI items related to reviewing data are Faculty Involvement and Data-Based Decision Making. Faculty Involvement is focused on staff being shown schoolwide data and providing input on Tier I practices, while Data-Based Decision Making is focused on Tier I teams reviewing and using discipline and academic outcome data for decision making. Middle schools had the highest average fidelity score for Faculty Involvement and elementary schools had the highest average fidelity score for Data-Based Decision Making (see Figure 7).

Figure 7: Average TFI Item Scores on Faculty Involvement and Data-Based Decision Making by School Level

When correlating TFI scores for Data-based Decision Making with agreement percentages on the related survey item, results showed that schools with higher TFI scores had higher agreement from team members that their school’s Tier I team reviewed schoolwide data at least monthly to inform decision making ($r_s = .26$). There were no statistically significant correlations between TFI scores for Faculty Involvement and survey data.

Fidelity Data. The *fidelity data objective* for the data review and use goal is **“School PBIS Tier I teams review and use Tier I fidelity data yearly to inform decision making regarding schoolwide practices as measured by TFI scores of 2 on TFI feature 1.14 and staff survey responses.”** Overall, 92 percent of Tier I PBIS team members agreed that their team reviewed and used Tier I fidelity data yearly to inform decision making about schoolwide practices. Agreement percentages at each school level were relatively high (at least 85%) but elementary and middle school team members were more likely to agree than high school team members (see Table 25).

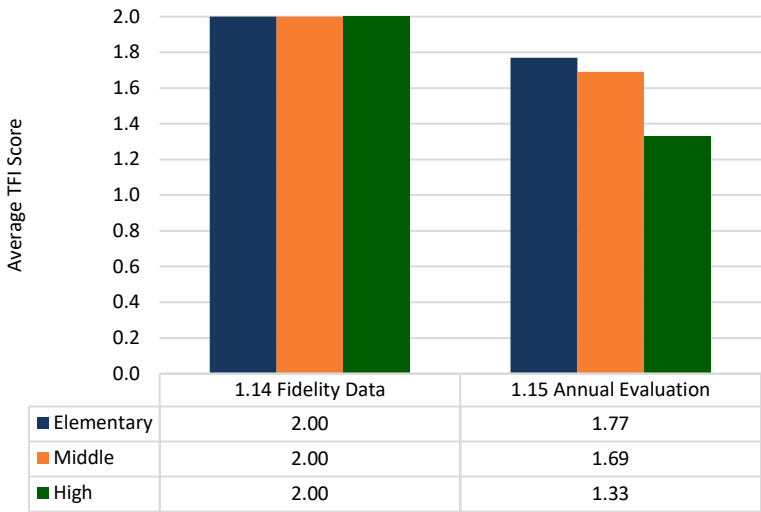
Table 25: Tier I Team Member Agreement Percentages Regarding Team Reviewing Tier I Fidelity Data

Survey Item	Elem	Middle	High	Total
The PBIS Tier I team at my school reviews and uses Tier I fidelity data yearly to inform decision making about schoolwide practices.	93%	93%	85%	92%

Note: Data include any staff member who indicated they were a PBIS Tier I team member, including teachers, administrators, and other instructional staff.

The TFI items related to reviewing fidelity data are Fidelity Data and Annual Evaluation. Fidelity Data is focused on Tier I teams reviewing and using PBIS fidelity data, while Annual Evaluation is focused on Tier I teams documenting fidelity and effectiveness of Tier I practices and sharing with stakeholders. Annual Evaluation TFI scores were not formally included as a measure of the objective, but are shown in Figure 8 for reference. Regarding Fidelity Data, the average score was a 2.00 (the maximum score) for all school levels (see Figure 8). There were no significant correlations between scores for Fidelity Data and the related survey data. For Annual Evaluation, elementary and middle schools had higher average fidelity scores than high schools.

Figure 8: Average TFI Item Scores on Fidelity Data and Annual Evaluation by School Level



Student, Family, Community, and Staff Involvement

A final key practice for Tier I PBIS involves establishing procedures for encouraging school-family partnerships.⁴⁶ In particular, schools should seek feedback from students, families, the community, and staff regarding school Tier I foundations. According to PBIS.org, “this input ensures Tier I is culturally responsive and

reflects the values of the local community.”⁴⁷ On SharePoint, the PBIS division coaching team provided staff with a handout that could be sent to families that describes what PBIS is with examples of PBIS expectations from a school within the division.⁴⁸ In addition, in partnership with the Office of Family and Community Engagement, a PBIS Stakeholder Voice Handbook was created to support staff in gathering feedback from students and families to inform procedures and behavioral supports at their schools.⁴⁹ In collaboration with the Office of Communications and Community Engagement, the PBIS division coaching team has worked to develop a PBIS website on VBSchools.com that provides details about the initiative for the community.

In fall 2019, a PBIS Student Summit was held to gather feedback from students regarding PBIS practices. In March 2021, another student summit was held virtually to again gather feedback from students. PBIS student groups from all high schools attended the event.⁵⁰

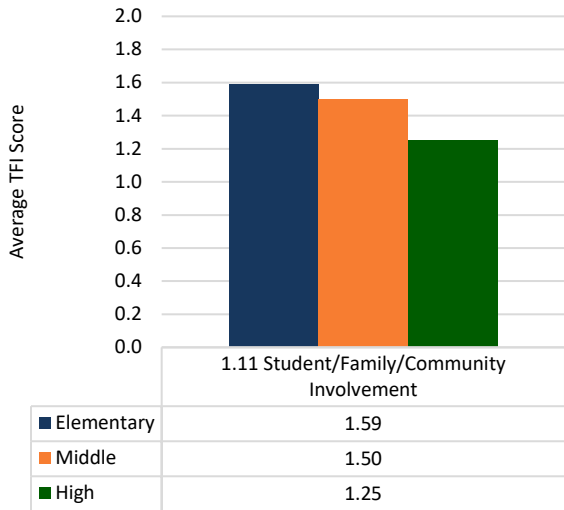
In preparation for virtual instruction during the 2020-2021 school year, the PBIS division coaching team provided activities on the VBCPS PBIS Virtual Resources site to encourage and support connection, community, and relationship-building in the virtual environment.⁵¹

PBIS Goal and Objectives Related to Stakeholder Involvement

The goal related to student, family, community, and staff involvement is **“Schools involve students, families, community, and staff during the schoolwide PBIS Tier I implementation.”** Objectives for this goal focused on (1) student, family, and community input, (2) awareness of practices and expectations, and (3) school staff support.

Student, Family, and Community Input. The *student, family, and community input objective* for the stakeholder involvement goal is **“Schools receive yearly input from students, families, and community members regarding schoolwide expectations, consequences, and acknowledgements as measured by TFI scores of 2 on TFI feature 1.11.”** The Student/Family/Community Involvement TFI item is focused on stakeholder (students, families, and community members) providing input on Tier I practices (e.g., expectations, consequences, and acknowledgements) at least annually. Elementary schools had the highest average fidelity score, while high schools had the lowest average TFI score regarding stakeholder involvement (see Figure 9).

Figure 9: Average TFI Item Scores on Student/Family/Community Involvement by School Level



Awareness of Practices and Expectations. The *awareness of practices and expectations objective* for the stakeholder involvement goal is **“Students and families are aware of practices and expectations that are part**

of PBIS implementation as measured by student and parent survey responses.” Overall, 85 percent of students agreed that their school had a system to positively recognize student behavior. All percentages were relatively high with at least 80 percent of students at each school level expressing agreement, but elementary and middle school students were more likely to agree than high school students (see Table 26).

Table 26: Student Agreement Percentages Regarding Their School Having a System to Positively Recognize Behavior

Survey Item	Elem	Middle	High	Total
My school has a system to positively recognize student behavior.	91%	86%	80%	85%

Overall, 98 percent of parents agreed that they were aware of the student behavior expectations at their child’s school and 89 percent agreed that their child’s school has a system to positively recognize student behavior. While there was little variation in agreement percentages by school level regarding awareness of behavior expectations, parent agreement was higher at the elementary school level than at the middle and high school levels regarding having a system to positively recognize behavior (see Table 27).

Table 27: Parent Agreement Percentages Regarding Awareness of PBIS Practices

Survey Item	Elem	Middle	High	Total
I am aware of the student behavior expectations at my child’s school.	98%	98%	98%	98%
My child’s school has a system to positively recognize student behavior.	95%	86%	83%	89%

Support From School Staff. The *school staff support objective* for the stakeholder involvement goal is “**School staff support the PBIS Tier I implementation at their school as measured by staff survey responses.**” Overall, high percentages of staff agreed that they supported the PBIS implementation at their school (91% of teachers, 98% of administrators, and 93% of other instructional staff). At least 88 percent of staff in each group at each school level expressed support (see Table 28).

Table 28: Staff Agreement Percentages Regarding Supporting Their School’s PBIS Implementation

Survey Group	Elem	Middle	High	Total
Teachers	93%	91%	88%	91%
Administrators	100%	98%	96%	98%
Other Instructional Staff	94%	93%	90%	93%

When correlating TFI scores for Student/Family/Community Involvement with agreement percentages on related survey items, results showed that schools with higher TFI scores also had higher percentages of students strongly agreeing that their school had a system to positively recognize student behavior ($r_s = .22$).

Summary of PBIS Implementation Fidelity by School Level and Change in Fidelity During Pandemic

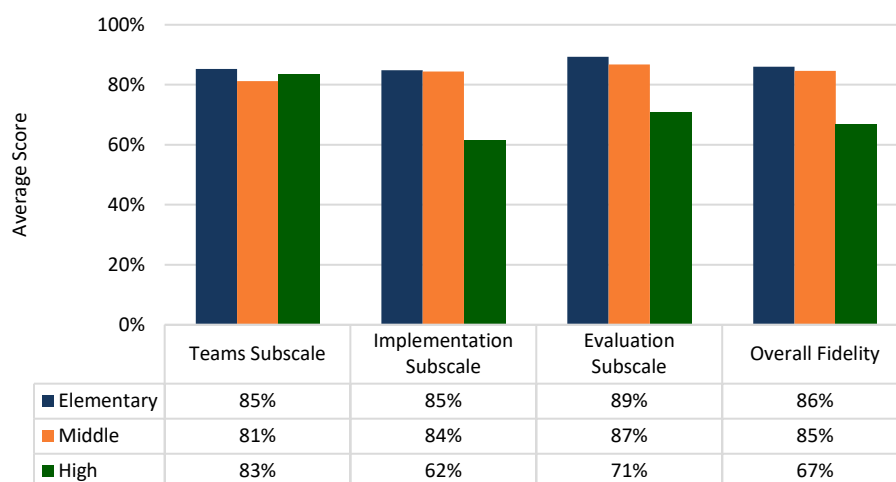
Implementation Fidelity by School Level

Based on the TFI data collected during 2020-2021 and the fidelity categories that were established based on the research literature, overall, 74 percent of schools (N=62) were in the “High Fidelity” group with an aggregate TFI percentage from 80 to 100. Additionally, 14 percent (N=12) of schools were in the “Adequate Fidelity” group with an aggregate TFI percentage from 70 to 79, and 12 percent (N=10) of schools were in the “Partial Fidelity” group with an aggregate TFI percentage of 69 or below. Table 29 also shows the number and percentage of sites at each school level within the fidelity groups. In 2020-2021, 80 percent of elementary schools, 88 percent of middle schools, and 25 percent of high schools were in the “High Fidelity” group with an aggregate TFI score of 80 percent or higher.

Table 29: Sites by Implementation Fidelity Category and School Level

School Level of Site	High (N=62: 74%)	Adequate (N=12: 14%)	Partial (N=10: 12%)	Total (N=84)
Elementary	45 (80%)	7 (13%)	4 (7%)	56
Middle	14 (88%)	2 (13%)	0 (0%)	16
High	3 (25%)	3 (25%)	6 (50%)	12

Figure 10 displays the average percentage points schools had on each TFI subscale, as well as the overall aggregate fidelity percentage by school level. On the Teams subscale, there was little variation among the school levels. For the other subscales and overall fidelity, elementary and middle schools were implementing PBIS with the highest degree of fidelity in 2020-2021. High schools as a group had lower implementation fidelity for the Implementation and Evaluation subscales as well as overall fidelity. This pattern was likely related to schools' experience with implementation as 8 of the 12 high schools were only in their second year of PBIS implementation during 2020-2021, with the second year being impacted by the pandemic.

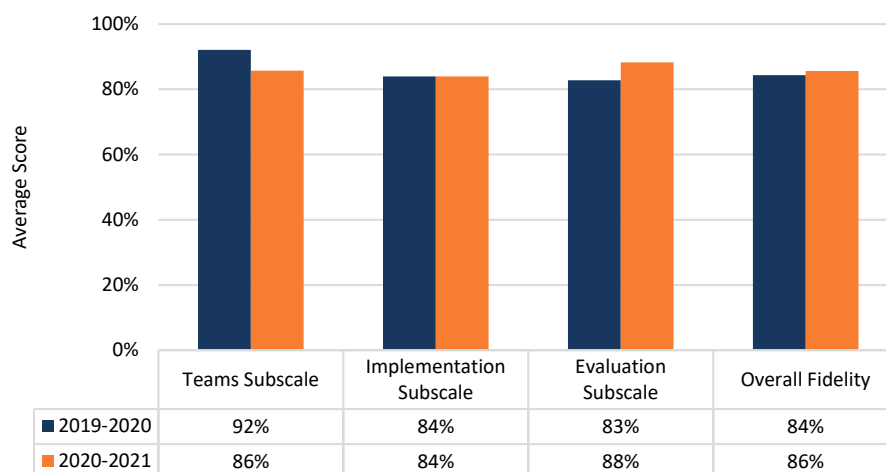
Figure 10: Average Percentage Scores on TFI Subscales and Overall by School Level

Change in Fidelity of Tier I Practices as Measured by the TFI During Pandemic

A total of 63 schools had TFI data for Tier I PBIS implementation in both 2019-2020 and 2020-2021, including 45 elementary schools, 12 middle schools, and 6 high schools.⁵² The TFI data from 2019-2020 that was available was completed before the school closure in March 2020. Of the 63 schools that had TFI data from both years, 44 percent of schools demonstrated an increase in their overall TFI fidelity score while operating during the pandemic, while 43 percent of schools demonstrated a decrease and 13 percent had no change.

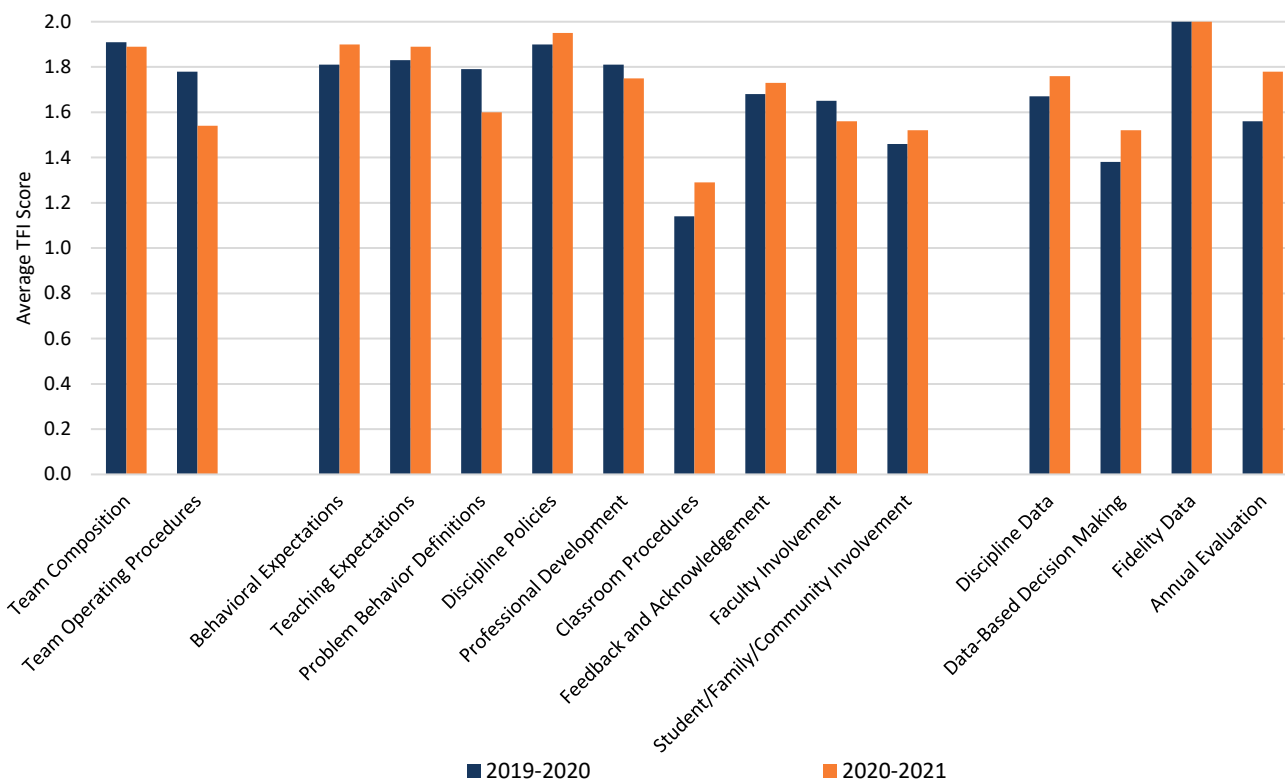
On the TFI subscales, data showed improvement in the Evaluation subscale and a slight improvement in the overall TFI score. However, there was no change in the average Implementation subscale score and a decrease in the Teams subscale score (see Figure 11).

Figure 11: Average Percentage Scores on TFI Subscales and Overall for Schools With Two Years of PBIS Fidelity Data



For the individual TFI features, data demonstrated that schools showed improvements in their PBIS implementation fidelity on nine of the fifteen (60%) features from 2019-2020 to 2020-2021 (see Figure 12). The areas with declines and potential impacts from the pandemic included: Team Composition, Team Operating Procedures, Problem Behavior Definitions, Professional Development, and Faculty Involvement.

Figure 12: TFI Average Item Scores for Schools With Two Years of PBIS Fidelity Data



Alignment Between PBIS and Division Initiatives

The fourth evaluation question focused on the alignment between PBIS and other related division initiatives (i.e., Student Response Team [SRT], Social-Emotional Learning [SEL], and Culturally Responsive Practices [CRP]). Under *Compass to 2025*, the VBCPS strategic framework, the school division has been working purposefully to align PBIS with SRT, SEL, and CRP.

PBIS and Student Response Teams (SRT)

The VBCPS Student Response Teams (SRT) process involves developing, implementing, and monitoring interventions for students in need of support to promote improvement in students' behavior, attendance, or academic performance.⁵³ The SRT process is embedded within a multi-tiered system and begins when students' needs are not met at the Tier I level. In spring 2021, SRT 2.0, which is part of an integrated system of support for students, was communicated throughout the division. The integrated system of support details tiered systems of support that include PBIS and SRT. When students require PBIS support at the Tier III level, they will receive these supports through their schools' SRT.

PBIS and Social-Emotional Learning (SEL)

In VBCPS, social-emotional learning (SEL) is defined as “the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.”⁵⁴ SEL has five key competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. According to a guide published by the National Technical Assistance Center on PBIS, SEL competencies can be taught within the PBIS framework.⁵⁵ This guide has been offered as a resource for division staff through the PBIS SharePoint site.

According to the VBCPS PBIS Google Site, “PBIS provides a data informed decision-making process which can guide the purposeful integration of responsive and culturally appropriate Social Emotional Learning practices.” In addition, it is noted that both PBIS and SEL involve: “proactive approaches centered on teaching and reinforcing prosocial skills; linking social emotional development with academic and life success; teachers as primary change agents for student development; and student voice and family engagement.” In addition, through the PBIS Google Site, the PBIS division coaching team also provided ways SEL can be reinforced using classroom practices, including through classroom expectations and rules, procedures and routines, behavior feedback – acknowledgement, and behavior feedback – error correction. During 2020-2021 with virtual and hybrid instruction occurring due to the pandemic, examples were provided for how each of these four practices can be used to reinforce each of the five SEL competencies in a virtual setting. For example, classroom expectations and rules can reinforce self-awareness by having students reflect on their values and strengths as they support class expectations/norms.⁵⁶ Additionally, details of how to provide a foundation for social emotional learning in the hybrid classroom were discussed in a webinar by the division coaching team that was provided in August 2020 and made available on the Google site.⁵⁷

PBIS and Culturally Responsive Practices (CRP)

Culturally responsive practices (CRP) in VBCPS “bridge the gap between learning and lived culture by focusing on authentic relationships, student experiences, and pedagogy as a way to strengthen student engagement and build a culture that values both individuality and inclusivity.”⁵⁸ A field guide published by the National Technical Assistance Center on PBIS provides a framework for aligning culturally responsive practices to the components of PBIS.⁵⁹ This field guide was provided to every school in fall 2020 and made available as a resource for division staff through the PBIS SharePoint site.

In partnership with the Office for Diversity, Equity and Inclusion, an essential webinar offered in August 2020 to school PBIS teams provided details on culturally responsive PBIS in VBCPS.⁶⁰ This included understanding cultural responsiveness within the PBIS framework and the five key components of culturally responsive Tier I PBIS implementation. The primary goal of cultural responsiveness within a PBIS framework is to use PBIS principles to change school cultures and systems to enhance educational equity. Three principles guide work for culturally responsive PBIS: holding high expectations for all students, using students' cultures and experiences to enhance their learning, and providing all students with access to effective instruction and adequate resources for learning. The webinar detailed examples of ways to address the five components of culturally responsive PBIS: identity, voice, supportive environment, situational appropriateness, and data for equity.

Student Demographic Characteristics in PBIS Schools

The fifth evaluation question focused on the demographic characteristics of the students who are served by PBIS cohorts and based on schools' implementation fidelity.

Student Demographics by PBIS Implementation Cohort

Student demographic data were analyzed by school implementation cohort. For these analyses, cohorts 1 and 2 were combined due to their initial implementation models preceding the VBCPS coaching model. As shown in Table 30, schools in cohorts 1 and 2, as well as 3 had higher percentages of African American students, higher percentages of economically disadvantaged students, and lower percentages of Caucasian students than schools in cohorts 4 and 5. In addition, schools in cohort 5 had higher percentages of gifted students than students in schools in the other cohorts. This was likely related to Old Donation School being part of Cohort 5.

Table 30: Student Demographic Characteristics Based on Implementation Cohort

Student Characteristics	Cohorts 1 and 2	Cohort 3	Cohort 4	Cohort 5
	N=15,019 20 sites (10 ES, 6 MS, 4 HS)	N=11,881 19 sites (16 ES, 3 MS, 0 HS)	N=13,487 21 sites (17 ES, 4 MS, 0 HS)	N=24,609 24 sites (13 ES, 3 MS, 8 HS)
Gender				
Female	48%	49%	48%	49%
Male	52%	51%	52%	51%
Ethnicity				
African American	29%	29%	19%	20%
American Indian	0%	0%	0%	0%
Caucasian	41%	37%	51%	51%
Hispanic	14%	15%	13%	11%
Asian	5%	6%	7%	7%
Native Hawaiian/ Pacific Islander	0%	1%	1%	1%
Multiracial	10%	12%	11%	10%
Economically Disadvantaged	52%	55%	42%	35%
Identified Special Education	12%	13%	12%	10%
Identified Gifted	13%	11%	13%	22%

Demographics by 2020-2021 Implementation Fidelity Level

Student demographic data were also analyzed to determine if there were any notable differences in the schools' demographic characteristics for the three categories of implementation fidelity based on 2020-2021 TFI implementation data. The purpose of this analysis was to provide context for potential results observed based on implementation fidelity. Table 31 displays the results. Schools that implemented PBIS with adequate fidelity in 2020-2021 had higher percentages of African American students, higher percentages of economically disadvantaged students, lower percentages of Caucasian students, and lower percentages of gifted students compared to the groups of schools that implemented PBIS with high fidelity or partial fidelity.

Table 31: Student Demographic Characteristics Based on Implementation Fidelity Category

Student Characteristics	High Fidelity	Adequate Fidelity	Partial Fidelity
	N=42,719 62 sites (45 ES, 14 MS, 3 HS)	N=9,394 12 sites (7 ES, 2 MS, 3 HS)	N=12,883 10 sites (4 ES, 6 HS)
Gender			
Female	49%	47%	50%
Male	51%	53%	50%
Ethnicity			
African American	22%	29%	25%
American Indian	0%	0%	0%
Caucasian	48%	39%	47%
Hispanic	13%	14%	11%
Asian	6%	7%	6%
Native Hawaiian/ Pacific Islander	1%	1%	0%
Multiracial	10%	10%	10%
Economically Disadvantaged	44%	47%	41%
Identified Special Education	12%	12%	11%
Identified Gifted	17%	13%	18%

Note: Old Donation School is included at the elementary school and middle school levels and Renaissance Academy is included at the middle school and high school levels.

Progress Toward Meeting Outcome Goals and Objectives

The sixth evaluation question focused on progress made toward meeting the outcome goals and objectives *following the implementation of PBIS with fidelity* (i.e., high fidelity with TFI of 80% or above). To examine outcomes with fidelity, for each objective, outcome measures were analyzed for each of the three implementation fidelity groups (i.e., High Fidelity, Adequate Fidelity, Partial Fidelity). Correlation analyses were conducted between the outcome measures and the schools' TFI subscale percentage scores (i.e., Teams, Implementation, and Evaluation) and the overall TFI aggregate percentage score.

It is important to note that schools in a particular group (i.e., fidelity level) varied with regard to the school level, and therefore, differences in outcomes between High Fidelity, Adequate Fidelity, and Partial Fidelity groups may reflect the differences in the group composition (e.g., school level, group demographics) rather than being directly linked to implementation fidelity. This is a potential concern, especially due to examining outcome data for a measure for one year, and caution should be taken when making comparisons between groups. The focus will be on the outcome results for schools that have demonstrated implementation fidelity (i.e., High Fidelity group). Given the interruption of longitudinal data collection for key outcome measures due to the pandemic, it is not possible at this time to link PBIS implementation with outcomes given the manner in

which PBIS has been implemented in VBCPS (e.g., schools with higher need implemented sooner, relatively large number of high schools recently began implementation in 2019-2020). As the evaluation continues over the next two school years, examining the data over time may be feasible.

To provide context for the results presented in this section of the report, Table 32 displays the number of sites at each school level by implementation fidelity category. As can be seen, the majority of schools in the group are elementary schools, while the majority of the schools in the Partial Fidelity group are high schools.

Table 32: Number of Sites by Implementation Fidelity Category and School Level

School Level of Site	High (N=62)	Adequate (N=12)	Partial (N=10)	Total (N=84)
Elementary	45	7	4	56
Middle	14	2	0	16
High	3	3	6	12

Goal 1: When PBIS is implemented with fidelity, students are engaged at school.

Objective 1: Students demonstrate school engagement as measured by student attendance and student and teacher survey responses.

As shown in Table 33, for schools implementing PBIS with high fidelity, the attendance rate was 95.9 during 2020-2021. The attendance rate was slightly lower for the other groups.

Table 33: Attendance Rates by Implementation Fidelity Category

High (N=62)	Adequate (N=12)	Partial (N=10)	Total
95.9%	94.9%	95.5%	95.6%

For reference, student attendance rates by school level are shown in Table 34.

Table 34: Attendance Rates by School Level

Elem	Middle	High	Total
95.3%	96.9%	95.2%	95.6%

Students and teachers were surveyed about student engagement in school. Overall, 89 percent of students agreed that they were engaged in their learning by participating and working hard in school. Additionally, 85 percent of teachers agreed that students at their school were engaged in their learning by participating and working hard in school. Survey agreement percentages by implementation fidelity group are shown in Table 35. Students and teachers at schools with high implementation fidelity in 2020-2021 had the highest agreement percentages regarding student school engagement, followed by schools with adequate fidelity and partial fidelity.

Table 35: Student and Teacher Agreement Regarding School Engagement by Implementation Fidelity Group

Survey Group and Item	High (N=62)	Adequate (N=12)	Partial (N=10)	Total
Students - I am engaged in my learning by participating and working hard in school.	91%	87%	84%	89%
Teachers - Students at this school are engaged in their learning by participating and working hard in school.	87%	82%	78%	85%

Table 36 includes survey agreement percentages by school level for reference.

Table 36: Student and Teacher Agreement Regarding School Engagement by School Level

Survey Group and Item	Elem	Middle	High	Total
Students - I am engaged in my learning by participating and working hard in school.	95%	90%	84%	89%
Teachers - Students at this school are engaged in their learning by participating and working hard in school.	95%	85%	75%	85%

The relationship between school engagement survey results and TFI subscale and overall Aggregate percentages were analyzed using correlations. Statistically significant correlations for total agreement are shown in Table 37. Schools that had higher TFI scores also had higher percentages of students and teachers agreeing that students were engaged in school. For students, the strength of the correlations was moderate.

Table 37: Correlations Between Student School Engagement Survey Data and TFI Scores

Group	Agreement	Survey Item	Subscale or Aggregate	Correlation Value	Description ⁶¹
Student	Total Agreement	I am engaged in my learning by participating and working hard in school.	Implementation	.412	Moderate
			Evaluation	.380	Moderate
			Aggregate	.441	Moderate
Teacher	Total Agreement	Students at this school are engaged in their learning by participating and working hard in school.	Implementation	.297	Weak
			Evaluation	.242	Weak
			Aggregate	.273	Weak

Objective 2: Students demonstrate academic engagement in the classroom as measured by student and teacher survey responses.

Students and teachers were surveyed about student engagement in the classroom. Overall, 88 percent of students agreed that they were engaged in classroom lessons, and 88 percent of teachers agreed that students were engaged in classroom lessons. Agreement percentages by implementation fidelity group showed that students and teachers at High Fidelity schools in 2020-2021 had the highest agreement percentages regarding student academic engagement, followed by schools with adequate fidelity and partial fidelity (see Table 38).

Table 38: Student and Teacher Agreement Percentages Regarding Academic Engagement by Implementation Fidelity Group

Survey Group and Item	High (N=62)	Adequate (N=12)	Partial (N=10)	Total
Students - I am engaged in classroom lessons.	90%	86%	84%	88%
Teachers - Students are engaged in classroom lessons.	90%	86%	81%	88%

Table 39 includes survey agreement percentages by school level for reference.

Table 39: Student and Teacher Agreement Percentages Regarding Academic Engagement by School Level

Survey Group and Item	Elem	Middle	High	Total
Students - I am engaged in classroom lessons.	93%	89%	83%	88%
Teachers - Students are engaged in classroom lessons.	97%	89%	78%	88%

The relationship between academic engagement survey results and TFI subscale and overall Aggregate percentages were analyzed using correlations. Statistically significant correlations for total agreement are

shown in Table 40. Schools that had higher TFI scores also had higher percentages of students and teachers agreeing that students were engaged in classroom lessons. For students, the strength of the correlations was moderate.

Table 40: Correlations Between Student Academic Engagement Survey Data and TFI Scores

Group	Agreement	Survey Item	Subscale or Aggregate	Correlation Value	Description
Student	Total Agreement	I am engaged in classroom lessons.	Implementation	.389	Moderate
			Evaluation	.353	Moderate
			Aggregate	.399	Moderate
Teacher	Total Agreement	Students are engaged in classroom lessons.	Implementation	.320	Moderate
			Evaluation	.293	Weak
			Aggregate	.297	Weak

Goal 2: When PBIS is implemented with fidelity, students and teachers have positive perceptions of school safety and discipline procedures.

Objective 1: The school is a safe and orderly place to learn as measured by student and teacher survey responses.

Students and teachers were surveyed about their perceptions of school safety. Overall, 95 percent of students and 97 percent of teachers agreed that their school provides a safe and orderly place to learn. Agreement percentages by implementation fidelity group showed little variability in student and teacher agreement regarding their school being a safe and orderly place to learn (see Table 41).

Table 41: Student and Teacher Agreement Percentages Regarding School Safety by Implementation Fidelity Group

Survey Group and Item	High (N=62)	Adequate (N=12)	Partial (N=10)	Total
Students - My school provides a safe and orderly place for me to learn.	96%	95%	94%	95%
Teachers - This school provides a safe and orderly place for students to learn.	96%	97%	97%	97%

Table 42 includes survey agreement percentages by school level for reference.

Table 42: Student and Teacher Agreement Percentages Regarding School Safety by School Level

Survey Group and Item	Elem	Middle	High	Total
Students - My school provides a safe and orderly place for me to learn.	97%	96%	94%	95%
Teachers - This school provides a safe and orderly place for students to learn.	97%	96%	97%	97%

The relationship between school safety survey results and TFI subscale and overall Aggregate percentages were analyzed using correlations. Statistically significant correlations for total agreement are shown in Table 43. Schools that had higher TFI scores also had higher percentages of students agreeing that their school provided a safe and orderly place for them to learn. Significant correlations between the TFI scores and the percentages of students who strongly agreed that their school was a safe and orderly place are also shown because the relationship was stronger for this measure.

Table 43: Correlations Between Student School Safety Survey Data and TFI Scores

Group	Response	Survey Item	Subscale or Aggregate	Correlation Value	Description
Student	Total Agreement	My school provides a safe and orderly place for me to learn.	Implementation Aggregate	.303 .291	Moderate Weak
Student	Strong Agreement	My school provides a safe and orderly place for me to learn.	Implementation Evaluation Aggregate	.398 .289 .389	Moderate Weak Moderate

Objective 2: Bullying is not perceived to be a problem at the school as measured by student and teacher survey responses.

Students and teachers were surveyed about their perceptions of bullying at their school. Overall, 54 percent of students indicated they were not sure if bullying was a problem at their school, and 32 percent of students indicated bullying **was not** a problem (see Table 44). A majority of teachers (53%) indicated that bullying **was not** a problem at their school. Responses by implementation fidelity group showed that a slightly higher percentage of students at schools with high implementation fidelity indicated bullying **was** a problem compared to the students at schools with adequate or partial fidelity (see Table 44). In contrast, higher percentages of teachers at schools with high or adequate fidelity indicated bullying **was not** a problem than teachers at schools with partial fidelity.

Table 44: Student and Teacher Agreement Percentages Regarding Bullying by Implementation Fidelity Group

Response Option	Students				Teachers			
	High (N=62)	Adequate (N=12)	Partial (N=10)	Total	High (N=62)	Adequate (N=12)	Partial (N=10)	Total
Yes, a Problem	16%	13%	11%	14%	12%	11%	11%	11%
Not a Problem	31%	31%	32%	32%	55%	55%	46%	53%
Not Sure	53%	56%	56%	54%	33%	34%	43%	36%

Table 45 includes survey results by school level for reference.

Table 45: Student and Teacher Agreement Percentages Regarding Bullying by School Level

Response Option	Students				Teachers			
	Elem	Middle	High	Total	Elem	Middle	High	Total
Yes, a Problem	20%	15%	10%	14%	9%	16%	10%	11%
Not a Problem	33%	29%	34%	32%	66%	48%	45%	53%
Not Sure	47%	56%	56%	54%	25%	36%	45%	35%

Correlational analyses suggested that for teachers only, as the schools' Aggregate TFI percentage increased, the percentage of teachers who reported that bullying **was not** a problem also increased, although the relationship between the two data elements was weak (see Table 46). Student responses were not significantly correlated (i.e., related) with TFI subscale or aggregate scores.

Table 46: Correlations Between Teacher Bullying Survey Data and TFI Scores

Group	Response	Survey Item	Subscale or Aggregate	Correlation Value	Description
Teacher	No	Is bullying a problem at your school?	Aggregate	.223	Weak

Objective 3: There are high expectations for student behavior at the school as measured by student and teacher survey responses.

Students and teachers were surveyed about their perceptions of expectations for student behavior. Overall, 89 percent of students and 87 percent of teachers agreed that there were high expectations for student behavior at their school. Agreement percentages by implementation fidelity group showed that students and teachers at schools with high implementation fidelity in 2020-2021 were most likely to agree that there were high expectations for student behavior at the school (see Table 47).

Table 47: Student and Teacher Agreement Percentages Regarding Expectations for Student Behavior by Implementation Fidelity Group

Survey Group and Item	High (N=62)	Adequate (N=12)	Partial (N=10)	Total
Students - There are high expectations for student behavior at this school.	91%	89%	86%	89%
Teachers – There are high expectations for student behavior at this school.	88%	87%	83%	87%

Table 48 includes survey agreement percentages by school level for reference.

Table 48: Student and Teacher Agreement Percentages Regarding Expectations for Student Behavior by School Level

Survey Group and Item	Elem	Middle	High	Total
Students - There are high expectations for student behavior at this school.	93%	90%	87%	89%
Teachers – There are high expectations for student behavior at this school.	93%	87%	81%	87%

The relationship between survey results about high expectations and TFI subscale and overall Aggregate percentages were analyzed using correlations. Statistically significant correlations for total agreement are shown in Table 49. Schools that had higher TFI scores also had higher percentages of students agreeing that there were high expectations for student behavior at their school. Significant correlations between the TFI scores and the percentages of students who strongly agreed that there were high expectations are also shown because the relationship was stronger for this measure. The strength of the correlations was moderate. Teacher agreement was not significantly correlated with TFI subscale or aggregate scores.

Table 49: Correlations Between Student Expectations for Behavior Survey Data and TFI Scores

Group	Response	Survey Item	Subscale or Aggregate	Correlation Value	Description
Student	Total Agreement	There are high expectations for student behavior at this school.	Implementation	.316	Moderate
			Evaluation	.323	Moderate
			Aggregate	.314	Moderate
Student	Strong Agreement	There are high expectations for student behavior at this school.	Implementation	.341	Moderate
			Evaluation	.329	Moderate
			Aggregate	.358	Moderate

Objective 4: Students know the consequences of misbehaving at their school as measured by student and teacher survey responses.

Students and teachers were surveyed about their perceptions of student awareness of consequences for misbehaving. Overall, 93 percent of students agreed that they knew the consequences for misbehaving at their school, while 79 percent of teachers agreed that students knew the consequences for misbehaving at their

school. Agreement percentages by implementation fidelity group showed little variability in student or teacher agreement regarding student awareness of consequences for misbehaving (see Table 50).

Table 50: Student and Teacher Agreement Percentages Regarding Student Awareness of Consequences by Implementation Fidelity Group

Survey Group and Item	High (N=62)	Adequate (N=12)	Partial (N=10)	Total
Students - I know the consequences for misbehaving at this school.	92%	92%	93%	93%
Teachers - Students know the consequences for misbehaving at this school.	79%	81%	78%	79%

Table 51 includes survey agreement percentages by school level for reference.

Table 51: Student and Teacher Agreement Percentages Regarding Student Awareness of Consequences by School Level

Survey Group and Item	Elem	Middle	High	Total
Students - I know the consequences for misbehaving at this school.	91%	93%	92%	93%
Teachers - Students know the consequences for misbehaving at this school.	80%	77%	79%	79%

The relationship between survey results about student awareness of consequences for misbehaving and TFI subscale and overall Aggregate percentages were analyzed using correlations. There were no statistically significant correlations for total agreement, but one for the percentage of students who strongly agreed with the survey item (see Table 52). Schools that had higher TFI scores also had higher percentages of students who strongly agreed that they were aware of consequences for misbehaving, with the relationship being moderate in strength. Teacher agreement was not significantly correlated with TFI subscale or aggregate scores.

Table 52: Correlations Between Student Awareness of Consequences Survey Data and TFI Scores

Group	Response	Survey Item	Subscale or Aggregate	Correlation Value	Description
Student	Strong Agreement	I know the consequences for misbehaving at this school.	Implementation	.435	Moderate
			Evaluation	.305	Moderate
			Aggregate	.426	Moderate

Objective 5: Teachers indicate that the rules for student behavior are effective as measured by teacher survey responses.

Teachers were surveyed about the effectiveness of the rules for student behavior. Overall, 80 percent of teachers agreed that the rules for student behavior are effective at their school. Agreement percentages by implementation fidelity group showed teachers at schools with high and adequate implementation fidelity had slightly higher agreement percentages than teachers at schools with partial fidelity (see Table 53). Teacher agreement regarding rules for student behavior was not significantly correlated with TFI subscale or aggregate scores.

Table 53: Teacher Agreement Percentages Regarding Rules for Student Behavior Being Effective by Implementation Fidelity Group

Survey Group and Item	High (N=62)	Adequate (N=12)	Partial (N=10)	Total
The rules for student behavior are effective at this school.	80%	81%	78%	80%

Table 54 includes survey agreement percentages by school level for reference.

Table 54: Teacher Agreement Percentages Regarding Rules for Student Behavior Being Effective by School Level

Survey Item	Elem	Middle	High	Total
The rules for student behavior are effective at this school.	85%	79%	77%	80%

Goal 3: When PBIS is implemented with fidelity, students learn to regulate their emotions and demonstrate social-emotional competence.

Objective 1: Students successfully regulate their emotions as measured by student self-management aggregate ratings on the student VBCPS Social-Emotional Learning (SEL) survey.

For the group of schools, 82 percent of the student responses to the self-management items were agreement responses on the VBCPS SEL survey.⁶² As shown in Table 55, comparisons by implementation fidelity group showed little variability in the percentage of student agreement responses to the self-management items.

Table 55: Percentages of Self-Management Item Responses With Agreement by Implementation Fidelity Group

SEL Competency	High (N=62)	Adequate (N=12)	Partial (N=10)	Total
Self-management	82%	81%	83%	82%

Table 56 includes results by school level for reference.

Table 56: Percentages of Self-Management Item Responses With Agreement by School Level

SEL Competency	Elem	Middle	High	Total
Self-management	81%	81%	83%	82%

Objective 2: Students demonstrate social-emotional competence as measured by student SEL aggregate ratings in self-awareness, social awareness, relationship skills, and responsible decision making on the student VBCPS SEL survey.

Overall, 90 percent of the student responses to the self-awareness items, 94 percent of the social awareness items, 88 percent of the relationship skills items, and 87 percent of the responsible decision-making items were agreement responses on the VBCPS SEL survey. Aggregated ratings for the SEL competencies are shown in Table 57 by implementation fidelity group. For each of the competencies, there was little variability in the percentage of responses that were agreement responses on the self-awareness, social awareness, and relationship skills items. For responsible decision making, a higher percentage of responses were agreement responses in schools with partial implementation fidelity. This could be related to there being more high schools in the Partial Fidelity group and high school students being more likely to agree to these survey item (see Table 57).

Table 57: Percentages of SEL Item Responses With Agreement by Implementation Fidelity Group

SEL Competency	High (N=62)	Adequate (N=12)	Partial (N=10)	Total
Self-awareness	90%	90%	91%	90%
Social awareness	94%	94%	94%	94%
Relationship skills	89%	88%	88%	88%
Responsible decision making	86%	84%	88%	87%

Table 58 includes results by school level for reference.

Table 58: Percentages of SEL Item Responses With Agreement by School Level

SEL Competency	Elem	Middle	High	Total
Self-awareness	90%	90%	91%	90%
Social awareness	94%	93%	94%	94%
Relationship skills	91%	88%	87%	88%
Responsible decision making	86%	86%	88%	87%

The correlations between agreement percentages on SEL competency items and TFI subscale and overall aggregate TFI scores were analyzed. As shown in Table 59, student agreement percentages on responsible decision-making items were negatively correlated with Implementation subscale TFI scores such that as the TFI score increased, the agreement percentages decreased. This is likely related to the impact that high schools in the Partial Fidelity group had on the result.

Table 59: Correlations Between SEL Survey Data and TFI Scores

Competency	Subscale or Aggregate	Correlation Value	Description
Responsible decision making	Implementation	-.25	Weak

Goal 4: When PBIS is implemented with fidelity, students and teachers have positive perceptions of school climate.

Objective 1: Students have positive relationships with peers as measured by student survey responses.

Students were surveyed about their perceptions of having positive relationships with other students. Overall, 88 percent of students agreed that they had positive relationships with other students at their school with minimal variation by school level. Agreement percentages by implementation fidelity group showed little variability in student agreement regarding having positive relationships with other students (see Table 60).

Table 60: Student Agreement Percentages Regarding Having Positive Relationships With Other Students by Implementation Fidelity Group

Survey Item	High (N=62)	Adequate (N=12)	Partial (N=10)	Total
I have positive relationships with other students at this school.	88%	87%	88%	88%

Table 61 includes survey agreement percentages by school level for reference.

Table 61: Student Agreement Percentages Regarding Having Positive Relationships With Other Students by School Level

Survey Item	Elem	Middle	High	Total
I have positive relationships with other students at this school.	89%	87%	89%	88%

The relationship between survey results about positive relationships with students and TFI subscale and overall Aggregate percentages were analyzed using correlations. There were no statistically significant correlations for total agreement, but one for the percentage of students who strongly agreed with the survey item (see Table 62). Schools that had higher TFI scores also had higher percentages of students who strongly agreed that they had positive relationships, with some of the relationship being moderate in strength.

Table 62: Correlations Between Student Positive Relationships Survey Data and TFI Scores

Group	Agreement	Survey Item	Subscale or Aggregate	Correlation Value	Description
Student	Strong Agreement	I have positive relationships with other students at this school.	Implementation	.332	Moderate
			Evaluation	.384	Moderate
			Aggregate	.381	Moderate

Objective 2: Teachers are treated with respect by students and supported by school administrators as measured by teacher survey responses.

Teachers were surveyed about their perceptions of being treated with respect by students and supported by administrators. Overall, 96 percent of teachers agreed that students at their school treated them with respect and 87 percent agreed that they felt supported by school administrators at their school. Agreement percentages by implementation fidelity group showed little variability in teacher agreement regarding students treating them with respect and feeling supported by school administrators (see Table 63). Teacher agreement regarding these items was not significantly correlated with TFI Implementation or Evaluation subscale or aggregate scores.

Table 63: Teacher Agreement Percentages Regarding Being Treated With Respect and Supported by Implementation Fidelity Group

Item	High (N=62)	Adequate (N=12)	Partial (N=10)	Total
Students at this school treat me with respect.	95%	96%	96%	96%
I feel supported by school administrators at this school.	87%	88%	87%	87%

Table 64 includes survey agreement percentages by school level for reference.

Table 64: Teacher Agreement Percentages Regarding Being Treated With Respect and Supported by Implementation Fidelity Group

Survey Item	Elem	Middle	High	Total
Students at this school treat me with respect.	96%	94%	96%	96%
I feel supported by school administrators at this school.	89%	86%	87%	87%

Objective 3: Teachers and other adults support one another to meet the needs of all students as measured by teacher survey responses.

Teachers were surveyed about their perceptions of teachers supporting one another to meet students' needs. Overall, 93 percent of teachers agreed that teachers and other adults at their school supported one another to meet the needs of all students. Agreement percentages by implementation fidelity group showed little variability in teacher agreement (see Table 65). Teacher agreement regarding this item was not significantly correlated with TFI subscale or aggregate scores.

Table 65: Teacher Agreement Percentages Regarding Teachers Supporting One Another to Meet Student Needs by Implementation Fidelity Group

Survey Group and Item	High (N=62)	Adequate (N=12)	Partial (N=10)	Total
Teachers and other adults at my school support one another to meet the needs of all students.	93%	93%	94%	93%

Table 66 includes survey agreement percentages by school level for reference.

Table 66: Teacher Agreement Percentages Regarding Teachers Supporting One Another to Meet Student Needs by School Level

Survey Item	Elem	Middle	High	Total
Teachers and other adults at my school support one another to meet the needs of all students.	94%	93%	93%	93%

PBIS and Student Academic Achievement

Although student achievement, student behavior, and teacher retention data are often used as indicators for evaluating PBIS, based on input from the VBCPS PBIS Evaluation Readiness Committee, discipline and academic achievement measures, as well as teacher retention measures, were not specifically considered as outcome goals of PBIS implementation in VBCPS. Instead, outcome goals focused on other frequently noted outcomes such as student engagement, social and emotional learning outcomes, and student and teacher perceptions of school safety and climate. However, the evaluation plan included an examination of academic, behavior, and teacher retention data as part of an evaluation question. However, for the 2020-2021 school year, teacher retention, disciplinary referrals, and disciplinary outcomes were not examined due to the impact of the pandemic on these variables. Student performance on the Reading Inventory (RI) was used to examine academic achievement. Standards of Learning (SOL) tests were not included due to the impact of the pandemic on the participation in the state assessments.

Academic Achievement

Performance on the RI was based on the percentage of students who met the benchmark indicating they were reading on grade level. Students in grades 3 through 9 who took the RI were included in the analysis. Overall, 70 percent of students who took the RI during 2020-2021 were reading on grade level (see Table 67). Comparisons by school level showed that a higher percentage of high school students met the benchmark (78%) than elementary school (68%) and middle school students (69%).

Table 67: Percentages of Students Reading on Grade Level by School Level

Elem	Middle	High	Total
68%	69%	78%	70%

Comparisons by implementation fidelity group showed that a higher percentage of students at schools with partial fidelity (75%) met the benchmark on RI than students at schools with high (69%) and adequate implementation fidelity (68%) (see Table 68). This was a result of the majority of schools in the Partial Fidelity group being high schools where higher percentages of students were reading on grade level. There were no statistically significant correlations between the percentage of students meeting the RI benchmark and TFI scores.

Table 68: Percentages of Students Reading on Grade Level by Implementation Fidelity Group

High (N=62)	Adequate (N=12)	Partial (N=10)	Total
69%	68%	75%	70%

Additional Cost

The final evaluation question focused on the cost to VBCPS for PBIS during 2020-2021. Cost data were collected from the departments of Teaching and Learning, Human Resources, and Budget and Finance for the following areas: PBIS-specific resources or materials, technology, professional learning, staffing, and local

travel. Table 69 summarizes the costs. According to the coordinator of psychological services, the costs of PBIS implementation were greatly reduced during the 2020-2021 school year due to the pandemic.⁶³ In particular, there was less travel for professional learning and little travel to schools during the school year in comparison to previous years.

Table 69: PBIS Costs for 2020-2021

Category	2020-2021 Cost
Resources or Materials	\$4,181
Technology	\$6,390
Professional Learning	\$11,605
Staffing	\$433,311
Local Travel	\$25
Total	\$455,512
Grant Funds (i.e., resources/materials, technology, some professional learning)	\$19,776
Total to VBCPS	\$435,736

For the 2020-2021 school year, PBIS-specific resources or materials totaled \$4,181 and were covered by grant funds. Technology costs, which covered the data system SWIS for 17 schools, totaled \$6,390 and were also covered by grant funds. Professional learning costs totaled \$11,605. The majority of this cost (\$9,205) was covered by grant funds. Local travel due to coaches traveling to schools was minimal for the 2020-2021 school year.

Nearly all of the cost for the initiative was related to staffing, which included salaries and benefits for four PBIS coaches and the PBIS specialist. Salaries for the PBIS specialist and PBIS coaches totaled \$307,977, and benefits totaled \$82,599 for fringe benefits and \$42,735 for health insurance. The staffing costs totaled approximately \$433,311.

The total cost of the initiative during 2020-2021 was approximately \$455,512. Taking into account the grant funding that covered expenses during 2020-2021 of \$19,776, the total cost to the school division was approximately \$435,736.

Summary

PBIS offers a framework to support students academically, socially, emotionally, and behaviorally through universal practices for all students (Tier I), targeted practices for students in need of additional support (Tier II), and indicated practices for individual students who are not fully supported by Tier I or Tier II supports (Tier III). The purpose of this year-one evaluation during 2020-2021 is to assess the PBIS Tier I implementation and related outcomes.

Beginning in 2017-2018, the current VBCPS model of implementing PBIS began, which involved embedded PBIS school-level coaching. As of 2020-2021, schools in all cohorts had received training for and begun implementing PBIS Tier I practices. As the implementation of PBIS has progressed, VBCPS has used the Division Capacity Assessment (DCA) to assess the extent to which conditions in the school division were optimal for building capacity to effectively implement PBIS. The 2021 overall score on the DCA was 98 percent, suggesting that nearly all conditions are in place within the division for building capacity to effectively implement PBIS. The division has used the Tiered Fidelity Inventory (TFI) to assess the extent to which schools are implementing PBIS with fidelity. Schools were categorized based on their overall Tier I TFI fidelity scores from 2020-2021,

with 62 schools in the “High Fidelity” group (i.e., score of 80% or above), 12 schools in the “Adequate Fidelity” group (i.e., score of 70% to 79%), and 10 schools in the “Partial Fidelity” group (i.e., score of 69% or below).

When staff were asked a general survey item about their familiarity with PBIS, 97 percent of teachers, 100 percent of administrators, and 95 percent of other instructional staff indicated they were either very familiar or somewhat familiar with their school’s PBIS implementation. Staff at schools with high implementation fidelity had the highest percentage who indicated they were very familiar with their school’s PBIS implementation (73%) compared to schools with adequate (59%) and partial fidelity (37%). Overall, 93 percent of administrators who responded to the survey agreed their staff had a shared understanding of the PBIS framework.

At the Tier I level, supports are provided to all students and are the basis for a school’s PBIS framework. A foundational component of PBIS is having a PBIS Tier I leadership team at each school that establishes the systems and practices for Tier I support. Of staff who completed the survey, 13 percent of teachers, 70 percent of administrators, and 17 percent of other instructional staff indicated they were on their school’s PBIS leadership team.

Tier I PBIS implementation goals included schools having defined behavioral expectations and established procedures to implement PBIS consistently within schools and classrooms; effective professional learning; regular review and use of data to inform decision making; and student, family, community, and staff involvement. Regarding school behavioral expectations and procedures, at least 83 percent of teachers, administrators, and other instructional staff agreed that their school established positively framed expectations for behavior, that expectations for students and staff were implemented across classrooms, and that behavioral expectations were explicitly taught to students. Comparisons by school level showed that agreement percentages regarding these items were lowest at the high school level for each staff group, with the area of lowest agreement being teachers’ agreement that behavioral expectations were explicitly taught to students (72%). Scores on related items on the TFI showed that schools had higher average scores on items related to establishing and teaching expectations than implementing PBIS consistently across classrooms. Comparisons by level showed that high schools had lower average scores on these TFI items than elementary schools and middle schools, though averages were low at all levels for the item focused on consistency across classrooms. The general finding that implementation fidelity was lower at high schools as a group was likely related to the PBIS Tier I implementation schedule where 8 of the 12 high school sites were only in their second year of implementation. Further, implementation was impacted by the pandemic from March 2020 through the 2020-2021 school year.

Regarding professional learning, at least 83 percent of teachers, administrators, and other instructional staff agreed that they received professional learning on various PBIS-related topics, including teaching schoolwide expectations for behavior, acknowledging appropriate behavior, correcting errors in behavior, and requesting assistance for behavior issues. Comparisons by school level showed that the lowest agreement percentages were at the high school level for all staff groups across each professional learning topic area. Regarding the data review and use goal, overall, 92 percent of PBIS Tier I team members who responded to the survey agreed that their team had access to student problem behavior data through a data system, and 83 percent agreed that their team reviews schoolwide data at least monthly to inform decision making. Lower percentages of teachers, administrators, and other instructional staff agreed that teachers review schoolwide data to inform decision making about schoolwide practices, especially at the secondary levels (from 59% to 82% of middle school and high school teachers, administrators, and other instructional staff agreed).

Data related to the stakeholder involvement goal showed that students and parents had awareness of PBIS practices at their school with 85 percent of students and 89 percent of parents agreeing that their school had a

system to positively recognize student behavior. In addition, at least 91 percent of teachers, administrators, and other instructional staff agreed that they supported their school's PBIS implementation.

When examining school TFI scores overall, results showed that elementary and middle schools were implementing PBIS with the highest degree of fidelity. High schools as a group had lower overall fidelity scores as well as lower scores on Implementation and Evaluation subscales. Comparisons of TFI scores from 2019-2020 to 2020-2021 showed that of the 63 schools that had TFI data from both years, 44 percent of schools demonstrated an increase in their overall TFI fidelity score while operating during the pandemic, while 43 percent of schools demonstrated a decrease and 13 percent had no change. Specific areas with declines and potential impacts from the pandemic included: Team Composition, Team Operating Procedures, Problem Behavior Definitions, Professional Development, and Faculty Involvement.

Outcome goals for the PBIS initiative included the following when PBIS is implemented with fidelity: students are engaged in school, students and teachers have positive perceptions of school safety and discipline procedures, students learn to regulate their emotions and demonstrate social-emotional competence, and students and teachers have positive perceptions of school climate. To examine the outcome goals, results were analyzed by the three fidelity groups (i.e., High Fidelity, Adequate Fidelity, Partial Fidelity). Data related to the student engagement goal showed that compared to students and teachers at schools in the adequate and partial groups, higher percentages of students and teachers at schools in the High Fidelity group agreed that students were engaged in learning by participating and working hard in school and that students were engaged in classroom lessons.

Regarding the school safety and discipline procedures goal, students and teachers at schools in the High Fidelity group were most likely to agree that there were high expectations for student behavior at the school. In addition, teachers at schools with high and adequate implementation fidelity had slightly higher agreement percentages than teachers at schools with partial fidelity regarding the rules for student behavior being effective. There was little variability in student and teacher agreement percentages by implementation fidelity group regarding the school being a safe and orderly place to learn and students knowing the consequences for misbehaving.

Data related to the social-emotional competency goal showed little variability by implementation fidelity group in the percentage of student agreement responses to self-management, self-awareness, social awareness, and relationship skills items. For responsible decision making, a higher percentage of responses were agreement responses in schools with partial implementation fidelity than high and adequate fidelity, though this could be related to there being more high schools in the Partial Fidelity group and high school students being more likely to agree to these survey items.

Regarding the school climate goal, there was little variability by implementation fidelity group in student agreement percentages regarding having positive relationships with other students and teacher agreement percentages regarding students treating them with respect, feeling supported by school administrators, and teachers supporting one another to meet students' needs.

The final evaluation question focused on the additional cost to VBCPS for divisionwide PBIS during 2020-2021. Costs were related to the following areas: PBIS-specific resources or materials, technology, professional learning, staffing, and local travel. A portion of costs for professional learning were paid by grant funds. The total cost of the initiative to VBCPS during 2020-2021 was approximately \$435,736.

Recommendations and Rationale

Recommendation #1: Continue PBIS with modifications noted in recommendations 2 through 4. (*Responsible Group: Department of Teaching and Learning*)

Rationale: The first recommendation is to continue PBIS with modifications noted in the recommendations below. Based on School Board Policy 6-26, following an evaluation, a recommendation must be made to continue the initiative without modifications, continue the initiative with modifications, expand the initiative, or discontinue the initiative.

Recommendation #2: Continue to support high schools in implementing core Tier I PBIS practices, including providing professional learning on PBIS topics and ensuring students are taught expectations. (*Responsible Group: Department of Teaching and Learning*)

Rationale: The second recommendation is to continue to support high schools in implementing core Tier I PBIS practices, including providing professional learning on PBIS topics and ensuring students are taught expectations. Overall, implementation fidelity results from 2020-2021 showed that high schools were implementing PBIS with the lowest degree of fidelity. In 2020-2021, 80 percent of elementary schools, 88 percent of middle schools, and 25 percent of high schools were in the High Fidelity group with an aggregate TFI score of 80 percent or higher. This is likely due to the Tier I implementation schedule where 8 of the 12 high school sites were only in their second year of implementation. Further, implementation was impacted by the pandemic from March 2020 through the 2020-2021 school year. The Implementation subscale of the TFI showed that the average percentage score for high schools was 62 percent. When asked about having received professional learning on PBIS-related topics, from 69 to 76 percent of high school teachers and other instructional staff agreed that they received professional learning about teaching schoolwide expectations for behavior, correcting errors in behavior, and requesting assistance for behavior issues. In addition, when surveyed about explicitly teaching students behavior expectations, 72 percent of high school teachers and 78 percent of other high school instructional staff agreed that behavioral expectations were explicitly taught to students. In addition, the largest discrepancy across levels was found on the Teaching Expectations TFI item where high schools had the lowest average score (1.17 on a 0 to 2 scale).

Recommendation #3: Ensure schools are implementing PBIS practices and procedures consistently across classrooms. (*Responsible Group: Department of Teaching and Learning*)



Rationale: The third recommendation is to ensure schools are implementing PBIS practices and procedures consistently across classrooms. On the TFI, the Classroom Procedures item assesses the extent to which Tier I features (e.g., schoolwide expectations, routines, acknowledgements, continuum of responses) are implemented within classrooms and consistent with schoolwide systems. Compared to all other features on the TFI, schools divisionwide had the lowest average score on the Classroom Procedures item in 2020-2021, and Classroom Procedures was the item with the lowest or among the lowest average score for all school levels. This finding was consistent with TFI data from 2019-2020. In addition, schools with high overall implementation fidelity still had a low average score on this item (1.29) compared to the other items (1.55 or above on a 0 to 2 scale).

Recommendation #4: Provide protocols for and encourage time allocation for staff to review schoolwide data to inform decision making at the secondary levels. (*Responsible Group: Department of Teaching and Learning*)

Rationale: The fourth recommendation is to provide protocols for and encourage time allocation for staff to review schoolwide data to inform decision making at the secondary levels. At middle and high schools, 63 to 67 percent of teachers, 59 percent of high school administrators, and 65 to 72 percent of other instructional staff agreed that teachers reviewed schoolwide data at least four times per year to inform decision making about schoolwide practices. In addition, the Data-Based Decision Making TFI item, which focuses on Tier I teams reviewing and using discipline and academic outcome data for decision making, was among the lowest average TFI scores for both high schools and middle schools. It is recognized that allocating time for staff to review schoolwide data is challenging due to the competing priorities associated with the COVID-19 pandemic and that this recommendation may not be fully feasible until conditions return to normal.

Appendix A

School-wide Matrix

Location  Expectations 				

Appendix B



VIRGINIA BEACH CITY PUBLIC SCHOOLS BUS EXPECTATIONS

	ENTERING	RIDING	EXITING
BE RESPECTFUL	<ul style="list-style-type: none"> • Be patient and take turns entering • Share seat when needed 	<ul style="list-style-type: none"> • Follow adult directions • Keep your hands, feet and all objects to yourself 	<ul style="list-style-type: none"> • Clean up after yourself • Put trash in trash can
BE RESPONSIBLE	<ul style="list-style-type: none"> • Be at bus stop ready for the bus to arrive • Use kind words • Use a quiet voice • Use school appropriate language 	<ul style="list-style-type: none"> • Use kind words • Use a quiet voice • Use school appropriate language • Keep items in book bags and keep them closed 	<ul style="list-style-type: none"> • Use kind words • Use school appropriate language • Bring all items off the bus you brought on the bus
STAY SAFE	<ul style="list-style-type: none"> • Use the handrails • Find your seat quickly • Face forward, sit on the seat, back on the back and feet on or toward the floor 	<ul style="list-style-type: none"> • Sit in your safety position until you exit the bus • Keep the aisle clear • Follow code of conduct with all technology 	<ul style="list-style-type: none"> • Walk • Be patient and take turns leaving your seat



VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE

Appendix C



CLASS EXPECTATIONS & AGREEMENTS

Expectations are outcomes. Agreements provide clear meaning of what expectations look like in the classroom. A dependable system of expectations and agreements provides structure for students and helps them to be engaged with instructional tasks. It can create a sense of belonging and ownership. Plan for active teaching and reteaching of these expectations and agreements initially, and provide reinforcement consistently.

Critical Foundation: Classroom expectations should be a collaborative contract created and agreed upon by each member of the classroom. Ensure that your agreements benefit all students and not one group more than another. Consider and discuss differences between home, neighborhood and school expectations.

PROCEDURES & ROUTINES

Procedures and routines are an established way of doing something in the classroom and school environment that becomes a sequence of actions regularly followed. Procedures and routines create predictability, safety and structure in the classroom and a productive learning environment which can create a sense of belonging. Consider what students need to know to move throughout their school day efficiently to develop routines. Use a variety of attention or transition signals. Involve students in the development of these procedures and routines.

Examples to consider:

- How do we participate in discussions?
- Where do we place our belongings?
- How do we transition within the classroom?

OPPORTUNITIES TO RESPOND

Opportunities to respond are specific and instructionally deliberate invitations to individual students or groups of students to provide a verbal, written, or gestural response to a prompt. High rates of opportunities to respond during instruction increases the likelihood that students will be engaged in the given task and demonstrate appropriate and on-task behaviors. Responses can be individual, unison or mixed. **Critical Foundation:** Consider students' developmental level, cultural background, and learning styles as you increase opportunities for responding.

BEHAVIOR SPECIFIC FEEDBACK: ACKNOWLEDGEMENT

Behavior specific acknowledgment is verbal/written feedback that is *descriptive, specific*, delivered *contingent* upon student/s demonstration of expected behavior, and it is delivered frequently (goal is a 4:1 ratio of acknowledgement to error correction). Behavior specific acknowledgement provides increased opportunities for building positive relationships with students and reinforcement of critical academic and social emotional skills. **Critical Foundation:** Connect acknowledgement to class agreements and values which are meaningful to the student/s. Recognize strengths and interests and provide brief and specific feedback. Establish relationships with students to determine and support the most effective feedback method.

BEHAVIOR SPECIFIC FEEDBACK: ERROR CORRECTION

Error Correction is an informative statement to student by teacher following occurrence of undesired behavior. Effective responses to inappropriate behavior are *calm, consistent, brief, immediate and respectful*. Error correction identifies the undesired behavior and is used as an opportunity to teach replacement behavior. Error correction is a part of the continuum of responses to inappropriate behavior. The continuum can include redirection, reteaching, choice and private conferencing. **Critical Foundation:** Corrective feedback involves several key actions:

1. Validate students. Ask them to share their experiences and listen non-judgmentally.
2. State the positive intent of students' behaviors when teaching situational appropriateness, and hold high expectations for each student.
3. Provide specific instructions regarding why student behaviors are necessary in certain school settings.
4. Provide encouraging, skill-based, non-judgmental correction when needed.

PHYSICAL ARRANGEMENT

The physical arrangement of the classroom is a preventative practice that positively impacts student performance in the classroom. Consider student voice when planning classroom arrangement, and ensure that all students in the class can see their lives, histories, cultures, and home languages incorporated into the classroom environment. This practice involves 3 key actions:

Define Traffic Patterns: Traffic patterns are clearly defined and allow movement without disrupting others.

Arrange Desks and Furniture: Desks and furniture arrangements are built around the types of instructional activities and are arranged for maximum student and teacher visibility and access.

Organize Materials: Materials are clearly labeled, easily accessible, and organized for ease of use. When designing lessons, consider student groupings, location, and activity level.

ACTIVE SUPERVISION

Active Supervision allows teachers to monitor student learning, identify students needing additional support, and promotes increased on-task student behavior during instructional activities. This practice involves 3 key actions:

Move: Your movement should be: constant, random, proximal, and target predictable problem areas in your room.

Scan: Scan the room looking for appropriate and inappropriate behaviors, making eye contact frequently.

Interact: Provide frequent positive feedback and interactions to encourage, reinforce, and correct behaviors. Identify opportunities to pre-correct and provide additional instruction on appropriate behaviors.

POSITIVE BEHAVIOR GAME (GROUP CONTINGENCIES)

The Positive Behavior Game (PBG) is a quick (about 10 minutes) game lead by the teacher that reminds and reinforces students for using school-wide expectations, and routines in the classroom. The PBG encourages appropriate behaviors by specifically acknowledging students engaged in desired behaviors. This is an opportunity for a win-win situation for teachers and students which offers students the time for targeted practice and offers teachers the opportunity for increased reinforcement.

Endnotes

¹ Source: <https://www.pbis.org/pbis/tiered-framework>

² Source: <https://www.pbis.org/pbis/tiered-framework>

³ Source: www.pbis.org

⁴ Notes: For Cohort 2, Renaissance Academy middle school and Renaissance Academy high school are considered as two separate sites because they each received their own TFI scores. Green Run High School and Green Run Collegiate are considered one site because the campus as a whole received one TFI score. For Cohort 5, Old Donation School is considered as two separate sites at the elementary school and middle school levels because they each received their own TFI scores. For later analyses by cohort, cohort 1 and 2 are combined due to their initial implementation models preceding the VBCPS coaching model.

⁵ Source: <https://www.pbis.org/pbis/tier-1>

⁶ Source: <https://www.pbis.org/pbis/tier-2>

⁷ Source: <https://www.pbis.org/pbis/tier-3>

⁸ Source: <https://www.pbis.org/pbis/tier-3>

⁹ Source: <https://www.pbis.org/resource/pbis-a-brief-introduction-and-faq>

¹⁰ Published division and high school data may differ than data presented in the current report due to data from students from the Advanced Technology Center (ATC) and Technical and Career Education Center (TCE) not being included due to ATC and TCE not being assessed on PBIS implementation fidelity.

¹¹ Staff from the ATC and TCE were not included in percentages due to ATC and TCE not being assessed on PBIS implementation fidelity.

¹² Students from the Advanced Technology Center (ATC) and Technical and Career Education Center (TCE) were not included due to ATC and TCE not being assessed on PBIS implementation fidelity.

¹³ Source: Algozzine, B., Barrett, S., Eber, L., George, H., Horner, R., Lewis, T., Putnam, B., Swain-Bradway, J., McIntosh, K., & Sugai, G. (2014). School-wide PBIS tiered fidelity inventory. OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports. www.pbis.org

¹⁴ Source: McIntosh, K., Massar, M. M., Algozzine, R. F., George, H. P., Horner, R. H., Lewis, T. J., & Swain-Bradway, J. (2017). Technical adequacy of the SWPBIS tiered fidelity inventory. *Journal of Positive Behavior Interventions*, 19, 3-13.

¹⁵ Source: Algozzine, B., et al. (2014). School-wide PBIS tiered fidelity inventory. OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports. www.pbis.org

¹⁶ Source: Mercer, S. H., McIntosh, K., & Hoselton, R. (2017) as cited in Kittelman, A., Eliason, B. M., Dickey, C. R., & McIntosh, K. (2018). How are schools using the SWPBIS tiered fidelity inventory (TFI)? OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports. www.pbis.org

¹⁷ Source: VBCPS Principal's Packet Memo. Positive Behavioral Interventions and Supports (PBIS) Tiered Fidelity Inventory (TFI) Spring 2021. December 17, 2020.

¹⁸ Source: K. DiMaggio and D. Brown, personal communication, July 8, 2021.

¹⁹ Based on the evaluation plan, this evaluation question was planned to examine the relationship between PBIS implementation and teacher retention, student academic achievement, disciplinary referrals (including by student groups), and disciplinary outcome decisions (including by student groups). However, as of 2020-2021, availability and validity of data in all these areas was impacted by the COVID-19 pandemic. Academic data from the Reading Inventory is the only academic data that is included in the current report.

²⁰ Notes: For Cohort 2, Renaissance Academy middle school and Renaissance Academy high school are considered as two separate sites because they each received their own TFI scores. Green Run High School and Green Run Collegiate are considered one site because the campus as a whole received one TFI score. For Cohort 5, Old Donation School is considered as two separate sites at the elementary school and middle school levels because they each received their own TFI scores. For later analyses by cohort, cohorts 1 and 2 were combined due to their initial implementation models preceding the VBCPS coaching model.

²¹ Source: K. DiMaggio, personal communication, November 3, 2021.

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- ²² Source: K. DiMaggio and D. Brown. An Update of the Work Implementing and Sustaining Positive Behavioral Intervention and Supports (PBIS). VBCPS School Board Planning, Performance, and Monitoring Committee. October 5, 2021.
- ²³ Source: K. DiMaggio and D. Brown. An Update of the Work Implementing and Sustaining Positive Behavioral Intervention and Supports (PBIS). VBCPS School Board Planning, Performance, and Monitoring Committee. October 5, 2021.
- ²⁴ Source: <https://www.pbis.org/pbis/tier-1>
- ²⁵ Source: Guidance: Forming Your PBIS Leadership Team. Available on PBIS VBCPS Sharepoint website under Tier 1 Critical Elements 1.1 and 1.2 Teaming.
- ²⁶ Source: K. DiMaggio, personal communication, October 21, 2021.
- ²⁷ Source: <https://www.pbis.org/topics/school-wide>
- ²⁸ Source: Blank School-wide Matrix Template. Available on PBIS SharePoint under Tier 1 Critical Elements 1.3 Behavior Expectations.
- ²⁹ Source: VBCPS Bus Expectations. Available on PBIS SharePoint under Tier 1 Critical Elements 1.3 Behavior Expectations Folder.
- ³⁰ Source: Example files. Available on PBIS SharePoint under Tier 1 Critical Elements 1.4 Teaching Expectations.
- ³¹ Source: Teaching and Acknowledgement Systems Powerpoint. Provided by Dayla Brown. Available on PBIS SharePoint under Tier 1 Critical Elements 1.9 Acknowledgement.
- ³² Source: Sample Class vs. Office. Available on PBIS SharePoint under Tier 1 Critical Elements 1.5 and 1.6 Class vs. Office – Flowchart.
- ³³ Source: Sample Behavior Flow Chart. Available on PBIS SharePoint under Tier 1 Critical Elements 1.5 and 1.6 Class vs. Office – Flowchart.
- ³⁴ Source: PBIS Classroom Practices. Available on PBIS Virtual Resources Google Site. <https://sites.google.com/vbschools.com/pbis-resources/pbis-classroom-practices>
- ³⁵ Source: PBIS Classroom Practices. Available on PBIS Virtual Resources Google Site. <https://sites.google.com/vbschools.com/pbis-resources/pbis-classroom-practices>
- ³⁶ Source: K. DiMaggio and D. Brown. An Update of the Work Implementing and Sustaining Positive Behavioral Intervention and Supports (PBIS). VBCPS School Board Planning, Performance, and Monitoring Committee. October 5, 2021.
- ³⁷ Source: Tier 1 Virtual Support. Available on PBIS Virtual Resources Google Site. <https://sites.google.com/vbschools.com/pbis-resources/tier-1-virtual-support>
- ³⁸ Source: Source: K. DiMaggio and D. Brown, personal communication, October 6, 2020.
- ³⁹ Source: <https://www.pbis.org/pbis/tiered-framework>
- ⁴⁰ Source: <https://www.pbis.org/pbis/tier-1>
- ⁴¹ Source: K. DiMaggio, personal communication, October 6, 2021.
- ⁴² Source: Educational and Community Supports – Products. <https://ecs.uoregon.edu/turning-points/>
- ⁴³ Source: <https://www.pbisapps.org/products/cico-swis>
- ⁴⁴ Source: Problem-solving Worksheet. Available on PBIS SharePoint under Tier 1 Critical Elements 1.12 and 1.13 Data.
- ⁴⁵ Source: K. DiMaggio and D. Brown, personal communication, October 6, 2020.
- ⁴⁶ Source: <https://www.pbis.org/pbis/tier-1>
- ⁴⁷ Source: <https://www.pbis.org/pbis/tier-1>
- ⁴⁸ Source: PBIS One Pager. Available on PBIS SharePoint under Tier 1 Critical Elements 1.11 Stakeholder Involvement.
- ⁴⁹ Source: K. DiMaggio and D. Brown. An Update of the Work Implementing and Sustaining Positive Behavioral Intervention and Supports (PBIS). VBCPS School Board Planning, Performance, and Monitoring Committee. October 5, 2021.
- ⁵⁰ Source: K. DiMaggio and D. Brown. An Update of the Work Implementing and Sustaining Positive Behavioral Intervention and Supports (PBIS). VBCPS School Board Planning, Performance, and Monitoring Committee. October 5, 2021.

⁵¹ Source: Virtual Activities that Promote Connection and Community. Building Community in the Virtual Space. Available on PBIS Virtual Resources Google Site. <https://sites.google.com/vbschools.com/pbis-resources/building-community-in-the-virtual-space>

⁵² Data for Renaissance Academy were analyzed separately for middle school and for high school because both levels had separate TFI scores that varied. Green Run Collegiate and Green Run High School received TFI scores for the overall campus and is considered one site.

⁵³ Source: Responding to Student Needs: School Guide to the Student Response Team Process (2017 Update).

⁵⁴ Source: Social Emotional Learning in VBCPS. SEL Framework. Available on SEL in VBCPS. SEL Stockpile Google Site. <https://sites.google.com/vbschools.com/selstockpile/home?scrlybrkr=f16d9c91>

⁵⁵ Source: Barrett, S., Eber, L., McIntosh, K., Perales, K., & Romer, N. (2018). Teaching Social-Emotional Competencies within a PBIS Framework. OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports. www.pbis.org

⁵⁶ Source: Student Well-being and Social Emotional Learning. Available on PBIS Virtual Resources Google Site. <https://sites.google.com/vbschools.com/pbis-resources/student-well-being-and-social-emotional-learning>

⁵⁷ Source: PBIS Classroom Practices: A Foundation for Social Emotional Learning in the Hybrid Classroom. Available on PBIS Virtual Resources Google Site. <https://sites.google.com/vbschools.com/pbis-resources/fall-2020-pbis-webinars>

⁵⁸ Source: Culturally Responsive Practices VBCPS Infographic. Available at <https://drive.google.com/file/d/1FPJhFNL6Z0NT-UO1xhqWn-hcrAgYU-Rc/view>

⁵⁹ Source: Levenson, M., Smith, K., McIntosh, K., Rose, J., & Pinkelman, S. (2016). PBIS Cultural Responsiveness Field Guide: Resources for trainers and coaches. OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports. www.pbis.org

⁶⁰ Source: Culturally Responsive PBIS. Fall 2020 PBIS webinars. Available on PBIS Virtual Resources Google Site. <https://sites.google.com/vbschools.com/pbis-resources/fall-2020-pbis-webinars>

⁶¹ Strength of correlation coefficients was defined as follows: .1 to .3 as weak; between .3 and .7 as moderate; .7 to 1.0 as strong. According to SAGE Research Methods Datasets. (2015). Learn about Pearson's Correlation Coefficient in SPSS with Data from the Consolidated Stat Performance Report (2012-2013). Retrieved from <https://methods.sagepub.com/base/download/DatasetStudentGuide/pearson-in-edfacts-cspr-2013>.

⁶² Overall, 31,446 students in grades 4 through 12 took the VBCPS SEL survey in spring 2021.

⁶³ Source: K. DiMaggio, personal communication, October 6, 2021.

Aaron C. Spence, Ed.D., Superintendent
Virginia Beach City Public Schools
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Produced by the Office of Planning, Innovation, and Accountability
For further information, please call (757) 263-1199

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Virginia Beach City Public Schools does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation/gender identity, pregnancy, childbirth or related medical condition, disability, marital status, age, genetic information or veteran status in its programs, activities, employment, or enrollment, and provides equal access to the Boy Scouts and other designated youth groups. School Board policies and regulations (including, but not limited to, Policies 2-33, 4-4, 5-7, 5-19, 5-20, 5-44, 6-33, 6-7, 7-48, 7-49, 7-57 and Regulations 4-4.1, 4-4.2, 5-44.1, 7-11.1, 7-17.1 and 7-57.1) provide equal access to courses, programs, enrollment, counseling services, physical education and athletic, vocational education, instructional materials, extracurricular activities and employment.

Title IX Notice: Complaints or concerns regarding discrimination on the basis of sex or sexual harassment should be addressed to the Title IX Coordinator, at the VBCPS Office of Student Leadership, 641 Carriage Hill Road, Suite 200, Virginia Beach, 23452, (757) 263-2020, Mary.Dees@vbschools.com (student complaints) or the VBCPS Department of School Leadership, 2512 George Mason Drive, Municipal Center, Building 6, Virginia Beach, Virginia, 23456 (757) 263-1088, Elizabeth.Bryant@vbschools.com (employee complaints). Additional information regarding Virginia Beach City Public Schools' policies regarding discrimination on the basis of sex and sexual harassment, as well as the procedures for filing a formal complaint and related grievance processes, can be found in School Board Policy 5-44 and School Board Regulations 5-44.1 (students), School Board Policy 4-4 and School Board Regulation 4-4.3 (employees), and on the School Division's website [at Diversity, Equity and Inclusion/Title IX](#). Concerns about the application of Section 504 of the Rehabilitation Act should be addressed to the Section 504 Coordinator/Executive Director of Student Support Services at (757) 263-1980, 2512 George Mason Drive, Virginia Beach, Virginia, 23456 or the Section 504 Coordinator at the student's school. For students who are eligible or suspected of being eligible for special education or related services under IDEA, please contact the Office of Programs for Exceptional Children at (757) 263-2400, Plaza Annex/Family and Community Engagement Center, 641 Carriage Hill Road, Suite 200, Virginia Beach, VA 23452.

The School Division is committed to providing educational environments that are free of discrimination, harassment, and bullying. Students, staff, parents/guardians who have concerns about discrimination, harassment, or bullying should contact the school administration at their school. Promptly reporting concerns will allow the school to take appropriate actions to investigate and resolve issues. School Board Policy 5-7 addresses non-discrimination and anti-harassment, Policy 5-44 addresses sexual harassment and discrimination based on sex or gender. Policy 5-36 and its supporting regulations address other forms of harassment.

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November 2021



VIRGINIA BEACH CITY PUBLIC SCHOOLS CHARTING THE COURSE

PLANNING, INNOVATION, AND ACCOUNTABILITY Office of Research and Evaluation

Positive Behavioral Interventions and Supports (PBIS): Year-One Tier I Evaluation

The table below indicates the proposed recommendations resulting from the **Positive Behavioral Interventions and Supports (PBIS): Year-One Tier I Evaluation**. It is requested that the School Board review and approve the administration's recommendations as proposed.

School Board Meeting Date	Evaluation	Recommendations From the Fall 2021 Program Evaluation	Administration's Recommendations
<u>Information</u> November 23, 2021 <u>Consent</u> December 7, 2021	Positive Behavioral Interventions and Supports (PBIS): Year-One Tier I Evaluation	<ol style="list-style-type: none">1. Recommendation #1: Continue PBIS with modifications noted in recommendations 2 through 4. (<i>Responsible Group: Department of Teaching and Learning</i>)2. Recommendation #2: Continue to support high schools in implementing core Tier I PBIS practices, including providing professional learning on PBIS topics and ensuring students are taught expectations. (<i>Responsible Group: Department of Teaching and Learning</i>)3. Recommendation #3: Ensure schools are implementing PBIS practices and procedures consistently across classrooms. (<i>Responsible Group: Department of Teaching and Learning</i>)4. Recommendation #4: Provide protocols for and encourage time allocation for staff to review schoolwide data to inform decision making at the secondary levels. (<i>Responsible Group: Department of Teaching and Learning</i>)	The administration concurs with the recommendations from the program evaluation.



Subject: Student Academic Performance Review **Item Number:** 12D

Section: Information **Date:** November 23, 2021

Senior Staff: Kipp D. Rogers, Ph.D. Chief Academic Officer

Prepared by: Kipp D. Rogers, Ph.D. Chief Academic Officer

Presenter(s): Kipp D. Rogers, Ph.D. Chief Academic Officer

Lorena Kelly, Ph.D.; Elementary Executive Director of Teaching and Learning

Angela Seiders, Secondary Executive Director of Teaching and Learning

Joel Guldenschuh, Principal Virtual Learning Center

Recommendation:

That the school board receive an update on the academic performance of students in elementary, middle school, and high school for the first quarter of the 2021-22 school year.

Background Summary:

The most important goal for Virginia Beach City Public Schools (VBCPS) as we began the 2021-22 school year was to welcome our students and foster a positive learning environment. Teachers focused on creating a classroom community during the first few weeks of school and resources were provided in the curriculum to support teachers with establishing a community of learners and addressing unfinished learning as a result of the pandemic.

In order to effectively address unfinished learning, VBCPS took a streamlined approach to assessments and created a comprehensive assessment plan. Assessments being used this school year are shorter and more formative in nature so that unfinished learning can be identified and addressed quickly by teachers and administrators. Training and support are being provided to teachers by coaches and division staff to better prepare them to identify where gaps in essential learning exists, and what additional scaffolding and support is required. Curriculum has been adjusted to promote strong, Tier 1 instruction with embedded, spiraled, formative assessments to enable teachers to respond to student needs in real-time, and in the context of grade level standards, rather than defaulting to wholesale remediation.

Source:

N/A

Budget Impact:

N/A



Subject: Textbook Adoption: AP Chemistry Item Number: 12E-1

Section: Information Date: November 23, 2021

Senior Staff: Kipp D. Rogers, Ph.D., Chief Academic Officer, Department of Teaching and Learning

Prepared by: Angela Seiders, Executive Director of Secondary Teaching and Learning

Keith Goodman, Secondary Science Coordinator

Presenter(s): Angela Seiders, Executive Director of Secondary Teaching and Learning

Recommendation:

That the School Board review and approve the following high school textbook as recommended by the Secondary Science Textbook Adoption Committee for implementation in the fall of 2022.

Course Title	Textbook	Publisher	Copyright
AP Chemistry	<i>Chemistry 2e</i>	OpenStax – Feb 14, 2019	Licensed under Creative Commons Attribution License 4.0 Updated July 26, 2021

Background Summary:

The secondary science coordinator reviewed the recommended textbook list from College Board's AP Chemistry course. A meeting with the Director of K-12 and Gifted Programs resulted in the recommendation to explore any Open Educational resource (OER) books first before moving forward with a request for proposal. An application was sent to all AP Chemistry teachers to join a committee to initially review the OER textbook and materials from OpenStax and provide feedback. The committee evaluated the textbook based on its alignment to the AP College Board guidelines and course objectives, its ability to integrate into our Learning Management System, and the flexibility and adaptability in resources it provides for students and teachers. The team indicated that books would be a valuable resource to support instruction in the AP Chemistry courses. The textbook was available electronically through our website for public comment and review. This book has been reviewed by teachers, parents, students, and higher education representatives. After reviewing the textbook, the Secondary Science Textbook Adoption Committee recommends the above textbook for implementation in the fall of 2022.

The proposed textbook will replace the current textbook as follows:

Course Title	Textbook	Copyright	Years in use (including this year)
AP Chemistry	<i>Chemistry, Ninth Edition</i>	2014	6

Source:

Code of Va., § 22.1-238-22.1-239, § 22.1-251-22.1-252
School Board of the City of Virginia Beach Policy 6-60

Budget Impact:

Total initial implementation costs:

Course Title	Recommendation Totals
AP Chemistry	\$0.00

**AP Chemistry
Textbook Adoption
Implementation for Fall 2022**

Course(s)	Recommendations	Student Enrollment	Initial Implementation Cost	Five Year Additional Costs (5%)	Total Implementation Cost
AP Chemistry	<i>Chemistry 2e</i>	305	\$0	\$0	\$0

TEXTBOOK ADOPTION RECOMMENDATION

AP CHEMISTRY

November 23, 2021

*Department of Teaching and Learning
Office of Secondary Science*

SECONDARY SCIENCE TEXTBOOK ADOPTION TIMELINE

December 2020	Email calling for Secondary Science teachers to serve on the Textbook Adoption Committee by completing an application process.
January 2021	Committee Members Selected
March 2021	Teachers had time to review and evaluate the book, and provide feedback. The book was determined to be a valuable resource and a decision was made to move forward with the OpenStax book.
June 2021	Teachers and central support staff determined more time was needed to make a decision about ancillary materials and the current resources would be used.
September 2021	The recommended textbook and evaluation form were made available electronically through the Call to Action Page on the VBSchools website to allow for public comments.
October 2021	The Secondary Science Coordinator used the recommendations from the committee to prepare the report for the School Board.

**AP Chemistry
TEXTBOOK ADOPTION COMMITTEE**

City-wide Representatives:

Keith Goodman, Secondary Science Coordinator

Amanda Malbon, Assistant Principal (Former Secondary Science Coordinator)

Instructor Representative:

Donna English, First Colonial High School

Kathryn Matney, Tallwood High School

Laura Moffett, Kellam High School

Student Representative:

Student from Landstown High School

Student from Princess Anne High School

Parent Representative:

Parent from Landstown High School

Parent from Princess Anne High School

Higher Education Representative:

John Cooper, Ph.D., Old Dominion University

**SECONDARY SCIENCE TEXTBOOK ADOPTION COMMITTEE
RECOMMENDATION**

The Secondary Science Textbook Adoption Committee recommends the following textbook as its first choice for adoption by Virginia Beach City Public Schools:

Chemistry 2e

The recommended textbook displays the following strengths:

- Clear step by step solutions and practice problems
- Additional practice problems at the end of the ebook
- Logical progression of topics
- Concepts are explained in a clear and concise manner
- Real-world applications and connections are embedded within the text
- Ability to customize the text

**FIRST-CHOICE RECOMMENDATION
IMPLEMENTATION COSTS FOR
CHEMISTRY 2E**

Textbook	Allocation	Cost	Number Needed	Initial Implementation	Five-Year Projected Costs (5%)	Total Implementation
<i>Chemistry 2e</i>	All high school students taking the course	\$0.00	305	\$0.00	\$0.00	\$0.00
Total Implementation Cost				\$0.00	\$0.00	\$0.00

SECONDARY SCIENCE TEXTBOOK ADOPTION COMMITTEES

SECOND RECOMMENDATION

The Secondary Science Textbook Adoption Committee was unable to recommend a second choice for adoption by Virginia Beach City Public Schools. The committee determined the OER textbook was a satisfactory resource and the RFP did not need to be issued. In addition, by selecting the Open Education Resource, there is no cost associated with choosing this resource.



Subject: Textbook Adoption: AP Environmental Science Item Number: 12E-2

Section: Information Date: November 23, 2021

Senior Staff: Kipp D. Rogers, Ph.D., Chief Academic Officer, Department of Teaching and Learning

Prepared by: Angela Seiders, Executive Director of Secondary Teaching and Learning

Keith Goodman, Secondary Science Coordinator

Presenter(s): Angela Seiders, Executive Director of Secondary Teaching and Learning

Recommendation:

That the School Board review and approve the following high school textbook as recommended by the Secondary Science Textbook Adoption Committee for implementation in the fall of 2022.

Course Title	Textbook	Publisher	Copyright
AP Environmental Science	<i>Environment: The Science Behind the Stories, AP Edition; 7th Edition</i>	Pearson Education, Inc. (Savvas Learning Company)	2021

Background Summary:

The members of the Secondary Science Textbook Adoption Committee reviewed textbooks and materials sent by publishers. The committee evaluated the textbooks based on its alignment to College Board's AP Environmental Science instructional objectives, its ability to integrate seamlessly into our Learning Management System, and the digital resources it provides for students and teachers. The textbooks were reviewed by teachers, parents, student representatives, and a university representative. The textbooks were available electronically through our website for public comment and review. After reviewing the textbooks, the Secondary Science Textbook Adoption Committee recommends the above textbook as its first-choice recommendation for implementation in the fall of 2022.

A negotiation team including the Director of K-12 and Gifted Programs, the Coordinator for Secondary Science, and contract specialists from Purchasing Services communicated with the appropriate personnel from the publishing companies to discuss a preliminary contract for the full adoption cycle pending approval by the School Board.

The proposed textbook will replace the current textbook as follows:

Course Title	Textbook	Copyright	Years in use (including this year)
AP Environmental Science	<i>Living in the Environment: AP Edition, 18th Edition</i>	2015	6

Source:

Code of Va., § 22.1-238-22.1-239, § 22.1-251-22.1-252
School Board of the City of Virginia Beach Policy 6-60

Budget Impact:

Total initial implementation costs:

Course Title	First-choice Recommendation Totals	Second-choice Recommendation Totals
AP Environmental Science	\$141,505.20	\$173,548.80

**AP Environmental Science
Textbook Adoption
Implementation for Fall 2022**

Course(s)	Recommendations	Student Enrollment	Initial Implementation Cost	Five Year Additional Costs (3%)	Total Implementation Cost
AP Environmental Science	First Choice: <i>Environment: The Science Behind the Stories, AP Edition; 7th Edition</i>	900	\$123,048.00	\$18,457.20	\$141,505.20
	Second Choice: <i>Environmental Science for the AP Course, 3rd Edition</i>	900	\$150,912.00	\$22,636.80	\$173,548.80

TEXTBOOK ADOPTION RECOMMENDATION

AP ENVIRONMENTAL SCIENCE

November 23, 2021

*Department of Teaching and Learning
Office of Secondary Science*

SECONDARY SCIENCE TEXTBOOK ADOPTION TIMELINE

December 2020	Search conducted for any OER textbooks that may be a viable option
March 2021	Request for Proposal initiated
April 2021	Memo calling for Secondary Science teachers to serve on the Textbook Adoption Committee by completing an application process
May 2021	Committee Members Selected Teachers were given textbooks and associated materials including online access to review and evaluate the textbooks.
June 2021	The Textbook Adoption Committee met to view publisher presentations and to discuss the textbook. Prior to the meeting, each committee member completed an evaluation form for each textbook. The team discussed their individual evaluations, built consensus, and determined which textbooks were their first and second recommendation.
July 2021	Negotiations were conducted with appropriate representatives of the publishers, the director of K-12 and Gifted Programs, a contract specialist from Purchasing Services and the Secondary Science coordinator.
September 2021	The recommended textbook and evaluation form were made available electronically through the Call to Action Page on the VBSchools website to allow for public comments.
October 2021	The Secondary Science Coordinator used the recommendations from the committee to prepare the report for the School Board.

**AP Environmental Science
TEXTBOOK ADOPTION COMMITTEE**

City-wide Representatives

Keith Goodman, Secondary Science Coordinator

Amanda Malbon, Assistant Principal (Former Secondary Science Coordinator)

Instructor Representatives

Catherine Christiansen, Tallwood High School

April Clark, Bayside High School

Kasi Daniel, Landstown High School

Student Representative

Student from Bayside High School

Student from First Colonial High School

Student from Landstown high School

Student from Princess Anne High School

Parent Representative:

Parent from Landstown High School

Parent from Ocean Lakes High School

Higher Education Representative:

Elizabeth Malcolm, Ph.D., Virginia Wesleyan University

SECONDARY SCIENCE TEXTBOOK ADOPTION COMMITTEE RECOMMENDATION

The Secondary Science Textbook Adoption Committee recommends the following textbook as its first choice for adoption by Virginia Beach City Public Schools:

Environment: The Science Behind the Stories, AP Edition; 7th Edition

The recommended textbook displays the following strengths:

- Instructor resources and online resources are robust.
- Appealing infographics, current events, and case studies are included.
- The text language is student friendly and appropriate for grade level.
- Learning targets are summarized at the end of sections.

FIRST-CHOICE RECOMMENDATION IMPLEMENTATION COSTS FOR ***Environment: The Science Behind the Stories, AP Edition; 7th Edition***

Textbook	Allocation	Cost	Number Needed	Initial Implementation	Five-Year Projected Costs (3%)	Total Implementation
Hard Copy + Digital Student Edition	Class Sets	\$152.47	450	\$68,611.50	\$10,291.72	\$78,903.22
Digital Only Student Edition	All high school students taking the course	\$120.97	450	\$54,436.50	\$8,165.48	\$62,601.98
Total Implementation Cost				\$123,048.00	\$18,457.20	\$141,505.20

SECONDARY SCIENCE TEXTBOOK ADOPTION COMMITTEES

SECOND RECOMMENDATION

The Secondary Science Textbook Adoption Committee recommends the following textbook as its second choice for adoption by Virginia Beach City Public Schools:

Environmental Science for the AP Course, 3rd Edition

The recommended textbook displays the following strengths:

- Science practices are included in every chapter
- Strong alignment to College Board's Course and Exam Description (CED)
- Incorporates lots of practice with quantitative problems

The recommended textbook displays the following limitations:

- Text presents readability difficulties
- Content is often oversimplified
- Some data provided within the text is outdated

SECOND-CHOICE RECOMMENDATION

IMPLEMENTATION COSTS FOR

Environmental Science for the AP Course, 3rd Edition

Textbook	Allocation	Cost	Number Needed	Initial Implementation	Five-Year Projected Costs (3%)	Total Implementation
Hard Copy + Digital Student Edition	Class Sets	\$176.24	450	\$79,308.00	\$11,896.20	\$91,204.20
Digital Only Student Edition	All high school students taking the course	\$159.12	450	\$71,604.00	\$10,740.60	\$82,344.60
Total Implementation Cost				\$150,912.00	\$22,636.80	\$173,548.80



Subject: Textbook Adoption: AP Physics C Item Number: 12E-3

Section: Information Date: November 23, 2021

Senior Staff: Kipp D. Rogers, Ph.D., Chief Academic Officer, Department of Teaching and Learning

Prepared by: Angela Seiders, Executive Director of Secondary Teaching and Learning

Keith Goodman, Secondary Science Coordinator

Presenter(s): Angela Seiders, Executive Director of Secondary Teaching and Learning

Recommendation:

That the School Board review and approve the following high school textbook as recommended by the Secondary Science Textbook Adoption Committee for implementation in the fall of 2022.

Course Title	Textbook	Publisher	Copyright
AP Physics C: Mechanics	<i>University Physics Volume 1</i>	OpenStax – Sep 19, 2016	Licensed under Creative Commons Attribution License 4.0 Updated July 21, 2021

Background Summary:

The secondary science coordinator reviewed the recommended textbook list from College Board's AP Physics C: Mechanics course. A meeting with the Director of K-12 and Gifted Programs resulted in the recommendation to explore any Open Educational Resource (OER) books first before moving forward with a request for proposal. An application was open to all AP Physics C teachers to join a committee to initially review the OER textbook and materials from OpenStax and provide feedback. The committee evaluated the textbook based on its alignment to the AP College Board guidelines and course objectives, its ability to integrate into our Learning Management System, and the flexibility and adaptability in resources it provides for students and teachers. The team indicated that books would be a valuable resource to support instruction in the AP Physics courses. The textbook was available electronically through our website for public comment and review. This book has been reviewed by teachers, parents, students, and higher education representatives. After reviewing the textbook, the Secondary Science Textbook Adoption Committee recommends the above textbook for implementation in the fall of 2022.

The proposed textbook will replace the current textbook as follows:

Course Title	Textbook	Copyright	Years in use (including this year)
AP Physics C: Mechanics	<i>Physics for Scientists and Engineers with Modern Physics, Ninth Edition</i>	2014	6

Source:

Code of Va., § 22.1-238-22.1-239, § 22.1-251-22.1-252
School Board of the City of Virginia Beach Policy 6-60

Budget Impact:

Total initial implementation costs:

Course Title	Recommendation Totals
AP Physics C: Mechanics	\$0.00

**AP Physics C
Textbook Adoption
Implementation for Fall 2022**

Course(s)	Recommendations	Student Enrollment	Initial Implementation Cost	Five Year Additional Costs (3%)	Total Implementation Cost
AP Physics C: Mechanics	<i>University Physics Volume 1</i>	60	\$0	\$0	\$0

TEXTBOOK ADOPTION RECOMMENDATION

AP PHYSICS C

November 23, 2021

*Department of Teaching and Learning
Office of Secondary Science*

SECONDARY SCIENCE TEXTBOOK ADOPTION TIMELINE

December 2020	Email calling for Secondary Science teachers to serve on the Textbook Adoption Committee by completing an application process.
January 2021	Committee Members Selected
March 2021	Teachers had time to review and evaluate the book, and provide feedback. The book was determined to be a valuable resource and a decision was made to move forward with the OpenStax book.
June 2021	Teachers and central support staff determined more time was needed to make a decision about ancillary materials and the current resources would be used.
September 2021	The recommended textbook and evaluation form were made available electronically through the Call to Action Page on the VBSchools website to allow for public comments.
October 2021	The Secondary Science Coordinator used the recommendations from the committee to prepare the report for the School Board.

**AP Physics C
TEXTBOOK ADOPTION COMMITTEE**

City-wide Representatives:

Keith Goodman, Secondary Science Coordinator

Amanda Malbon, Assistant Principal (Former Secondary Science Coordinator)

Instructor Representative:

William Isel, Ocean Lakes High School

Amee Johnson, Landstown High School

Michael Keith Leonard, Landstown High School

Student Representative:

Student from Landstown High School

Student from Ocean Lakes High School

Parent Representative:

Parent from Landstown High School

Parent from Ocean Lakes High School

Higher Education Representative:

Yuan Zhang, Ph.D., Old Dominion University

SECONDARY SCIENCE TEXTBOOK ADOPTION COMMITTEE RECOMMENDATION

The Secondary Science Textbook Adoption Committee recommends the following textbook as its first choice for adoption by Virginia Beach City Public Schools:

University Physics Volume 1

The recommended textbook displays the following strengths:

- Hyperlinks to web-based activities are included for interactivity
- Explanations for chapter review concept questions are in the Appendix
- Logical progression of topics
- Concepts are explained in a clear and concise manner
- Large number of real-world applications are presented
- Ability to customize the text

FIRST-CHOICE RECOMMENDATION IMPLEMENTATION COSTS FOR University Physics Volume 1

Textbook	Allocation	Cost	Number Needed	Initial Implementation	Five-Year Projected Costs (3%)	Total Implementation
<i>University Physics Volume 1</i>	All high school students taking the course	\$0.00	305	\$0.00	\$0.00	\$0.00
Total Implementation Cost				\$0.00	\$0.00	\$0.00

SECONDARY SCIENCE TEXTBOOK ADOPTION COMMITTEES
SECOND RECOMMENDATION

The Secondary Science Textbook Adoption Committee was unable to recommend a second choice for adoption by Virginia Beach City Public Schools. The committee determined the OER textbook was a satisfactory resource and the RFP did not need to be issued. In addition, by selecting the Open Education Resource, there is no cost associated with choosing this resource.



Subject: Policy Review Committee Recommendations **Item Number:** 12F 1-7

Section: Information **Date:** November 23, 2021

Senior Staff: Donald E Robertson, Ph.D. , Chief of Staff

Prepared by: Kamala Lannetti, Deputy City Attorney; John Sutton, III, Coordinator, Policy and Intergovernmental Affairs

Presenter(s): School Board Legal Counsel, Kamala Lannetti, Deputy City Attorney

Recommendation:

That the School Board approve Policy Review Committee (PRC) recommendations regarding review, amendment, and repeal of certain bylaws and policies as reviewed by the PRC at its November 10, 2021 meeting.

Background Summary

1. *Policy 6-3 Accreditation-* the PRC recommends minor changes to reflect the current mission statement as well as scrivener's changes.
2. *Policy 6- 6 Kindergarten Program-* the PRC recommends scrivener's changes.
3. *Policy 6-7 Access to Programs-* the PRC recommends amendments to clarify language and updates to the legal references.
4. *Policy 6-8 Controversial Issues-* the PRC recommends minor scrivener's changes.
5. *Policy 6-9 Religion in the Curriculum-* the PRC recommends minor scrivener's changes and updates to the legal references.
6. *Policy 4-75 Conditions of Employment-* the PRC recommends amendments to reflect changes to the law effective July 1, 2021 as well as scrivener's changes.
7. *Policy 3-63 Safety: Weapons on School Property or at school sponsored events-* the PRC recommends declaring all School Board owned or leased buildings or properties gun free school zones as authorized by new legislation effective July 1, 2021.

Source:

Code of Virginia, 1950, as amended, § 22.1-253.12:7 School Board Policies.
Policy Review Committee Meeting of November 10, 2021

INSTRUCTION

Accreditation

The ~~s~~Standards for ~~a~~Accreditation of ~~p~~Public ~~s~~Schools in Virginia are designed to ensure that an effective educational program is established and maintained in Virginia's public schools. The mission of the public educational system, first and foremost, is to educate students in the essential academic knowledge and skills in order that they may be equipped to be college, career, and citizen ready. ~~for citizenship, work, and a private life that is informed and free.~~

In accordance with the legal reference to this ~~p~~Policy, the ~~S~~School ~~A~~Administration shall maintain public elementary and secondary schools which meet accrediting standards adopted by the Virginia Board of Education. The ~~Virginia Beach~~ School Board endeavors to provide an essential foundation of educational programs of high quality in all schools for all students, to encourage continuous appraisal and improvement of the school program for the purpose of raising student achievement, to foster public confidence, to assure recognition of Virginia's public schools by other institutions of learning and to establish a means of determining the effectiveness of schools.

The accreditation status of each school in the ~~School D~~ivision shall be presented to the School Board annually in public session by the ~~School~~ Administration.

Legal Reference:

Code of Virginia, § 22.1-253.13:3, as amended, Standard 3. Accreditation, other standards, assessments and releases from state regulationsevaluation.

Virginia Board of Education Regulations, Establishing Standards for Accrediting Public Schools in Virginia, 8 VAC 20-131-10 et seq. (September 1997)

Adopted by School Board: July 13, 1993 (Effective August 14, 1993)

Amended by School Board: August 4, 1998

Amended by School Board: June 6, 2006

Amended by School Board: 2021

INSTRUCTION

Kindergarten Program

The ~~S~~school ~~D~~ivision's kindergarten program shall be consistent with law and guidelines established by the Virginia Board of Education. Purposes and objectives of kindergarten shall reflect the developmental needs of students. Class size, evaluation, organization, scheduling, and staffing shall be in compliance with state regulations.

Editor's Note

The School Division's kindergarten program was approved by the Virginia Department of Education in 1972.

Legal Reference:

Code of Virginia, § 22.1-199, as amended, Kindergarten programs suitable for certain children.

Adopted by School Board: July 13, 1993 (Effective August 14, 1993)

Amended by School Board: June 6, 2006

Amended by School Board: 2021

INSTRUCTION

Access to Programs

Access to and participation in course offerings, extracurricular activities, school organizations and competitive athletics shall be open to all students required by applicable law and
~~rRegulations mandated in federal legislation as cited in the legal reference to this policy.~~

The ~~S~~superintendent shall develop internal procedures for ensuring compliance with these legal
~~references~~regulations.

Legal Reference:

Americans with Disabilities Act of 1990, 42 U.S.C. §12101, et seq., as amended.

Title IX of the Education Amendments of 1972. 20 U.S.C. §1681, et seq., as
~~amended(Regulation 86.6 . . .) Adoption of grievance procedures (b) Complaint procedure of~~
~~recipient.~~

Section 504 of the Rehabilitative Acts of 1973,- 34 C.F.R. Sections 104.7 (a) and (b), as
amended.

Adopted by School Board: July 13, 1993 (Effective August 14, 1993)
Amended by the School Board: 2021

INSTRUCTION

Controversial Issues

A. Generally

Students, under the guidance of a teacher, are encouraged to explore, to present and to discuss divergent points of view in the quest for knowledge and truth. However, the discussion of a controversial issue must be tempered by a consideration of the age and maturity of the students.

B. Definition

A controversial issue may be included in one of the following examples: (1) any problem that society is in the process of debating; (2) any problem for which more than one solution is being supported; or (3) any issue that may arouse strong emotions. These issues may be a part of the instructional program only when they are germane to the subject being taught and only after consideration has been given to the age and maturity of the students. No individual may impose personal views on the students, and a balance must be maintained through the presentation of all sides of an issue.

C. Rights of Students

Students shall have the right:

1. To study at the level appropriate to the student's age those controversial issues germane to course objectives. These issues include, but are not limited to, those that have political, economic, social, scientific, or moral significance.
2. To have free access to major ideas and information related to the topic.
3. To study under qualified instructors in an atmosphere free from bias, prejudice and intimidation and to form and express opinions on controversial issues without jeopardizing their relationship with the teacher or the school. This provision does not imply license to infringe on the rights of others.

D. Responsibility of the Teacher

In discussing controversial issues, the teacher shall keep in mind that the classroom is a forum and not a committee for producing resolutions or dogmatic pronouncements. The class should feel no responsibility for reaching an agreement. The teacher has the responsibility to bring out the major facts concerning controversial questions.

The approach of the teacher to controversial issues must be impartial and objective and must include balanced assignments of materials. Before introducing materials to the class, the teacher must discuss with the principal those materials that the teacher believes might contain potentially objectionable language, concepts or graphics. The principal will rule on the appropriateness of these materials and concepts.

Editor's Note

For challenged controversial materials, see School Board Policy 7-12 and any implementing regulations.

Related Links

School Board **Policy 7-12**

School Board **Regulation 7-12.1**

Adopted by School Board: July 13, 1993 (Effective August 14, 1993)

Amended by School Board: 2021

INSTRUCTION

Religion in the Curriculum

A. Generally

This ~~P~~policy recognizes the pluralism of religious beliefs of citizens and the significance of religion in Virginia's history. It assumes the freedom of the individual to exercise this freedom, and not to be coerced by the state into believing any set of religious doctrine or coerced into abandoning any set of religious beliefs.

B. Objective Teaching About Religion

Teaching about religion, not instruction in religion, may take place as a separate course, in an appropriate part of another course, or in an enrichment program. Teachers should be adequately prepared to teach about religion. Separate courses about religion are deemed appropriate as electives in the secondary curriculum. Any new course offering must be approved by the School Board.

Legal References:

~~Code of Va., § 22.1-202, as amended, Instruction in history and principles of flags of United States and Virginia; Pledge of allegiance to American flag; guidelines developed by the Board.~~

~~Code of Virginia, § 22.1-202.1, as amended, Comparative religion as elective course.~~

~~Code of Virginia, § 22.1-203, as amended, Daily observance of one minute of silence.~~

~~Code of Virginia, § 22.1-203.1, as amended, Student initiated prayer.~~

~~Code of Virginia, § 22.1-203.2, as amended, Guidelines for constitutional compliance for student prayer.~~

~~Code of Virginia § 22.1-203.4 Public high schools: Virginia voter registration.
Guidelines Concerning Religious Activity in the Public Schools, June 1995, Virginia Department of Education~~

Adopted by School Board: August 21, 1984

Amended by School Board: August 21, 1990

Amended by School Board: July 16, 1991

Amended by School Board: July 13, 1993 (Effective August 14, 1993)

Amended by School Board: June 6, 2006

Amended by School Board: 2021

PERSONNEL

Conditions of Employment

A. General qualifications

All applicants and employees must meet or exceed the necessary knowledge, skills, essential functions, and abilities to perform the functions of the his/her job sought or hired for as outlined in the position's job description. All positions require the basic ability to read/understand/speak English.

Employees are subject to all conditions of the employment contract, notification or agreement including any special covenants or other conditions imposed by the School Board or state or federal agencies.

B. Licensed Employees

All applicants or employees are responsible for providing evidence of required licensure, certification, or other qualifications for their positions. Employees shall be required to provide proof of baccalaureate degree, major, concentration, or graduate degrees, and field of discipline. Educational transcripts are required as evidence of eligibility for Virginia Licensure.

Failure to maintain required licensure, certification, or other qualifications will constitute a breach of any employment contract or agreement with the School Board that adversely affects the business and operations of the School Division. An applicant may be subject to withdrawal of an employment offer or an employee may be disciplined up to and including termination for failing to maintain licensure, certification, or other qualifications.

1. Instructional personnel whose positions require licenses issued by the Virginia Department of Education will be issued annual probationary contracts until they have met the criteria for a continuing contract. Licensed instructional personnel who have met the criteria for a continuing contract with the School Board will receive a continuing contract their first year of eligibility and will receive employment notification/assignment forms each following school year unless their continuing contracts are otherwise terminated.
2. Assistant Principals, Principals, and Supervisors/Coordinators who require licenses in accordance with Virginia Department of Education Regulations will receive annual probationary contracts until they meet the criteria for a continuing contract in their positions.

3. The School Board may enter into written employment agreements/contracts with other individuals when the School Board determines that such an arrangement is beneficial to the School Division.

C. Non-licensed Employees

All non-licensed employees will be given an employment notification upon hire and will receive annual employment notifications thereafter. Non-licensed employees with employment agreements or annual assignments do not have a guarantee of employment and remain at-will employees.

D. Substitute Employees

The Superintendent or designee is authorized to employ substitutes for certain certified and classified personnel at an hourly rate established by the School Board as published in the Annual Compensation Plan. Persons employed as substitute teachers must have a minimum of thirty (30) credit hours of college study. In an emergency, the Superintendent or designee may approve the employment of substitute teachers who do not meet this requirement, but who are otherwise competent to perform the needed service, at least twenty-one (21) years of age, and hold a high school diploma or a general education development (GED) certificate.

Qualifications for other categories of substitute employees will be determined by the Superintendent or designee and will be in accordance with applicable law, regulation, and Virginia Board of Education regulations as applicable.

Substitute employees shall be employed and paid on an hourly basis and for a minimum of two (2) hours. They shall not be given a contract. Substitute employees shall receive no leave benefits (e.g., sick leave, annual leave, and personal reasons leave) or other employee benefits except for the Employee Assistance Program, Tax-Sheltered Accounts 403(b), the Deferred Compensation 457 plan and health coverage if deemed eligible as defined by the Employer Mandate of the Patient Protection and Affordable Care Act.

E. Coaching or Extracurricular Sponsorship Contracts

Coaching contracts or extracurricular activity sponsorship contracts shall be separate and apart from annual or continuing contracts or employment agreements. Termination of the coaching contract or extracurricular activity sponsorship contract may occur at any time. Such termination shall not constitute cause for the termination of the annual or continuing contract or employment agreement.

F. Conditions of Work

The Superintendent, or a designee, shall establish work schedules, provisions for absences and other conditions of work in keeping with School Board policy, regulation and guidance.

G. Background Check Required

The Superintendent or designee shall require that all employees, whether full-time or part-time, permanent or temporary, submit to fingerprinting and provide personal descriptive information to obtain criminal history record information for the purpose of screening individuals who accept employment within the School Division.

The Superintendent or designee shall forward the personal descriptive information through the Central Criminal Records Exchange to the Federal Bureau of Investigation for the purpose of obtaining criminal history record information regarding such employee.

The Superintendent or designee shall require that any applicant who is offered or accepts employment requiring direct contact with students provide written consent and the necessary personal information to obtain a search of the registry of founded complaints of child abuse and neglect maintained by the Virginia Department of Social Services. The Superintendent or designee shall thereafter request a search of the records of the Virginia Department of Social Services to be conducted for each such applicant.

The Superintendent or designee shall ensure compliance with Code of Virginia § 19.2-392.02, as amended. The School Division will also require that each employee, whether full-time or part-time, permanent or temporary, certify that the employee or she has not been: 1) convicted of any violent -felony set forth in the definition of a barrier crime in subsection A of Code of Virginia §19.2-392.02, as amended, any crime of moral turpitude, or any offense involving the sexual molestation, physical or sexual abuse or rape of a child; and 2) has not been the subject of a founded case of child abuse and neglect. The School Division may employ any individual who has been convicted of any felony or crime of moral turpitude that is not set forth in the definition of barrier crime in Code of Virginia §19.2-392.02, as amended and does not involve the sexual molestation, physical or sexual abuse, or rape of a child, provided that in the case of a felony conviction, the Governor has restored the individual's civil rights.

Substitute employees may be permitted to work pending the results of the Federal Bureau of Investigation background investigation and Virginia Department of Social Services search of the registry of founded complaints if the following conditions are met:

1. The School Division has successfully completed a state and local police background check for the individual; and

2. The School Division has successfully completed a check of the sex offender website and the sex offender and crimes against minors registry for the individual; and
3. The School Division requires the individual to serve in the presence of an employee who has successfully completed the Federal Bureau of Investigation background investigation and the Department of Social Services search of the registry of founded complaints.

H. Health Requirements

All persons selected for employment shall submit a certificate signed by a licensed physician stating they are~~he/she is~~ free of communicable tuberculosis.

I. Probationary Periods

1. Instructional: Although contracts for probationary instructional personnel are issued for one (1) year only, the first three (3) years of a person's employment shall be considered a probationary period for new personnel. In calculating a probationary year of service, the first year is defined as 160 or more actual days worked. The remaining probationary years of service shall be defined as 180 or more actual days worked during one school year.~~The School Board authorizes the Superintendent or designee to extend a probationary period up to five (5) years total for an individual employee.~~
 - a. All probationary employees, except those with prior successful teaching experience, shall be provided with a mentor teacher during their first year. Further, probationary employees will be given extra supervision and assistance in adjusting to their new positions, and particular attention will be given to a continuing evaluation of their efficiency.
 - b. Probationary teachers shall annually be evaluated using the procedures developed by the School Board. The Superintendent shall consider each annual evaluation of a probationary employee in the nonrenewal process. If a teacher's annual performance evaluation during the probationary period is unsatisfactory, the School Board shall not reemploy such teacher.
 - c. Teachers who have attained continuing status in another public school division in Virginia shall serve a probationary period of no less than one (1) year and not to exceed two (2) years in the School Division before attaining continuing contract status. Such probationary period shall be a part of the initial contract.

2. Non-instructional: All employees, other than those subject to §§ 22.1-303 and 22.1-294 of the Code of Virginia, as amended shall serve an twelve~~eighteen~~-month probationary period. ~~The probationary period can be extended up to six (6) additional months under certain circumstances (see Policy 4-1).~~ The total probationary period shall not exceed 18 months.

Legal Reference

~~Code of Virginia § 19.2-389, as amended. Dissemination of criminal history record information.~~

~~Code of Virginia § 22.1-296.2, as amended. Fingerprinting required.~~

Immigration Reform and Control Act of 1986.

Code of Virginia § 22.1-296.1, as amended. Data on convictions for certain crimes and child abuse and neglect required; penalty.

Code of Virginia § 22.1-296.2, as amended. Fingerprinting required; reciprocity permitted.
~~Code of Virginia § 22.1-296.1, as amended. Data on convictions for child abuse or molestation required.~~

Code of Virginia § 22.1-296.4, as amended. Child abuse and neglect data required.

~~Code of Virginia § 19.2-389, as amended. Dissemination of criminal history record information.~~

Code of Virginia § 19.2-390.1, as amended. Sex ~~o~~Offender and ~~C~~erimes ~~A~~gainst ~~M~~inors ~~R~~egistry; maintenance; access.

~~Code of Virginia § 19.2-390.2, as amended. Automatic notification of registration to certain entities.~~

Code of Virginia § 19.2-392.02, as amended. National criminal background checks by businesses and organizations regarding employees or volunteers providing care to children and the elderly.

~~State of Virginia~~ State Police Sex Offender and Crimes Against Minors Registry.

Related Links

School Board [Policy 4-1](#)

School Board [Policy 4-5](#)

School Board [Policy 4-12](#)

School Board [Policy 4-56](#)

[School Board Regulation 4-57.1](#)

[State of Virginia Sex Offender Registry](#)

Adopted by School Board: July 13, 1993 (Effective August 14, 1993)

Amended by School Board: March 21, 2000

Amended by School Board: December 4, 2017

Amended by School Board: February 25, 2020

Amended by School Board: 2021

BUSINESS AND NONINSTRUCTIONAL OPERATIONS

Safety: Weapons on School Property or at school sponsored events

The laws regarding the possession and/or use of weapons on school grounds and areas adjacent thereto are clear and penalties are provided for violators of these laws. All members of the community are subject to these laws and have the responsibility as citizens to uphold them.

The School Board designates any building or property that the School Board owns or leases where employees are regularly present for the purpose of performing their duties, outside of school zones, as gun-free zones.

The ~~School B~~oard will not condone any violation of the law and will fully support any citizen, who, in good faith acts to report, or cause any investigation to be made, into the activities of employees, students or other persons as they relate to the legal references of this policy.

Legal Reference

Code of Virginia, § 18.2-279, as amended. Discharging firearms or missiles within or at building or dwelling house; penalty.

Code of Virginia, § 18.2-280, as amended. Willfully discharging firearms in public places.

Code of Virginia, § 18.2-282, as amended. Pointing, holding, or brandishing firearm, air or gas operated weapon or object similar in appearance; penalty.

Code of Virginia § 18.2-282.1, as amended. Brandishing a machete or other bladed weapon with intent to intimidate; penalty.

Code of Virginia, § 18.2-287.4, as amended. Carrying loaded firearms in public areas prohibited; penalty.

Code of Virginia, § 18.2-308.1. Possession of firearm, stun weapon, or other weapon on school property prohibited.

Code of Virginia § 22.1-131.1, as amended. Certain school board property; establishment of gun-free zone permitted.

Gun-Free School Zones Act of 1990, 18 U.S.C. §922(q), as amended.

Adopted by School Board: February 16, 1993

| Amended by School Board: 2021



Subject: Textbook Adoption: Practical Nursing – Anatomy and Physiology Item Number: 14A

Section: Consent Date: November 23, 2021

Senior Staff: Kipp D. Rogers, Ph.D., Chief Academic Officer, Department of Teaching and Learning

Prepared by: Angela L. Seiders, Executive Director of Secondary Teaching and Learning

Sara L. Lockett, Ed.D., Director of Technical and Career Education

Kathleen M. Vuono, Family and Consumer Sciences Coordinator

Presenter(s): Angela L. Seiders, Executive Director of Secondary Teaching and Learning

Recommendation:

That the School Board review and approve the following high school Practical Nursing Program textbook as recommended by the Practical Nursing Program Textbook Adoption Committee for implementation in the fall of 2022.

Course Title	Textbook	Publisher	Copyright
Anatomy and Physiology	<i>Memmler's Structure and Function of the Human Body</i> , 12 th Edition	Walters Kluwer	2021

Background Summary:

The members of the Practical Nursing Program Textbook Adoption Committee reviewed publishers' websites and identified textbooks for consideration. The committees analyzed the textbooks for correlation to the Standards of the National League for Nursing and the Virginia Department of Education's Health and Medical Sciences Competencies for Practical Nursing. Correlation to the Virginia Standards of Learning and the Virginia Beach City Public Schools' curriculum objectives were also examined. The textbooks were reviewed by teachers, parents, student representatives, and an industry representative. The textbooks were placed in public libraries and in the main entrance of the School Administration Building for public review and comment. After reviewing the textbooks, the Practical Nursing Program Textbook Adoption Committee recommends the above textbook as its first-choice recommendation for implementation in the fall of 2022.

A negotiation team composed of the Director of the Office of Technical and Career Education, the Coordinator for Family and Consumer Sciences, and the Executive Director of Secondary Teaching and Learning communicated with the appropriate personnel from the publishing companies to discuss a preliminary contract for the full adoption cycle pending approval by the School Board.

The proposed textbook will replace the current textbooks as follows:

Course Title	Textbook	Copyright	Years in use (including this year)
Anatomy and Physiology	<i>Memmler's Structure and Function of the Human Body</i> , 11 th Edition	2016	5

Source:

Code of Va., § 22.1-238-22.1-239, § 22.1-251-22.1-252
School Board of the City of Virginia Beach Policy 6-60

Budget Impact:

Total initial implementation costs:

Course Title	First-choice Recommendation Totals	Second-choice Recommendation Totals
Anatomy and Physiology	\$2,974.40	\$2,559.60

**Family and Consumer Sciences
Textbook Adoption
Implementation for Fall 2022**

Course(s)	Recommendations	Student Enrollment	Initial Implementation Cost	Four Year Additional Costs (5%)	Total Implementation Cost
Anatomy and Physiology	First Choice: <i>Memmler's Structure and Function of the Human Body</i> , 11 th Edition, 2021	40	\$2,974.40	\$594.88	\$3,569.28
	Second Choice: <i>Fundamentals of Anatomy and Physiology</i> , 12 th Edition, 2021	40	\$2,559.60	\$511.92	\$3,071.52

TEXTBOOK ADOPTION RECOMMENDATION

PRACTICAL NURSING I/II

November 9, 2021

*Department of Teaching and Learning
Office of Technical and Career Education*

PRACTICAL NURSING PROGRAM TEXTBOOK ADOPTION TIMELINE

December 2020	<p>Textbook publishers were contacted and requested to supply textbook samples for review.</p> <p>All Practical Nursing instructors were asked to serve on the Textbook Adoption Committee.</p>
February 2021	<p>Teachers were given two textbook samples for the course up for review. A chairperson was appointed, while parents, students, and professional representatives were recruited and provided sample textbooks.</p> <p>The Textbook Adoption Committee members met to review the objectives and to begin review of the chosen textbooks.</p>
April 2021	<p>The Textbook Adoption Committee members met virtually to discuss the selected textbooks and to select a first- and second-choice textbook. Each committee member completed an evaluation form for each textbook reviewed. Committee members reviewed comments and recommended first- and second-choice textbooks.</p>
Aug. – Sept. 2021	<p>The recommended textbooks were placed in the public library and the School Administration Building for public review. The director of K-12 and Gifted Programs was notified of the placement so that notification could be posted on the Internet. No public comments were received.</p>
September 2021	<p>Negotiations were conducted with appropriate representatives of the publisher, the director of Technical and Career Education, the executive director of Secondary Teaching and Learning, and the Family and Consumer Sciences coordinator.</p>
September 2021	<p>The Family and Consumer Sciences coordinator used the recommendations from the committee to prepare the report for the School Board.</p>

**PRACTICAL NURSING PROGRAM
TEXTBOOK ADOPTION COMMITTEE**

Committee Chairperson

Rosa Abbott, RN, MSN, Practical Nursing Director, Virginia Beach Technical and Career Education Center

Instructor Representatives

Barbara Evard, RN, BSN, M.Ed.

Diane Mills, RN, BSN, MSN

Parent Representative

Deborah Hester, parent, Virginia Beach Technical and Career Education Center

Industry Representative

Catherine Merritt, BSN, RN, Tidewater Community College

Student Representatives

PN III student, Virginia Beach Technical and Career Education Center

PN III student, Virginia Beach Technical and Career Education Center

Technical and Career Education Representative

Kathleen M. Vuono, Family and Consumer Sciences Coordinator, Office of Technical and Career Education

**PRACTICAL NURSING PROGRAM
ANATOMY AND PHYSIOLOGY
GRADE 12**

FIRST-CHOICE RECOMMENDATION

The Practical Nursing Program Textbook Adoption Committee recommends the following textbook as its first choice for adoption by Virginia Beach City Public Schools:

Memmler's Structure and Function of the Human Body, 12th Edition. Cohen & Hull. Walters Kluwer, 2021.

The recommended textbook displays the following strengths:

- The information aligns with the National League for Nursing Core Competencies, the National Association of Practical Nurse Education and Service Standards of Practice for the Licensed Practical/Vocational Nurse, the Pew Health Professions Commission 21 Competencies for the 21st Century, Quality and Safety Education for Nurses Competencies, and the course competencies and framework for Practical Nursing published by the Virginia Department of Education.
- Well written text with instructional and organizational supports, including concept maps and study tips.
- Graphic overlays are exceptional.
- Authentic case studies that marry content with scenarios that nurses will encounter.
- Quality NCLEX and general content review.
- Variety of internet resources.

**FIRST-CHOICE RECOMMENDATION
IMPLEMENTATION COSTS FOR
ANATOMY AND PHYSIOLOGY**

Textbook	Allocation	Cost	Number Needed	Initial Implementation	Four-Year Projected Costs (5%)	Total Implementation
Student Edition	1 class set	\$54.72 per book	40	\$2,188.80	109.44 x 4= \$437.76	\$2,626.56
Total Implementation Cost						\$2,626.56

**PRACTICAL NURSING PROGRAM
ANATOMY AND PHYSIOLOGY
GRADE 12**

SECOND-CHOICE RECOMMENDATION

The Practical Nursing Program Textbook Adoption Committee recommends the following textbook as its second choice for adoption by Virginia Beach City Public Schools:

Fundamentals of Anatomy and Physiology, 12th Edition. Martini, Nath and Bartholomew. Pearson, 2021.

The recommended textbook displays the following strengths:

- Includes narrated videos to assist students with clinical cases at the beginning of each chapter.
- “Check Points” throughout the chapter are great formative assessments.
- Online test bank to help students review content on-demand.
- Clinical notes incorporate other nursing topics that is associated with anatomy and physiology (i.e., intramuscular injections)

The recommended textbook displays the following limitations:

- Lacks vocabulary support; this is a new language for our students and terminology is important. Additionally, there is no guide to pronunciation of new vocabulary.
- Inclusion of a DVD is outdated.
- Cost of the textbook.

**SECOND-CHOICE RECOMMENDATION
IMPLEMENTATION COSTS FOR
ANATOMY AND PHYSIOLOGY**

Textbook	Allocation	Cost	Number Needed	Initial Implementation	Four-Year Projected Costs (5% per year)	Total Implementation
Student Edition	1 class set	\$205.60 per book	40	\$8,224.00	411.20 x 4= \$1,644.80	\$9,868.80
Total Implementation Cost						\$9,868.80



Subject: Parenting and Early Learning Careers **Item Number:** 14B-1

Section: Consent **Date:** November 23, 2021

Senior Staff: Kipp D. Rogers, Ph.D., Chief Academic Officer

Prepared by: Angela L. Seiders, Executive Director of Secondary Teaching and Learning

Sara L. Lockett, Ed.D., Director of Technical and Career Education

Presenter(s): Sara L. Lockett, Ed. D., Director of Technical and Career Education

Recommendation:

That the School Board review and approve the proposed course, Parenting and Early Learning Careers and corresponding course objectives for implementation in the 2022-2023 school year.

Background Summary:

The proposed yearlong Parenting and Early Learning Careers course would replace current separate semester offerings of this course material. The new combined course benefits students by allowing flexibility of pacing and interconnection of the standards covered in each semester. This change will also offer greater ease when administering industry credential exams. Benefits of combining include:

- Flexibility for pacing.
- Flexibility for scheduling credential testing.

Source:

Child Development and Parenting course description from VDOE, [Child Development and Parenting 8232.pdf](#) ([cteresource.org](#)) (2021)

Budget Impact:

There will be no budget impact to implement this course as it is simply combining two semester options already in place.

Course Proposal:

Parenting and Early Learning Careers Course

Course Description:

Parenting and Early Learning Careers is a single block, yearlong course proposed to replace current semester offerings at all high school locations. The course is designed to combine our current semesters of Parenting and Child Care Occupations beginning in the 2022-2023 school year.

Students enrolled in Parenting and Early Learning Careers will learn about parenting roles, responsibilities and practices that maximize human growth and development. They focus on ensuring a healthy start for parent and child, balancing work and family, and understanding support systems that provide services for families. Additionally, students will be introduced to early childhood education career opportunities and explore topics such as child development, safe and healthy learning environments for children, and developmentally appropriate practices that support early learning. Leadership opportunities are available through the co-curricular student organization.

Pre-requisites:

None

Budget Impact:

No budget impact for the implementation of the new Parenting and Early Learning Careers course is expected. The course will be taught with the staff already allocated to the high schools for the 2022-2023 school year. No new expenses are anticipated to support the shift from semesters to a year-long model.

Aims:

Year-long Parenting and Early Learning Careers will:

- Flexibility for pacing.
- Flexibility for scheduling credential testing.

Competencies:

Demonstrating Personal Qualities and Abilities

- Demonstrate creativity and innovation.
- Demonstrate critical thinking and problem solving.
- Demonstrate initiative and self-direction.
- Demonstrate integrity.
- Demonstrate work ethic.

Demonstrating Interpersonal Skills

- Demonstrate conflict-resolution skills.
- Demonstrate listening and speaking skills.
- Demonstrate respect for diversity.
- Demonstrate customer service skills.
- Collaborate with team members.

Demonstrating Professional Competencies

- Demonstrate big-picture thinking.
- Demonstrate career- and life-management skills.
- Demonstrate continuous learning and adaptability.
- Manage time and resources.
- Demonstrate information-literacy skills.

- Demonstrate an understanding of information security.
- Maintain working knowledge of current information-technology (IT) systems.
- Demonstrate proficiency with technologies, tools, and machines common to a specific occupation.
- Apply mathematical skills to job-specific tasks.
- Demonstrate professionalism.
- Demonstrate reading and writing skills.
- Demonstrate workplace safety.

Examining All Aspects of an Industry

- Examine aspects of planning within an industry/organization.
- Examine aspects of management within an industry/organization.
- Examine aspects of financial responsibility within an industry/organization.
- Examine technical and production skills required of workers within an industry/organization.
- Examine principles of technology that underlie an industry/organization.
- Examine labor issues related to an industry/organization.
- Examine community issues related to an industry/organization.
- Examine health, safety, and environmental issues related to an industry/organization.

Addressing Elements of Student Life

- Identify the purposes and goals of the student organization.
- Explain the benefits and responsibilities of membership in the student organization as a student and in professional/civic organizations as an adult.
- Demonstrate leadership skills through participation in student organization activities, such as meetings, programs, and projects.
- Identify Internet safety issues and procedures for complying with acceptable use standards.

Exploring Work-Based Learning

- Identify the types of work-based learning (WBL) opportunities.
- Reflect on lessons learned during the WBL experience.
- Explore career opportunities related to the WBL experience.
- Participate in a WBL experience, when appropriate.

Balancing Work and Family

- Analyze the meaning of work.
- Analyze the meaning of family.
- Compare how families affect work life and how work life affects families.
- Identify management strategies for balancing work and family roles.

Analyzing Parenting Roles and Responsibilities

- Analyze parenting expectations and responsibilities.
- Identify parenting roles across the life span.
- Evaluate personal readiness for becoming a parent.
- Analyze societal influences on parenting roles and responsibilities.
- Assess common parenting practices and emerging research about discipline on human growth and development.
- Evaluate different parenting styles.
- Describe cultural differences in parenting roles and responsibilities.
- Analyze the interdependent relationship between families and society for meeting children's needs.

Ensuring a Healthy Start for Mother and Child

- Identify biological processes related to prenatal development.
- Identify biological processes related to birth.
- Identify biological processes related to the health of mother and child.
- Demonstrate nurturing practices that support infant growth and development.
- Describe ways to integrate a newborn into the family.
- Explain the bonding and attachment processes and how they influence parent-child relationships.

Evaluating Support Systems that Provide Services for Parents

- Describe components of an effective parenting support system.
- Investigate resources available to parents.
- Summarize current laws and policies related to parenting.
- Develop strategies to effect change in policies and laws for the benefit of families and children.
- Participate in advocacy to effect policies and laws for the benefit of families and children.
- Identify available childcare options.
- Identify criteria for selecting and evaluating childcare services.

Evaluating Parenting Practices that Maximize Human Growth and Development

- Describe developmental stages and their characteristics.
- Describe developmentally appropriate behavior and discipline for a child at each stage of development.
- Identify nurturing practices that support human growth and development.
- Plan strategies to enhance children's physical, emotional, social, and cognitive development.
- Plan strategies for meeting nutritional needs of children.
- Plan strategies to provide for child health and safety.
- Demonstrate developmentally appropriate communication skills.
- Distinguish among guidance, discipline, and punishment.

Evaluating Parenting Practices That Are Detrimental to Human Growth and Development

- Analyze factors that contribute to child abuse and to child neglect.
- Assess the effects of child abuse and neglect on the child, parents, other family members, and society.
- Determine methods to prevent child abuse and neglect.

Locally Created Competencies

- Differentiate among the types of early childhood education programs.
- Identify cultural, religious, family, and environmental factors that affect a child's development.
- Compile a list of careers related to the early childhood education industry.
- Identify roles and responsibilities of an entry-level early childhood education professional.
- Investigate the education/training requirements of identified careers in early childhood education.
- Identify specific entrepreneurial possibilities in early childhood education.
- Analyze the career lattice in the early childhood education industry that progresses from entry-level to professional positions.
- Analyze personal interests, abilities, skills, and dispositions.
- Determine the characteristics and skills necessary to obtain and maintain successful employment in careers involving children.
- Identify developmentally appropriate practices that support and maximize development and learning for all children.
- Describe the responsibilities of being a mandated reporter of child abuse and/or neglect.
- Describe the needs of children at various ages regarding space, equipment, materials management, and room or area arrangement.
- Identify safety hazards and ways to protect children from them.
- Identify components of healthy snacks for young children.



Subject: Photography & Communications Technology **Item Number:** 14B-2

Section: Consent **Date:** November 23, 2021

Senior Staff: Kipp D. Rogers, Ph.D., Chief Academic Officer

Prepared by: Angela L. Seiders, Executive Director of Secondary Teaching and Learning

Sara L. Lockett, Ed.D., Director of Technical and Career Education

Presenter(s): Sara L. Lockett, Ed.D., Director of Technical and Career Education

Recommendation:

That the School Board review and approve the proposed course, Photography & Communications Technology and corresponding course objectives for implementation in the 2022-2023 school year.

Background Summary:

The proposed yearlong Photography & Communications Technology course will replace current separate semester offerings of this course material. The new combined course benefits students by allowing flexibility of pacing and interconnection of the standards covered in each semester. This change will also offer greater ease when administering industry credential exams. Benefits of combining include:

- Flexibility for pacing.
- Flexibility for scheduling credential testing.

Source:

Communications Systems course description from VDOE, [Communication Systems 8415.pdf \(cteresource.org\)](#) (2021)

Budget Impact:

There will be no budget impact to implement this course as it is simply combining two semester options already in place.

Course Proposal:

Photography & Communications Technology Course

Course Description:

Photography & Communications Technology is a single block, yearlong course proposed to replace current semester offerings at all high school locations. The course is designed to combine our current semesters of Photography and Communications Technology beginning in the 2022-2023 school year.

Students enrolled in Photography & Communications Technology will take part in experiences in the fields of imaging technology, graphic production, video and media, technical design, and various modes of communicating information through the use of data. Students develop critical-thinking and problem-solving skills using the universal systems model. Students also learn about the impact of communication on society and potential career fields relating to communications.

Pre-requisites:

None

Budget Impact:

No budget impact for the implementation of the new Photography & Communications Technology course is expected. The course will be taught with the staff already allocated to the high schools for the 2022-2023 school year. No new expenses are anticipated to support the shift from semesters to a year-long model.

Aims:

Year-long Photography & Communications Technology will:

- Flexibility for pacing.
- Flexibility for scheduling credential testing.

Competencies:

Demonstrating Personal Qualities and Abilities

- Demonstrate creativity and innovation.
- Demonstrate critical thinking and problem solving.
- Demonstrate initiative and self-direction.
- Demonstrate integrity.
- Demonstrate work ethic.

Demonstrating Interpersonal Skills

- Demonstrate conflict-resolution skills.
- Demonstrate listening and speaking skills.
- Demonstrate respect for diversity.
- Demonstrate customer service skills.
- Collaborate with team members.

Demonstrating Professional Competencies

- Demonstrate big-picture thinking.
- Demonstrate career- and life-management skills.
- Demonstrate continuous learning and adaptability.
- Manage time and resources.
- Demonstrate information-literacy skills.
- Demonstrate an understanding of information security.
- Maintain working knowledge of current information-technology (IT) systems.
- Demonstrate proficiency with technologies, tools, and machines common to a specific occupation.
- Apply mathematical skills to job-specific tasks.

- Demonstrate professionalism.
- Demonstrate reading and writing skills.
- Demonstrate workplace safety.

Examining All Aspects of an Industry

- Examine aspects of planning within an industry/organization.
- Examine aspects of management within an industry/organization.
- Examine aspects of financial responsibility within an industry/organization.
- Examine technical and production skills required of workers within an industry/organization.
- Examine principles of technology that underlie an industry/organization.
- Examine labor issues related to an industry/organization.
- Examine community issues related to an industry/organization.
- Examine health, safety, and environmental issues related to an industry/organization.

Addressing Elements of Student Life

- Identify the purposes and goals of the student organization.
- Explain the benefits and responsibilities of membership in the student organization as a student and in professional/civic organizations as an adult.
- Demonstrate leadership skills through participation in student organization activities, such as meetings, programs, and projects.
- Identify Internet safety issues and procedures for complying with acceptable use standards.

Exploring Work-Based Learning

- Identify the types of work-based learning (WBL) opportunities.
- Reflect on lessons learned during the WBL experience.
- Explore career opportunities related to the WBL experience.
- Participate in a WBL experience, when appropriate.

Introducing Communication Systems

- Define *communication*.
- Explain ethics as they relate to communication systems.
- Identify technology used in communication.
- Identify types of communication.
- Define *digital communication technology*.
- Research the history and development of various types of communication systems.
- Analyze the impact of communication systems.
- Analyze communication systems problems/challenges.
- Describe elements of design.
- Describe principles of design.
- Explain the design process.

Exploring Digital Visualization

- Identify the components of a storyboard.
- Create a storyboard for a simple animation.
- Generate a simple, two-dimensional animation.
- Generate a simple, digital, three-dimensional model.
- Modify a simple, digital, three-dimensional model.
- Animate a simple, digital, three-dimensional model.

Exploring Imaging Technology

- Identify various systems for capturing and transmitting images.
- Examine the theories and properties of light.
- Explore photographic and other imaging media.
- Incorporate composition elements.
- Capture a digital image.
- Manipulate digital images.
- Mount a photograph.

Examining Graphic Production

- Explain graphic production.
- Describe the different methods of graphic production.
- Prepare images for output.
- Identify the different types of coding used to create data communication systems.
- Identify basic concepts of developing a web page.
- Create a web page.
- Describe channels for delivering web communication.
- Identify elements of typography.
- Produce a finished graphic product.

Examining Video and Media Technology

- Describe the concepts of audio and video communication.
- Describe audio and video production equipment and terminology.
- Describe the production process.
- Produce a video or an animation, using the production process.
- Output video to analog or digital format.

Exploring Communications Careers and Advancement

- Describe careers related to communication systems.
- Create a portfolio including work from Communication Systems.



Subject: Art II: Digital Media and Design Course **Item Number:** 14B-3

Section: Consent **Date:** November 23, 2021

Senior Staff: Kipp D. Rogers, Ph.D., Chief Academic Officer

Prepared by: Nicole DeVries, Ph.D., Director of K-12 and Gifted Programs

Christopher Buhner, Coordinator of Visual Arts

Presenter(s): Nicole DeVries, Ph.D., Director of K-12 and Gifted Program

Recommendation:

That the School Board review and approve the proposed Art II: Digital Media and Design course for all high schools for a three-phase implementation from 2022-2023 through the 2024-2025 school year.

Background Summary:

Virginia Beach City Public School has a proud tradition of offering our students courses that prepare them for the future. Although we have two select programs in our school system offering versions of visual arts digital design, at the Visual and Performing Arts Academy and Advanced Technology Center, a large portion of our students do not have these same opportunities. Reviewing school systems from across the state that are equivalent to VBCPS, several offer multiple versions of visual art computer-design classes. For example, Chesterfield County Public Schools has offered Digital Media & Graphic Design I through IV and Digital Photography I through IV since 2003. Similar opportunities are available in Henrico County Public Schools and Fairfax County Public Schools. Local school districts that offer similar options for all their students include Newport News Public Schools, who provides Computer Art I & II, and Norfolk Public Schools, who offers Digital Media I & II and Digital Photography I through VI.

Technology advancements with platform multimedia capabilities and digital design have greatly impacted how art is made and communicated in the 21st century. Today's college programs and professional digital visual arts careers (e.g., Character Animator, Character Modeler, Simulations FX Technician, Motion Caption Technical Director, Digital Compositor and Motion Graphics Design) require a comprehensive understanding of computer skills and application knowledge of digital art design and creation. Additional career opportunities outside the traditional visual arts careers that require these skills include Social Media Strategist, Public Relations Coordinator, Environmental Animator, Forensic Artist, Medical Illustration, Publisher, and Editorial Specialist.

The following is a sample of university programs VBCPS students attend that offer digital art and design programs, along with technology prerequisites:

- Virginia Tech requests prerequisite skills with Macintosh (Mac) computers for the following course tracks: Fine Arts, Studio Arts, Art History, Cinema, Creative Technologies, Theatre Arts, Music, Multimedia Journalism. Personal Computers (PC)/Mac options for all other majors.

- Virginia Commonwealth University Arts requests prerequisite skills with Mac computers for the following course tracks: Graphic Design, Cinema, & Fashion Design. PC/Mac options for all other majors.
- James Madison University requests prerequisite skills with Mac computers for the following course tracks: Graphic Design, Media Arts and Design. PC/Mac options for all other majors.

Based on feedback from colleges, students need exposure to different operating systems as well as the full Adobe Creative Cloud suite of programs, most notably Photoshop and Illustrator. To appropriately prepare our students for multiple pathways beyond high school, and in alignment with the VBCPS graduate profile, the addition of these digital visual arts classes using equipped iMac labs will support our students with the enduring understanding and skill sets needed for future success. If the plan detailed below is fully implemented, beginning with the class of 2027, all visual arts students will be fully prepared with the knowledge and skill-sets necessary for success as they continue their education or start their career path.

Budget Impact:

The following chart covers the expenses of a three-year plan to implement the equipment, instructional materials, personal and professional learning for full implementation of Art II: Digital Media and Design. Please note that staffing will be provided through each high school's yearly allocation and taught by the current visual arts staff.

Year	Equipment	Management & Instructional Materials	Professional Learning	Total
2022-2023 (2 Schools)	\$161,272	\$3,200	\$1,080	\$165,552
2023-2024 (+4 Schools)	\$322,544	\$10,580	\$2,040	\$335,164
2024-2025 (+5 Schools)	\$403,180	\$20,540	\$2,040	\$425,760
TOTAL				\$926,476

Art II: Digital Media and Design

Course Description:

Art II: Digital Media and Design students will develop and explore skills and techniques for problem-solving digital design tasks, such as 2-D and 3-D imaging and printing, restorative and altering digital images, graphic design and integration into other art media. Using the artistic and design process, emphasis will include approaching the computer as a creative and practical tool using contemporary programs, media, and techniques. Imaging applications, such as Photoshop, will be explored for fine art and design experiences. Students will understand how the history and function of technology has dramatically changed the way society creates and perceives the arts. Visual arts technology-based careers, such as an animator, modeler, technician or arts director, will be explored through a historical and contemporary lens. Students will build and maintain digital portfolios documenting their artistic growth throughout the course. Students will develop visual literacy and appreciation for art through written, visual and verbal expression. Students will also explore public art and copyright fundamentals in the field of digital art, as well as participate in various art shows.

Prerequisites:

Art I: Foundations

Expected Learning Outcomes:

In alignment with the new Virginia Department of Education Standard of Learning adopted in May 2020 with district implementation September 2021, the following objectives will be utilized during the Art II: Digital Media and Design (AIIDM) course:

Creative Process

AIIDM.1

The student will apply creative thinking to digital original artistic works: a) generate ideas for works of art through exploration and inquiry, b) select programs, media, and processes of personal interest, c) communicate a personal style and point of view in artwork.

AIIDM.2

The student will identify and apply a creative process to develop ideas and digital artwork: a) refine and edit original works of art, b) communicate and express an idea, c) expand the use of a digital process art portfolio to include research, inquiry, preliminary sketches, completed works, critical writings, and reflections, d) select, prepare, and submit works of art for exhibition.

Critical Thinking and Communication

AIIDM.3

The student will analyze, interpret, and evaluate digital artwork: a) communicate well-supported and persuasive interpretations of still and/or moving digital media using appropriate terminology, b) identify common characteristics of works of art and design that are presented as a series or sequence, c) describe, analyze, interpret, and evaluate personal, peer, and professional works of art and design, d) expand on constructive approaches to critique such as in-progress (formative), self-reflective, and summative.

AIIDM.4

The student will formulate a definition for art and defend that definition in relationship to objects in the world: a) examine definitions of art using aesthetic theories to discuss differences in perspective such as Formalism, Emotionalism, Immitationalism, Instrumentationalism, b) explain the difference between informed judgments and personal preference when discussing works of art and design, c) explore the relevant value of various digital art forms.

AIIDM.5

The student will have personal responsibility for the care and safe use of shared spaces and art equipment: a) apply communication and collaboration skills in the digital art studio.

History, Culture, and Citizenship

AIIDM.6

The student will understand digitally diverse historical and cultural influences of art: a) identify diverse historical and contemporary artists and artworks including the value, roles, and reasons for creating art from various perspectives, b) examine and discuss social, political, economic, and cultural factors that influence works of art and design, c) investigate how art and design can be viewed from a variety of personal, cultural, and historical perspectives.

AIIDM.7

The student will identify ways digital art can be used to address community needs.

AIIDM.8

The student will apply and justify ethical choices when creating works of art and design: a) explain the difference between an original idea that draws inspiration from other sources and copying works unethically, b) demonstrate appropriate use of planning and resources to create original works of art.

Innovation in the Arts

AIIDM.9

The student will describe various digital art-related skills that connect to postsecondary educational and career opportunities and demonstrate innovative thinking in the design process: a) identify the ways in which art-related skills are used in various industries, b) generate creative solutions by utilizing the design process, c) collaborate with a team to produce a final design for a client.

AIIDM.10

The student will identify how digital media and technology tools can be used to create, edit and present works of digital art: a) explore new technology media, tools and techniques for the production of art, b) use new technology in the development or production of an artwork.

AIIDM.11

The student will explore and respond to digital works of art that are inspired by other fine arts and fields of knowledge: a) justify the connections between various art forms and non-arts areas of study.

Technique and Application

AIIDM.12

The student will employ elements of art and principles of design to effectively communicate intended meaning in digital works of art and design.

AIIDM.13

The student will use a variety of techniques such as emphasis, contrast and hierarchy of design elements to create balance of space in digital works of art.

AIIDM.14

The student will expand on observational skills to create expressive and meaningful digital artworks that draw from various sources.

AIIDM.15

The student will demonstrate proficiency, skill and control in the use of digital programs, media and techniques.

AIIDM.16

The student will combine traditional and nontraditional media to create digital works of art.

AIIDM.17

The student will interpret a subject and apply knowledge of digital art/design history to the development of their personal style.

Budget Impact:

The following chart is a detailed version of the equipment, annual management, instructional materials, personnel and professional learning for the new digital art classes. Please note that staffing will be provided through each high school's yearly allocation and taught by the current visual arts staff.

Year	Equipment	Annual Management & Instructional Materials	Professional Learning	Total
2022-2023	2 High Schools 26 iMac 27" 3.8 Desktop \$2,300 each <u>\$59,800</u> 26 Wacom Tablet \$367 each <u>\$9,542</u> 1 Epson Lg. Format Printer 24" <u>\$2,294</u> 2 Epson Inkjet Printers 13" \$350 each <u>\$700</u> 13 Tables 26 \$400 each <u>\$5,200</u> 26 Chairs \$100 each. <u>\$2,600</u> Accessories (Cords & Network Switches) <u>\$500</u> \$80,636 per school \$161,272 equipment total for year	2 High Schools 26 Apple Management \$20 each <u>\$520</u> 6 Print Cartridge Set \$80 each <u>\$480</u> 2 Roll Paper \$150 each <u>\$300</u> Card Stock Paper <u>\$200</u> Display Supplies <u>\$100</u> Adobe - VBCPS Licensed <u>\$0</u> \$1,600 per school \$3,200 management & materials total for year	2 High Schools Summer 4 - 4 Hour Sessions 1 Instructor 24 Hours x \$30 <u>\$720</u> School Year 8 - 1 Hour Sessions 1 Instructor 12 Hours x \$30 <u>\$360</u> \$1,080 professional learning total for year	\$165,552 Total
2023-2024	4 High Schools 26 iMac 27" 3.8 Desktop \$1,800 each <u>\$59,800</u> 26 Wacom Tablet \$367 each <u>\$9,542</u> 1 Epson Lg. Format Printer 24" <u>\$2,294</u> 2 Epson Inkjet Printers 13" \$350 each <u>\$700</u> 13 Tables 26 \$400 each <u>\$5,200</u> 26 Chairs \$100 each. <u>\$2,600</u> Accessories (Cords & Network Switches) <u>\$500</u>	6 High Schools 26 Apple Management \$20 each <u>\$520</u> 6 Print Cartridge Set \$80 each <u>\$480</u> 2 Roll Paper \$150 each <u>\$300</u> Card Stock Paper <u>\$200</u> Display Supplies <u>\$100</u> Adobe - VBCPS Licensed <u>\$0</u> \$1,600 per school \$9,600 Total ----- <i>*Implementation of Art II: Digital Media and</i>	4 High Schools Summer 4 - 4 Hour Sessions 1 Instructor 24 Hours x \$30 <u>\$720</u> School Year 8 - 1 Hour Sessions 1 Instructor 12 Hours x \$30 <u>\$360</u> \$1,080 ----- <i>*Implementation of Art II: Digital Media and Design. 1 section per school.</i> 2 High Schools Summer 2 - 4 Hour Sessions 1 Instructor 12 Hours x \$30 <u>\$240</u>	

	\$80,636 per school	<i>Design. 1 section per school.</i> 2 High Schools 3 Print Cartridge Set \$80 each <u>\$240</u> 1 Roll Paper \$150 Card Stock Paper \$100 Display Supplies \$50 Adobe - VBCPS Licensed <u>\$0</u> \$490 per school \$980 Total	School Year 4 - 1 Hour Sessions 1 Instructor 8 Hours x \$30 <u>\$240</u> \$960	\$335,164 (additional) / \$500,716 Total
2024-2025	5 High Schools 26 iMac 27" 3.8 Desktop \$2,300 each <u>\$59,800</u> 26 Wacom Tablet \$367 each <u>\$9,542</u> 1 Epson Lg. Format Printer 24" <u>\$2,294</u> 2 Epson Inkjet Printers 13" \$350 each <u>\$700</u> 13 Tables 26 \$400 each <u>\$5,200</u> 26 Chairs \$100 each. <u>\$2,600</u> Accessories (Cords & Network Switches) <u>\$500</u> \$80,636 per school	11 High Schools 26 Apple Management \$20 each <u>\$520</u> 6 Print Cartridge Set \$80 each <u>\$480</u> 2 Roll Paper \$150 each <u>\$300</u> Card Stock Paper <u>\$200</u> Display Supplies <u>\$100</u> Adobe - VBCPS Licensed <u>\$0</u> \$1,600 per school \$17,600 Total ----- <i>*Implementation of Art II: Digital Media and Design. 1 section per school.</i> 6 High Schools 3 Print Cartridge Set \$80 each <u>\$240</u> 1 Roll Paper \$150 Card Stock Paper \$100 Display Supplies \$50 Adobe - VBCPS Licensed <u>\$0</u> \$490 per school \$2,940 Total	5 High Schools Summer 4 - 4 Hour Sessions 1 Instructor 24 Hours x \$30 <u>\$720</u> School Year 8 - 1 Hour Sessions 1 Instructor 12 Hours x \$30 <u>\$360</u> \$1,080 ----- <i>*Implementation of Art II: Digital Media and Design. 1 section per school.</i> 4 High Schools Summer 2 - 4 Hour Sessions 1 Instructor 12 Hours x \$30 <u>\$240</u> School Year 4 - 1 Hour Sessions 1 Instructor 8 Hours x \$30 <u>\$240</u> \$960 ----- <i>*Training for AP Digital Art is facilitated through a mandatory 5-year training cycle for VBCPS teachers.</i>	\$425,760 (additional) / \$926,476 Total



Subject: Art III: Digital Media and Design Course

Item Number: 14B-4

Section: Consent

Date: November 23, 2021

Senior Staff: Kipp D. Rogers, Ph.D., Chief Academic Officer

Prepared by: Nicole DeVries, Ph.D., Director of K-12 and Gifted Programs

Christopher Buhner, Coordinator of Visual Arts

Presenter(s): Nicole DeVries, Ph.D., Director of K-12 and Gifted Program

Recommendation:

That the School Board review and approve the proposed Art III: Digital Media and Design course for all high schools for a three-phase implementation from 2023-2024 through the 2025-2026 school year.

Background Summary:

Virginia Beach City Public Schools (VBCPS) has a proud tradition of offering our students courses that prepare them for the future. Although we have two select programs in our school system offering versions of visual arts digital design, at the Visual and Performing Arts Academy and Advanced Technology Center, a large portion of our students do not have these same opportunities. In reviewing school systems from across the state that are similar to VBCPS, several offer multiple versions of visual art computer-designed based classes. For example, Chesterfield County Public School has offered Digital Media & Graphic Design I through IV and Digital Photography I through IV since 2003. Similar opportunities are available in Henrico County Public Schools and Fairfax County Public Schools. Local school districts that offer similar options for all of their students include Newport News Public Schools, who offers Computer Art I & II, and Norfolk Public Schools, who offers Digital Media I & II and Digital Photography I through VI.

Technology advancements with platform multimedia capabilities and digital design have greatly impacted how art is made and communicated in the 21st century. Today's college programs and professional digital visual arts careers (e.g., Character Animator, Character Modeler, Simulations FX Technician, Motion Caption Technical Director, Digital Compositor and Motion Graphics Design) require a comprehensive understanding of computer skills and application knowledge of digital art design and creation. Additional career opportunities outside the traditional visual arts careers that require these skills include Social Media Strategist, Public Relations Coordinator, Environmental Animator, Forensic Artist, Medical Illustration, Publisher, and Editorial Specialist.

The following is a sample of university programs VBCPS students attend that offer digital art and design programs, along with technology prerequisites:

- Virginia Tech requests prerequisite skills with Macintosh (Mac) computers for the following course tracks: Fine Arts, Studio Arts, Art History, Cinema, Creative Technologies, Theatre Arts, Music, Multimedia Journalism. Personal Computer (PC)/Mac options for all other majors.
- Virginia Commonwealth University Arts requests prerequisite skills with Mac computers for the following course tracks: Graphic Design, Cinema, & Fashion Design. PC/Mac options for all other majors.

- James Madison University requests prerequisite skills with Mac computers for the following course tracks: Graphic Design, Media Arts and Design. PC/mac options for all other majors.

Based on feedback from colleges, students need exposure to different operating systems as well as the full Adobe Creative Cloud suite of programs, most notably Photoshop and Illustrator. To appropriately prepare our students for multiple pathways beyond high school, and in alignment with the VBCPS graduate profile, the addition of these digital visual arts classes using equipped iMac labs will support our students with the enduring understanding and skill sets needed for future success. If the plan detailed below is fully implemented, beginning with the class of 2027, all visual arts students will be fully prepared with the knowledge and skill-sets necessary for success as they continue their education or start their career path.

Budget Impact:

The following chart covers the expenses of a three-year plan to implement the equipment, instructional materials, personal and professional learning for full implementation of Art III: Digital Media & Design. Please note that staffing will be provided through each high school's yearly allocation and taught by the current visual arts staff.

Year	Equipment	Management & Instructional Materials	Professional Learning	Total
2023-2024 (2 Schools)	\$0	\$980	\$960	\$1,940
2024-2025 (+4 Schools)	\$0	\$2,940	\$960	\$3,900
2025-2026 (+5 Schools)	\$0	\$5,390	\$960	\$6,350
TOTAL				\$12,190

Art III: Digital Media and Design

Course Description:

Art III: Digital Media and Design students will build upon and demonstrate advanced use of digital media and techniques as a creative and practical tool. Current and on-going developments in the digital career fields will be researched and presented with a higher education and career option lens. Commercial, practical and fine art graphic design will be a focus of study throughout the year. Students will build and maintain advanced level digital portfolios documenting their artistic growth throughout the course that reflect independent thinking and innovation. The culminating portfolios must also show evidence of quality concentrations, and breadth of work produced during their two years of study. Students will justify and apply visual literacy and appreciation for art through written, visual, and verbal expression. Students will also experience public art and apply copyright fundamentals in the field of digital art while participating in various artistic opportunities.

Prerequisites:

Art II: Digital Media and Design

Expected Learning Outcomes:

In alignment with the new Virginia Department of Education Standard of Learning adopted in May 2020 with district implementation September 2021, the following objectives will be utilized during the Art III: Digital Media and Design (AIIIDM) course:

Creative Process

AIIIDM.1

The student will develop essential questions to guide a sustained digital investigation which includes a synthesis of ideas, materials and processes over time.

AIIIDM.2

The student will apply a creative process to develop ideas and artwork: a) develop essential questions to guide a related series of digital artworks which includes synthesis, materials and processes over time, b) use the creative process to develop and inform an original artistic vision/voice, c) maintain a digital process art portfolio that demonstrates inquiry, research, fluency of ideas, flexibility of thought, connections, concepts, media exploration and processes, d) present and exhibit works of art as part of the artistic process, including selecting and preparing works and writing supporting documentation and reflective statements.

Critical Thinking and Communication

AIIIDM.3

The student will analyze, interpret and evaluate artwork: a) evaluate the effectiveness of the communication of artistic vision/voice in personal works of art, b) analyze art exhibitions in written reflections, c) describe how the purpose of art shifts over time and explain the functions and purposes of personal works of art, d) use a variety of critique processes to reflect on and inform personal artistic vision/voice.

AIIIDM.4

The student will analyze how the attributes of works of art and design may evoke viewer response: a) understand how digital artworks have been influenced by traditions, norms, practices, values, beliefs and events, b) explain how digital art can have different values and meaning for the viewer and the artist.

AIIIDM.5

The student will collaborate to achieve a common artistic goal within a small group: a) demonstrating care and safe use of shared spaces and art equipment.

History, Culture, and Citizenship

AIIDM.6

The student will understand diverse historical and cultural influences of art: a) explain how themes throughout the history of art have been influenced by traditions, norms, values, beliefs and events, b) compare and analyze art styles within cultural contexts, c) research and analyze diverse digital artists, art styles and cultures that inspire personal works of art, d) analyze the ways that technology and innovation have impacted the evolution of art and design.

AIIDM.7

The student will describe opportunities for digital arts engagement, leadership and advocacy within the community.

AIIDM.8

The student will practice ethics in all aspects of digital artmaking and designing to include the documentation and justification of original ideas.

Innovation in the Arts

AIIDM.9

The student will investigate and describe applications of digital arts skills in a variety of workplace, college and career pursuits.

AIIDM.10

The student will expand on how contemporary innovative media, tools and processes are used to create works of art: a) expand their use of digital media, tools and techniques for the production of art, b) use technology in the development or documentation of art works, c) explain how the use of technology in art has changed over time.

AIIDM.11

The student will identify and apply cross-curricular connections in the planning and development of digital artwork.

Technique and Application

AIIDM.12

The student will analyze, justify and apply elements of art and principles of design used in a personal series or sequence.

AIIDM.13

The student will analyze, evaluate and apply appropriate perspective techniques and spatial relationships in the development of individual digital works of art.

AIIDM.14

Using digital media and tools the student will apply and refine appropriate observation skills in the development of individual artistic work.

AIIDM.15

The student will demonstrate digital skills and independent thinking in the use of media, techniques and processes to achieve desired intentions in works of art and design.

AIIDM.16

The student will investigate, evaluate and select digital media and techniques to create a series or sequence of personal works of art.

AIIDM.17

The student will refine personal stylistic choices for subject matter during the creation of artwork.

Budget Impact:

The following chart is a detailed version of the equipment, annual management, instructional materials, personnel and professional learning for the new digital art classes. Please note that staffing will be provided through each high school's yearly allocation and taught by the current visual arts staff.

Year	Equipment	Annual Management & Instructional Materials	Professional Learning	Total
2023-2024	Nothing additional needed.	2 High Schools 3 Print Cartridge Set \$80 each <u>\$240</u> 1 Roll Paper <u>\$150</u> Card Stock Paper <u>\$100</u> Display Supplies <u>\$50</u> Adobe - VBCPS Licensed <u>\$0</u> \$490 per school \$980 Total	2 High Schools Summer 2 - 4 Hour Sessions 1 Instructor 12 Hours x \$30 <u>\$240</u> School Year 4 - 1 Hour Sessions 1 Instructor 8 Hours x \$30 <u>\$240</u> \$960 Total	\$1,940 Total
2024-2025	Nothing additional needed.	6 High Schools 3 Print Cartridge Set \$80 each <u>\$240</u> 1 Roll Paper <u>\$150</u> Card Stock Paper <u>\$100</u> Display Supplies <u>\$50</u> Adobe - VBCPS Licensed <u>\$0</u> \$490 per school \$2,940 Total	4 High Schools Summer 2 - 4 Hour Sessions 1 Instructor 12 Hours x \$30 <u>\$240</u> School Year 4 - 1 Hour Sessions 1 Instructor 8 Hours x \$30 <u>\$240</u> \$960	\$3,900 (additional) \$5,840 Total
2025-2026	Nothing additional needed.	11 High Schools 3 Print Cartridge Set \$80 each <u>\$240</u> 1 Roll Paper <u>\$150</u> Card Stock Paper <u>\$100</u> Display Supplies <u>\$50</u> Adobe - VBCPS Licensed <u>\$0</u> \$490 per school \$5,390 Total	5 High Schools Summer 2 - 4 Hour Sessions 1 Instructor 12 Hours x \$30 <u>\$240</u> School Year 4 - 1 Hour Sessions 1 Instructor 8 Hours x \$30 <u>\$240</u> \$960 Total	\$6,350 (additional) / \$12,190 Total



Subject: Advanced Placement Digital Art Course Item Number: 14B-5

Section: Consent Date: November, 23, 2021

Senior Staff: Kipp D. Rogers, Ph.D., Chief Academic Officer

Prepared by: Nicole DeVries, Ph.D., Director of K-12 and Gifted Programs

Christopher Buhner, Coordinator of Visual Arts

Presenter(s): Nicole DeVries, Ph.D., Director of K-12 and Gifted Program

Recommendation:

That the School Board review and approve the proposed Advanced Placement Digital Art course for all high schools for a three-phase implementation from 2024-2025 through the 2026-2027 school year.

Background Summary:

Virginia Beach City Public Schools (VBCPS) has a proud tradition of offering our students courses that prepare them for the future. Although we have two select programs in our school system offering versions of visual arts digital design, at the Visual and Performing Arts Academy and Advanced Technology Center, a large portion of our students do not have these same opportunities. In reviewing school systems from across the state that are similar to VBCPS, several offer multiple versions of visual art computer-design classes. For example, Chesterfield County Public Schools has offered Digital Media & Graphic Design I through IV and Digital Photography I through IV since 2003. Similar opportunities are available in Henrico County Public Schools and Fairfax County Public Schools. Local school districts that offer similar options for all their students include Newport News Public Schools, who offers Computer Art I & II, and Norfolk Public Schools, who offers Digital Media I & II and Digital Photography I through VI.

Technology advancements with platform multimedia capabilities and digital design have greatly impacted how art is made and communicated in the 21st century. Today's college programs and professional digital visual arts careers (e.g., Character Animator, Character Modeler, Simulations FX Technician, Motion Caption Technical Director, Digital Compositor and Motion Graphics Design) require a comprehensive understanding of computer skills and application knowledge of digital art design and creation. Additional career opportunities outside the traditional visual arts careers that require these skills include Social Media Strategist, Public Relations Coordinator, Environmental Animator, Forensic Artist, Medical Illustration, Publisher, and Editorial Specialist.

The following is a sample of university programs VBCPS students attend that offer digital art and design programs, along with technology prerequisites:

- Virginia Tech requests prerequisite skills with Macintosh (Mac) computers for the following course tracks: Fine Arts, Studio Arts, Art History, Cinema, Creative Technologies, Theatre Arts, Music, Multimedia Journalism. Personal Computers (PC)/Mac options for all other majors.
- Virginia Commonwealth University Arts requests prerequisite skills with Mac computers for the following course tracks: Graphic Design, Cinema, & Fashion Design. PC/Mac options for all other majors.

- James Madison University requests prerequisite skills with Mac computers for the following course tracks: Graphic Design, Media Arts and Design. PC/Mac options for all other majors.

Based on feedback from colleges, students need exposure to different operating systems as well as the full Adobe Creative Cloud suite of programs, most notably Photoshop and Illustrator. To appropriately prepare our students for multiple pathways beyond high school, and in alignment with the VBCPS graduate profile, the addition of these digital visual arts classes using equipped iMac labs will support our students with the enduring understanding and skill sets needed for future success. If the plan detailed below is fully implemented, beginning with the class of 2027, all visual arts students will be fully prepared with the knowledge and skill-sets necessary for success as they continue their education or start their career path.

Budget Impact:

The following chart covers the expenses of a three-year plan to implement the equipment, instructional materials, personal and professional learning for full implementation of Advanced Placement Digital Art. Please note that staffing will be provided through each high school's yearly allocation and taught by the current visual arts staff.

Year	Equipment	Management & Instructional Materials <small>*Cost is absorbed by Art III: Digital Media and Design budget</small>	Professional Learning	Total
2024-2025 (2 Schools)	\$0	\$0	\$0	\$0
2025-2026 (+4 Schools)	\$0	\$0	\$0	\$0
2026-2027 (+5 Schools)	\$0	\$0	\$0	\$0
TOTAL				\$0

Advanced Placement Digital Art

Course Description:

Advanced Placement Digital Art is a college-level course designed for students with above-average ability in digital art. It is an in-depth studio experience in which students compile a portfolio of quality digital artwork in accordance with the guidelines established by the Advanced Placement program committee of the College Entrance Examination Board. Students are expected to participate in various art shows and to complete and submit to the College Board a digital portfolio that demonstrates proficiency in 2-D art and design using a variety of digital techniques and skills.

Prerequisites:

Art III: Digital Media and Design or Art II: Digital Media and Design and art teacher approval

Expected Learning Outcomes:

In alignment with the new Virginia Department of Education Standard of Learning adopted in May 2020 with district implementation September 2021, the following objectives will be utilized during the Advanced Placement Digital Art (AIV) course:

Creative Process

AIV.1

The student will demonstrate an in depth, sustained investigation driven by essential questions showing growth over time and exhibiting originality and personal voice.

AIV.2

The student will apply a creative process to develop ideas and artwork: a) maintain a digital art portfolio that demonstrates independent research and development directly related to the creative process for the development of a sustained investigation. b) exhibit works of art as part of the artistic process, including selecting and preparing works and writing supporting documentation and reflective statements.

Critical Thinking and Communication

AIV.3

The student will analyze, interpret, and evaluate artwork: a) analyze contrasting reviews of art exhibitions or works of art, b) describe and analyze how personal experiences, culture and values construct meaning in personal work, c) conduct a criteria-based portfolio review.

AIV.4

The student will justify personal perceptions of an artist's intent, using visual clues and research: a) justify their sustained investigation in both written and oral form, b) recognize the value of opinions and responses of others.

AIV.5

The student will demonstrate shared responsibility and compromise to achieve a common artistic goal as a small group or class.

History, Culture, and Citizenship

AIV.6

The student will understand diverse historical and cultural influences of art: a) describe how art and culture reflect and influence each other, b) analyze the impact of historical and/or contemporary art on the development of personal style.

AIV.7

The student will identify arts leaders and advocates in the community and describe their impact.

AIV.8

The student will assume personal responsibility and demonstrate integrity in making ethical decisions as they apply to artmaking and designing.

Innovation in the Arts

AIV.9

The student will analyze a selected career in the visual arts identifying the training, skills and plan of action necessary for realizing such a professional goal.

AIV.10

The student will expand and analyze how contemporary innovative media, tools and processes are used to create works of art: a) effectively use appropriate technology enhanced planning, production and documentation techniques for sustained investigation and portfolio production.

AIV.11

The student will analyze and evaluate cross-curricular connections in a sustained investigation.

Technique and Application

AIV.12

The student will evaluate and refine the use of elements of art and principles of design in a sustained investigation.

AIV.13

The student will expand the use of appropriate perspective techniques and spatial relationships in the development of individual artistic work.

AIV.14

The student will analyze, evaluate and synthesize observation skills in the development of individual artistic work.

AIV.15

The student will demonstrate innovative use of media and quality of technical skills in applying selected media, techniques and processes when creating works of art.

AIV.16

The student will select digital media and techniques to support personal creative intentions.

AIV.17

The student will select subject matter, style, symbols, images and media to communicate original ideas and themes through a sustained investigation.



Subject: Advanced PE: Unified Health and Physical Education **Item Number:** 14B-6

Section: Consent **Date:** November 23, 2021

Senior Staff: Kipp D. Rogers, Ph.D., Chief Academic Officer

Prepared by: Nicole M. DeVries, Ph.D., Director of K-12 and Gifted Programs
Sheila J. Jones, Coordinator Health and P.E.

Presenter(s): Nicole M. DeVries, Ph.D., Director of K-12 and Gifted Programs

Recommendation:

That the School Board review and approve the proposed course, Advanced PE: Unified Physical Education and corresponding course objectives for implementation in the 2022-2023 school year.

Background Summary:

In January 2020, teachers and staff members in Virginia Beach City Public Schools (VBCPS) were encouraged to submit an "Intent to Innovate", related to the VBCPS Graduate Profile. A team of division leaders from central office and school sites, called the Innovation Network, met to review the applications. High school Health & Physical Education teacher Jenn Vedder submitted a project called The Unified Health and Physical Education Project which was selected by the Innovation Network to implement. The Innovation Network committed to support selected projects with the goal of scaling innovations across the division. Vedder's project has been used as an example for other teachers interested in innovative projects. Her project is a prototype for how VBCPS staff can develop an idea and bring it to fruition with the support of various district leaders.

The proposed Advanced PE: Unified Physical Education course would serve as an additional offering to the existing Advanced Physical Education courses, a series of high school electives offering an additional pathway for students to explore. This course differs from traditional physical education courses by providing a variety of recreational activities that appeal to a wider representation of our student population, including those students with and without disabilities. Unified Physical Education provides inclusive leadership opportunities, community partnerships, physical activity, and a focus on the social, emotional and mental health of all participants. This is a full-year, 1-credit course that includes nutrition, functional fitness and fitness planning, aerobics, individual sports, outdoor pursuits, team competition and other recreational activities.

Budget Impact:

There will be no budget impact to implement this course.

High School Course Proposal:

Advanced PE: Unified Physical Education

Course Description:

In this course, students with and without special needs will learn together as they participate in lifetime activities, such as pickleball, yoga, step challenges, dance, fitness walking, orienteering, beach volleyball, bowling, fitness circuits, and planning special events. This course is an opportunity for students with special needs who typically participate in Adapted PE through 10th grade to continue working on fitness goals as well as the ability to practice activities that include socialization with their peers. Students in advanced PE courses are typically enrolled due to an interest in competitive athletics or for career paths in health sciences. This course provides all students with a less competitive atmosphere and the opportunity to work in a cooperative learning environment where the motivation is primarily aligned to developing relationships and maintaining a healthy lifestyle. In addition to participating in an inclusive environment, non-disabled peers are able to learn about recreational planning for a variety of populations, which pairs this course with the sequential elective in recreational activities. Career paths in therapeutic recreation, careers working with special populations, and an awareness of the key components of accessible environments are additional outcomes for students in this course.

The Unified Physical Education course is structured around the Virginia Health and Physical Education Standards, Workplace Readiness Skills and Competency-Based Tasks, which include gaining the knowledge and skills necessary to be a contributing member of the community and maintain a health-enhancing level of mental, social, emotional and physical fitness. Additionally, the class supports social and emotional learning through the development of leadership skills for all students and the empowerment to foster an inclusive class and school-wide environment.

In addition, the Unified Health & Physical Education course will serve as a gateway for further participation in Special Olympics programs and events. Students in this elective physical education course will demonstrate the knowledge and understanding necessary to improve the many aspects of wellness including cardiorespiratory fitness, muscular strength and endurance, flexibility, mental health and wellness, nutrition and personal safety.

The purpose of this course is to: **(a)** acquire knowledge of physical fitness concepts; **(b)** understand the influence of lifestyle on health and fitness; **(c)** begin to develop an optimal level of fitness; and **(d)** engage in project-based learning experiences to explore, develop and execute different health and wellness opportunities for the school community. This course can be paired with Advanced PE: Recreational Activities to provide an additional sequential elective.

Pre-requisites:

HPE 9 and HPE 10 or Adapted PE

Connection with Student Organizations/Clubs:

Special Olympics Virginia
Unified Track and Field Team
Unified Basketball Team
Unified Bocce Team

Sequential Elective:

Advanced PE: Recreational Activities

Budget Impact:

No budget impact for the implementation of the Advanced PE: Unified Physical Education course is expected. The course will be taught by staff already allocated. No new expenses are anticipated to support the implementation.

Course Objectives:

Motor Skill Development

The student will demonstrate proficiency and apply the concepts and principles of exercise physiology, biomechanics, and anatomy in a variety of lifetime activities that may include outdoor pursuits, fitness activities, dance and rhythmic activities, aquatics, selected individual performance activities, and net/wall and target games in at least two self-selected, lifelong, skill-related physical activities.

- Demonstrate appropriate and proper use of equipment in one or more lifetime activities.
- Demonstrate proficiency and refinement in locomotor, non-locomotor and manipulative skills through appropriate activities (e.g., outdoor pursuits, fitness activities, dance and rhythmic activities, aquatics, individual performance activities, games and sports [net/wall, striking/fielding and goal/target]).
- Apply physiological principles of warm-up, cool down, overload, specificity and progression.
- Demonstrate competency in one or more specialized skills in health-related fitness activities.
- Demonstrate a variety of activities that contribute to improvement of each component of skill-related fitness.
- Demonstrate correct techniques, form and exercise procedures when performing strength training, physical conditioning and fitness activities and exercises.
- Identify and explain considerations for special populations.
- Define and identify activities of daily living (ADL) as the tasks of everyday life.
- Apply movement skills and patterns to functional fitness activities that support ADL.

Anatomical Basis of Movement

The student will apply knowledge of body systems and movement principles and concepts that aid in the improvement of movement skills and performance to specialized movement forms.

- Explain the effects of physical activity and training on the muscular and cardiovascular systems.
- Analyze movement performance and utilize feedback to learn or improve the movement skills of self and others.
- Apply rate of perceived exertion (RPE) and pacing to a conditioning plan that meets the needs of one or more lifetime activities.

Fitness Planning

The student will demonstrate the ability to apply basic principles of training and scientific concepts and principles to evaluate current fitness behaviors and identify strategies needed for health-enhancing fitness for the present and into adulthood.

- Explain the impact of physical activity on emotional and social well-being for the present and into the future.
- Use a variety of resources, including available technology, to analyze current fitness and activity levels, and to improve physical activity and personal fitness.
- Calculate resting heart rate, target heart rate and blood pressure.
- Analyze different activities and sports for their contributions to the development of specific health- and skill-related fitness components.
- Perform assessments to evaluate the health-related components of fitness.

Social Development

The student will evaluate and implement a safe environment for skill practice and play and demonstrate social competency skills for lifetime activity participation.

- Explain the importance of understanding cultural diversity for personal health and fitness.
- Explain the impact of physical activity on emotional and social well-being for the present and into the future.
- Explain and exhibit respects for self and others within school and recreational fitness activity settings.
- Demonstrate safe practices, rules, and procedures in a physical activity setting.
- Explain the importance of inclusive and helpful behaviors in school and recreational fitness activity settings.
- Demonstrate effective and varied teaching techniques for a variety of exercises.
- Define and explain cultural competence and its importance in developing rapport with another individual.
- Explain the impact of sports and activities in developing respect for the unique characteristics, differences and abilities of peers.

- Apply problem-solving and critical-thinking skills in physical activity settings, both as an individual and in groups.
- Analyze the influence of emotions and peer approval on personal decision making.

Energy Balance

The student will explain the importance of energy balance and demonstrate understanding of the nutritional needs of the body to maintain optimal health and prevent chronic disease for a lifetime.

- Analyze the consequences and risks associated with an inactive lifestyle.
- Analyze the benefits gained from participation in strength training, conditioning, and fitness programs.
- Explain how to maintain hydration in a physically active individual, including effective methods to rehydrate after exercise.
- Design and implement a plan to maintain an appropriate energy balance for a healthy, active lifestyle, to include intake, expenditure (levels of intensity) and sleep.
- Justify promoting healthy decisions for proper nutrition, sleep and rest and physical activity.

Essential Health Concepts

The student will demonstrate an understanding of health concepts, behaviors and skills that reduce health risks and enhance the health and wellness of self and others throughout life.

- Evaluate how social environments affect health and well-being.
- Describe the importance of health habits that promote personal wellness.
- Identify signs and symptoms of depression, risk factors for suicide and risk factors for other self-destructive behaviors.
- Describe the health benefits of positive self-esteem, balance, flexibility, resilience and healthy relationships with others.
- Demonstrate safe practices, rules and procedures in a physical activity setting.

Advocacy & Health Promotion

The student will advocate for personal health and well-being and promote health-enhancing behaviors for others

- Promote community health promotion and/or disease prevention projects.
- Identify health promotion opportunities and share talents and expand personal knowledge through community service-learning experiences.
- Explain the importance of developing relationships with health, wellness, education, safety and business professionals to address environmental health concerns.
- Identify and explain considerations for special populations.
- Determine how to help a friend exhibiting signs of depression, anxiety, disordered eating or other self-harming behavior.
- Identify school and community mental health resources.

Healthy Decisions

The student will analyze, synthesize and evaluate the protective factors needed to make healthy decisions throughout life.

- Explain the physical, mental, social and academic benefits of physical activity and the relationship between sedentary lifestyle and chronic disease.
- Develop a personal system for coping with distress and stress.
- Explain the importance of community mental health services.
- Evaluate strategies for improving the societal and environmental conditions that contribute to health.
- Evaluate the value of exercising self-control.
- Identify strategies for the peaceful resolution of conflicts.

Leadership Skills

The students will understand various leadership styles and develop their own leadership skills.

- Assess personal leadership qualities.
- Update personal and leadership goals.
- Compare the effectiveness of leadership styles.

- Describe the benefits of using different leadership styles in different situations.
- Describe techniques for motivating others.

Skills Development

The student will develop and use important skills necessary to be an effective global citizen.

- **Collaborator:** Students broaden their perspectives and enrich their learning by constructively contributing to project teams and larger collaborative groups, assuming various roles and responsibilities to work effectively toward a common goal.
- **Critical Thinker:** Students critically construct knowledge and problem-solve by collecting data or identifying relevant data sets, analyzing and representing data in various ways and producing creative artifacts in order to make meaningful learning experiences for themselves and others.
- **Creative Communicator:** Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
- **Empowered Learner:** Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.



Subject: Dual Enrollment Veterinary Assistant I & II **Item Number:** 14B-7

Section: Consent **Date:** November 23, 2021

Senior Staff: Kipp D. Rogers, Ph.D., Chief Academic Officer

Prepared by: Angela L. Siders, Executive Director of Secondary Teaching and Learning

Sara L. Lockett, Ed.D., Director of Technical and Career Education

Presenter(s): Sara L. Lockett, Ed. Director of Technical and Career Education

Recommendation:

That the School Board review and approve the proposed courses/certificate program, Dual Enrollment (DE) Veterinary Assistant I and DE Veterinary Assistant II and corresponding course objectives for implementation in the 2022-2023 school year.

Background Summary:

The proposed, one-year DE Veterinary Assistant program (Career Studies Certificate: Veterinary Assistant 221-188-04) will be offered by Tidewater Community College (TCC) through the Advanced Technology Center and will serve up to 20 students interested in entry level positions in the veterinary field. Additionally, the DE Veterinary Assistant program can be viewed as a steppingstone for those students desiring to further their education in the field of veterinary health care. This certificate is transferrable into a Veterinary Technology program at TCC should students choose to continue their studies after high school to pursue licensure as a veterinary technician.

The program consists of two, double-blocked 4x4 courses taught by TCC faculty at the college's Virginia Beach campus over the course of one year. Students enrolled in the program will earn two high school credits, complete the sequential elective requirement for high school graduation, achieve Career and Technical Education (CTE) completer status, earn industry credentials, earn 17 hours of college credit through TCC and the TCC Career Studies Certificate: Veterinary Assistant (221-188-04).

The TCC Veterinary Assistant certificate program is approved by the National Association of Veterinary Technicians in America (NAVTA). Upon graduation from a NAVTA approved Veterinary Assistant program, a participant is eligible to sit for the national examination and upon successful completion will be designated an Approved Veterinary Assistant (AVA).

Data from the Hampton Roads Planning District Commission shows an increase of 220 veterinary assistant positions between 2008 and 2013, with a 6 percent growth in veterinary assistants and laboratory animal caretakers projected between 2012 and 2022.

Source:

Veterinary Science I Course Description from VDOE, [Veterinary Science I 8088.pdf \(cteresource.org\)](#) (2021)

Veterinary Science II Course Description from VDOE, [Veterinary Science II 8089.pdf \(cteresource.org\)](#) (2021)

Tidewater Community College Veterinary Assistant Program Description, [Program: Veterinary Assistant, Career Studies Certificate - Tidewater Community College - Acalog ACMS™ \(tcc.edu\)](#)

Tidewater Community College Veterinary Assistant Program Course Descriptions, [Course Disciplines \(tcc.edu\)](#) (2021)

Budget Impact:

The budget impact for this course is minimal and will be covered using a combination of existing local and grant funding in the Office of Technical and Career Education. The estimated cost per year for a cohort of 20 students for textbooks, scrubs, and equipment is \$4000. TCC will provide classroom space, labs, and instructors for the course. Dual enrollment fees of approximately \$765 (\$45 per credit hour x 17) will be paid by students enrolled in the program.



Subject: Newport News Shipbuilding Early Apprentice Program **Item Number:** 14B-8

Section: Consent **Date:** November 23, 2021

Senior Staff: Kipp D. Rogers, Ph.D., Chief Academic Officer

Prepared by: Angela L. Seiders, Executive Director of Secondary Teaching and Learning

Sara L. Lockett, Ed.D., Director of Technical and Career Education

Presenter(s): Sara L. Lockett, Ed.D., Director of Technical and Career Education

Recommendation:

That the School Board review and approve the proposed dual and concurrently enrolled courses offered by Newport News Shipbuilding through the proposed, Apprentice X program for initial implementation in the 2022-2023 school year.

Background Summary:

Through a partnership with Newport News Shipbuilding (Huntington Ingalls) Virginia Beach City Public Schools has the opportunity to be a founding partner in the Apprentice X early apprentice program. Newport News Shipbuilding is the largest industrial employer in Virginia and the largest shipbuilding company in the United States. The Apprentice X program gives high school students interested in shipbuilding an opportunity to earn up to 39 college credits through the World Class Shipbuilder Curriculum with the fully accredited Apprentice School at Newport News Shipbuilding. Classes will be offered during the school day at the student's home school using distance learning technology. Students in the program will have many opportunities for face-to-face extracurricular activities and will be able to engage in Work-Based Learning experiences with Newport News Shipbuilding. Upon graduating high school and successfully completing the Apprentice X program, students will have earned enough credits to enter the Apprentice School program with year two standing. The Apprentice X program is designed to lead to potential full-time employment at Newport News Shipbuilding and an Associates of Applied Science in Maritime Technology.

Sources:

The Apprentice School [The Apprentice School \(as.edu\)](https://www.as.edu)

The Apprentice School Catalog [The Apprentice School ASSOCIATE DEGREE STUDENT CATALOG.pdf](#)

The Apprentice School Course Catalog [ApprSchCatalog2020.pdf](#) (pages 12 & 13)

Apprentice X Proposal [Apprentice X Draft Proposal](#) (August 2021)

Budget Impact:

Newport News Shipbuilding has committed to absorbing the cost of the program as they work to build a workforce pipeline from high schools in the region. The courses will be taught by faculty from the Apprentice School and no new teacher allocations will be requested for the 2022-2023 school year.

Program Description:

Early in its history Newport News Shipbuilding recognized the need to attract, train, and develop shipbuilders through apprenticeship. Since 1894, more than 11,000 apprentices have received certificates of apprenticeship, including approximately 3,000 current employees of NNS who serve in capacities ranging from craftsmen to directors to vice presidents. Alumni comprise approximately 21 percent of salaried personnel and, when combined with active apprentices, make up approximately 11 percent of hourly personnel. The Apprentice X program brings more than 125 years of excellence in preparing members of our community for great careers in the shipbuilding industry to Virginia Beach high schools.

As a partner in the Apprentice X program, Virginia Beach Schools will initially be allotted ten seats for students interested in pursuing an apprenticeship after high school. These students will have the opportunity to take college level coursework required in the Apprentice School effectively decreasing the time after high school to complete an apprenticeship and increasing their likelihood of acceptance into this competitive post-secondary program upon graduation from Virginia Beach Schools. The course work available during high school amounts to 39 college credits and includes (Course descriptions are available on pages 12 and 13 of the Apprentice School Course Catalog [ApprSchCatalog2020.pdf](#)):

Apprentice X

Apprentice School Course	College CR	DE High School Course	HS CR
SITE 211 Digital Shipbuilding	1.0	Concurrent Enrollment (Summer)	-
DRFT 111 Drafting	4.5	Drafting (8530)	.5
SHCN 111 Ship Construction I	3.5	Marine Service Technology I (8750)	.5
MATH 111 Mathematics I	4.5	Advanced Algebra for Industry (2057)	.5
SHCN 111 Ship Construction II	3.5	Marine Service Technology I (8751)	.5
MATH 112 Mathematics II	4.5	Trigonometry for Industry (2103)	.5
BUSI 222 Business Operations & Leadership	4.5	Business Management (6136)	.5
PHYS 221 Physical Science I	4.5	Principles of Technology I (9811)	.5
COMM 111 Communications I	4.5	Business Communications (6614)	.5
PHYS 222 Physical Science II	4.5	Principles of Technology II (9812)	.5
Total College Credits	39.5	Total High School Credits	9

In addition to the college credits earned students will get high school credit for dual enrollment. All classes will be delivered in a distance learning format and taught by Apprentice School faculty.

Parameters of Implementation/Program Operation:

- The program will be offered as a single block daily virtual course in 11th and 12th grade.
- A summer school class is required each year of the program.
- While in high school students will earn nine high school credits in Math, Business, and Technology Education and 39 college credits through the Newport News Shipbuilding Apprentice School. (35 college credits are transferrable outside of the Apprentice School) The nine high school credits will satisfy the sequential elective graduation requirement and make each enrolled student a completer of a career and technical sequence.
- Virginia Beach Schools will initially have 10 seats in the program. This number will increase if other participating localities do not fill their allotted seats.
- There are no prerequisites for this program, but enrolled students must meet or agree to the student requirements.

Student Requirements:

- Students must be rising juniors making adequate academic progress
- Students must submit a program application
- Students must commit to taking a class during the summer before 11th and 12th grades
- Students must participate in the Youth Builders enrichment program

Staffing:

- Program administration and enrollment will be handled at the Advanced Technology Center.
- Instructional staffing will be provided by the Newport News Apprentice School.



Subject: Personnel Report **Item Number:** 15A

Section: Action **Date:** November 23, 2021

Senior Staff: Mrs. Cheryl R. Woodhouse, Chief Human Resources Officer

Prepared by: Cheryl R. Woodhouse

Presenter(s): Aaron C. Spence, Ed.D., Superintendent

Recommendation:

That the Superintendent recommends the approval of the appointments and the acceptance of the resignations, retirements and other employment actions as listed on the November 23, 2021, personnel report.

Background Summary:

List of appointments, resignations and retirements for all personnel.

Source:

School Board Policy #4-11, Appointment

Budget Impact:

Appropriate funding and allocations

Personnel Report
Virginia Beach City Public Schools
November 23, 2021
2021-2022

<u>Scale</u>	<u>Class</u>	<u>Location</u>	<u>Effective Date</u>	<u>Employee Name</u>	<u>Position/Reason</u>	<u>College</u>	<u>Previous Employer</u>
Assigned to Unified Salary Scale	Appointments - Elementary School	Birdneck	11/12/21	Traci L Hall	School Nurse	N/A	N/A
Assigned to Unified Salary Scale	Appointments - Elementary School	Birdneck	11/17/21	Victoria E Chalker	Kindergarten Assistant	Tidewater Community College, VA	N/A
Assigned to Unified Salary Scale	Appointments - Elementary School	Christopher Farms	11/12/21	Rachel A Zidow	Special Education Assistant	Tidewater Community College, VA	N/A
Assigned to Unified Salary Scale	Appointments - Elementary School	Christopher Farms	11/15/21	Eunhoo Lee	Cafeteria Assistant, 5.5 Hours	N/A	N/A
Assigned to Unified Salary Scale	Appointments - Elementary School	College Park	11/12/21	Jlynn Padro	Physical Education Assistant, .500	N/A	N/A
Assigned to Unified Salary Scale	Appointments - Elementary School	Cooke	11/4/21	Aimee A Kelly	Cafeteria Assistant, 4.0 Hours	N/A	N/A
Assigned to Unified Salary Scale	Appointments - Elementary School	Cooke	11/23/21	Tara L Gomez	Special Education Assistant	Devry Univ Chicago, IL	N/A
Assigned to Unified Salary Scale	Appointments - Elementary School	Corporate Landing	11/12/21	Katlyn K Rein	Physical Education Assistant	Coker College, SC	N/A
Assigned to Unified Salary Scale	Appointments - Elementary School	Fairfield	11/15/21	Michelle K Thompson	Special Education Assistant	N/A	N/A
Assigned to Unified Salary Scale	Appointments - Elementary School	Glenwood	11/8/21	Joanna Morenie	Cafeteria Assistant, 5.0 Hours	N/A	N/A
Assigned to Unified Salary Scale	Appointments - Elementary School	Indian Lakes	11/4/21	Brenda D Zendzian	Cafeteria Assistant, 6.0 Hours	N/A	N/A
Assigned to Unified Salary Scale	Appointments - Elementary School	Kingston	11/12/21	Jennifer Nance	Cafeteria Assistant, 5.0 Hours	N/A	N/A
Assigned to Unified Salary Scale	Appointments - Elementary School	Landstown	11/4/21	Molly Brennan	General Assistant	County College Morris, NJ	N/A
Assigned to Unified Salary Scale	Appointments - Elementary School	Newtown	11/12/21	Mary A Doshier	Cafeteria Assistant, 6.0 Hours	N/A	N/A
Assigned to Unified Salary Scale	Appointments - Elementary School	Ocean Lakes	11/4/21	Alden B Wright	Custodian II Head Night	N/A	Newport News Public Schools, VA
Assigned to Unified Salary Scale	Appointments - Elementary School	Pembroke	11/4/21	Allina Gayton	Custodian I	N/A	N/A
Assigned to Unified Salary Scale	Appointments - Elementary School	Pembroke Meadows	11/4/21	Perla Broach	Cafeteria Assistant, 4.0 Hours	N/A	N/A
Assigned to Unified Salary Scale	Appointments - Elementary School	Thoroughgood	11/4/21	Mary A Lavery	Cafeteria Assistant, 4.5 Hours	N/A	N/A
Assigned to Unified Salary Scale	Appointments - Elementary School	Thoroughgood	11/4/21	Jacob P McAloose	Physical Education Assistant, .500	Old Dominion University, VA	N/A
Assigned to Unified Salary Scale	Appointments - Elementary School	White Oaks	11/22/21	Luviminda G Cabangon	Cafeteria Assistant, 5.5 Hours	N/A	N/A
Assigned to Unified Salary Scale	Appointments - Elementary School	Windsor Woods	11/17/21	Alexander J Hill	Custodian I	N/A	N/A
Assigned to Unified Salary Scale	Appointments - Middle School	Independence	11/4/21	Deborah G Taaga	Cafeteria Assistant, 5.0 Hours	N/A	N/A
Assigned to Unified Salary Scale	Appointments - Middle School	Kempsville	11/4/21	Tameka D Miller	Cafeteria Assistant, 4.5 Hours	N/A	N/A
Assigned to Unified Salary Scale	Appointments - High School	Bayside	11/4/21	Jared C Davis	Security Assistant	Keystone College, PA	N/A
Assigned to Unified Salary Scale	Appointments - High School	Kempsville	11/10/21	Alice M Catherman	School Administrative Associate II	Herzing College, WI	VBCPS
Assigned to Unified Salary Scale	Appointments - High School	Landstown	11/4/21	Lupita A Bonilla	School Office Associate II	N/A	N/A
Assigned to Unified Salary Scale	Appointments - High School	Princess Anne	11/12/21	Myisha Morris	Cafeteria Assistant, 4.0 Hours	N/A	N/A
Assigned to Unified Salary Scale	Appointments - High School	Renaissance Academy	11/15/21	Houriya Kherraz	Cafeteria Assistant, 6.0 Hours	N/A	N/A
Assigned to Unified Salary Scale	Appointments - High School	Renaissance Academy	11/17/21	Christopher A Bryant	Security Assistant	N/A	N/A
Assigned to Unified Salary Scale	Appointments - High School	Salem	11/4/21	Myra Thea T Deguzman	Cafeteria Assistant, 4.5 Hours	N/A	N/A
Assigned to Unified Salary Scale	Appointments - High School	Salem	11/12/21	Shannon M Drew	Special Education Assistant	N/A	VBCPS
Assigned to Unified Salary Scale	Appointments - High School	Tallwood	12/21/21	John R White	Cafeteria Manager III	N/A	Captain D's, MO
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Food Services	11/4/21	Maria J Moctezuma	Cook, 7.0 Hours	N/A	N/A
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Maintenance Services	11/8/21	Jonathan J Siegrist	Electronics Craftsman II	N/A	N/A
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Maintenance Services	11/10/21	Christopher D McAndrews	General Maintenance Craftsman II	N/A	N/A
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Maintenance Services	11/15/21	Michael J Wilson	Coordinator Maintenance	N/A	VBCPS
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Purchasing Services	11/1/21	Dane A Lester	Procurement Systems Specialist	Tidewater Community College, VA	N/A
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Safety and Loss Control	11/4/21	TyKee D McCullers	Security Officer	N/A	VBCPS
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Student Support Services	11/4/21	Christa J Watts	Special Education Assistant	George Mason University, VA	Community Presbyterian Church, VA
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	11/10/21	Andrew J Brewer	Bus Driver, 5.0 Hours	N/A	N/A
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	11/10/21	Tracy M Mitchell	Bus Assistant Plan Bee, 7.0 Hours	N/A	N/A
Assigned to Unified Salary Scale	Resignations - Elementary School	Birdneck	10/29/21	Heather Crabtree	Special Education Assistant (career enhancement opportunity)	N/A	N/A
Assigned to Unified Salary Scale	Resignations - Elementary School	College Park	10/6/21	Marilou Preeya C Quezon	Custodian I (personal reasons)	N/A	N/A
Assigned to Unified Salary Scale	Resignations - Elementary School	Cooke	6/30/21	Glenn Felton	Cafeteria Assistant, 5.0 Hours (personal reasons)	N/A	N/A
Assigned to Unified Salary Scale	Resignations - Elementary School	Green Run	11/5/21	Dallas Carter	Special Education Assistant (career enhancement opportunity)	N/A	N/A
Assigned to Unified Salary Scale	Resignations - Elementary School	Salem	11/5/21	Briana T Guzman	Special Education Assistant (family)	N/A	N/A
Assigned to Unified Salary Scale	Resignations - Elementary School	Tallwood	11/3/21	Monica A Harps-Wilson	Special Education Assistant (personal reasons)	N/A	N/A
Assigned to Unified Salary Scale	Resignations - Elementary School	Thalia	11/23/21	Nicole M Bailey	Assistant Principal (career enhancement opportunity)	N/A	N/A
Assigned to Unified Salary Scale	Resignations - Elementary School	Three Oaks	11/12/21	Jacquelyn K Umpleby	Special Education Assistant (personal reasons)	N/A	N/A
Assigned to Unified Salary Scale	Resignations - Middle School	Brandon	11/18/21	Vanda Nixon	Special Education Assistant (family)	N/A	N/A
Assigned to Unified Salary Scale	Resignations - Middle School	Old Donation School	11/5/21	Laura A Baker	Custodian I (personal reasons)	N/A	N/A
Assigned to Unified Salary Scale	Resignations - Middle School	Old Donation School	11/15/21	TaChaiel Johnson	Custodian I (career enhancement opportunity)	N/A	N/A
Assigned to Unified Salary Scale	Resignations - Middle School	Salem	1/7/22	Colleen M Stormer	School Office Associate II (relocation)	N/A	N/A
Assigned to Unified Salary Scale	Resignations - High School	Cox	11/19/21	Aleta N Hilliard	Custodian I (personal reasons)	N/A	N/A
Assigned to Unified Salary Scale	Resignations - High School	Kempsville	11/23/21	Kimberly S Webster	Security Assistant, .400 (career enhancement opportunity)	N/A	N/A
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Department of Teaching and Learning	11/29/21	Abigail J Dougherty	Coordinator Language Arts (career enhancement opportunity)	N/A	N/A
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Maintenance Services	11/15/21	Jeffrey T Forbes	General Maintenance Craftsman III (death)	N/A	N/A
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Transportation and Fleet Management Services	11/3/21	Tommie L Dodson	Bus Driver, 7.5 Hours (job abandonment)	N/A	N/A
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Transportation and Fleet Management Services	11/12/21	Mary A Naegele	Bus Driver, 6.5 Hours (career enhancement opportunity)	N/A	N/A
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Transportation and Fleet Management Services	11/19/21	Victoria M Pace-Davis	Auxiliary Driver Plan Bee (continuing education)	N/A	N/A
Assigned to Unified Salary Scale	Retirements - Elementary School	Linkhorn Park	11/30/21	Virginia L Anders	Cafeteria Manager I	N/A	N/A
Assigned to Unified Salary Scale	Retirements - High School	Green Run	12/31/21	Kathy W Eaton	Clinic Assistant	N/A	N/A
Assigned to Unified Salary Scale	Retirements - High School	Green Run	12/31/21	Nikki L Hensley	Security Assistant	N/A	N/A
Assigned to Unified Salary Scale	Retirements - Miscellaneous	Office of Transportation and Fleet Management Services	12/31/21	Deborah J Gregory	Bus Assistant, 6.5 Hours	N/A	N/A
Assigned to Unified Salary Scale	Retirements - Miscellaneous	Office of Transportation and Fleet Management Services	1/31/22	Donna Selander	Bus Assistant	N/A	N/A
Assigned to Unified Salary Scale	Other Employment Actions - Miscellaneous	Office of Custodial and Distribution Services	1/3/22	Enrique Guanlao	Custodian I	N/A	N/A
Assigned to Instructional Salary Scale	Appointments - Elementary School	Bayside	11/4/21	Shauesia T Joiner	School Counselor	Norfolk State University, VA	N/A
Assigned to Instructional Salary Scale	Appointments - Elementary School	Bayside	11/12/21	Wendy M Burnett	Second Grade Teacher	Strayer University, DC	N/A
Assigned to Instructional Salary Scale	Appointments - Elementary School	Indian Lakes	11/5/21	Sunny G Quasebarth	Special Education Teacher	City Univ of NY City College, NY	VBCPS, VA
Assigned to Instructional Salary Scale	Appointments - Elementary School	Landstown	11/12/21	Samantha R Gelle	Special Education Teacher	Old Dominion University, VA	N/A
Assigned to Instructional Salary Scale	Appointments - Elementary School	Rosemont	11/1/21	Scott C Endean II	Physical Education Teacher	Old Dominion University, VA	N/A
Assigned to Instructional Salary Scale	Appointments - Elementary School	Salem	11/12/21	Miranda J Dowlin	Third Grade Teacher	Grand Canyon University, AZ	N/A
Assigned to Instructional Salary Scale	Appointments - Elementary School	Trantwood	11/9/21	Dania D Rivera Gonzales	Fourth Grade Teacher	Francisco Morazan Teaching Univ, HN	N/A

Personnel Report
Virginia Beach City Public Schools
November 23, 2021
2021-2022

Assigned to Instructional Salary Scale	Appointments - Middle School	Brandon	11/8/21 Sonya N Russell	Eighth Grade Teacher	Grand Canyon University, AZ	Portsmouth Public Schools, VA
Assigned to Instructional Salary Scale	Appointments - High School	First Colonial	11/4/21 Vicente L Yap	Special Education Teacher	University of Philippines, PH	N/A
Assigned to Instructional Salary Scale	Appointments - High School	Green Run	11/15/21 Savanna Wheeler	Family & Consumer Science Teacher	Johnson & Wales Univ, RI	N/A
Assigned to Instructional Salary Scale	Appointments - High School	Landstown	11/4/21 Hardy S Jones Jr	English Teacher	Louisiana Other, LA	N/A
Assigned to Instructional Salary Scale	Appointments - High School	Renaissance Academy	11/4/21 Keonna M Hayes	Science Teacher	N/A	N/A
Assigned to Instructional Salary Scale	Resignations - Elementary School	Birdneck	11/5/21 Lauryn A Ferrette	Art Teacher (personal reasons)	N/A	N/A
Assigned to Instructional Salary Scale	Resignations - Elementary School	Birdneck	11/5/21 Lyndsey A McIntosh	Special Education Teacher (continuing education)	N/A	N/A
Assigned to Instructional Salary Scale	Resignations - Elementary School	Birdneck	11/8/21 Devon W Luttrell	Special Education Teacher (career enhancement opportunity)	N/A	N/A
Assigned to Instructional Salary Scale	Resignations - Elementary School	Birdneck	11/12/21 Angela H Vilches	Special Education Teacher (personal reasons)	N/A	N/A
Assigned to Instructional Salary Scale	Resignations - Elementary School	Christopher Farms	11/12/21 Kimberly Freeman	Special Education Teacher (continuing education)	N/A	N/A
Assigned to Instructional Salary Scale	Resignations - Elementary School	Holland	11/10/21 Felicia Y Edwards	Special Education Teacher (expiration of long-term leave)	N/A	N/A
Assigned to Instructional Salary Scale	Resignations - Elementary School	Indian Lakes	11/1/21 Emily K Pirrone	Special Education Teacher (personal reasons)	N/A	N/A
Assigned to Instructional Salary Scale	Resignations - Elementary School	King's Grant	11/19/21 Mary E McLinda	Title II Resource Teacher (relocation)	N/A	N/A
Assigned to Instructional Salary Scale	Resignations - Elementary School	Pembroke Meadows	11/17/21 Jessie L Bushoven	Kindergarten Teacher (personal reasons)	N/A	N/A
Assigned to Instructional Salary Scale	Resignations - Elementary School	Point O'View	11/12/21 Amanda G McCauley	Special Education Teacher (career enhancement opportunity)	N/A	N/A
Assigned to Instructional Salary Scale	Resignations - Elementary School	Rosemont	12/22/21 Maria S Cinquegrana	Special Education Teacher (family)	N/A	N/A
Assigned to Instructional Salary Scale	Resignations - Middle School	Bayside Sixth Grade Campus	12/22/21 Christopher M Todd	Special Education Teacher (career enhancement opportunity)	N/A	N/A
Assigned to Instructional Salary Scale	Resignations - High School	Green Run	11/15/21 Savanna Wheeler	Family & Consumer Science Teacher (personal reasons)	N/A	N/A
Assigned to Instructional Salary Scale	Resignations - High School	Renaissance Academy	11/10/21 Mischelle L Jewell	English Teacher (expiration of long-term leave)	N/A	N/A
Assigned to Instructional Salary Scale	Resignations - High School	Renaissance Academy	1/5/22 Rashad R Cuffee	Art Teacher (family)	N/A	N/A
Assigned to Instructional Salary Scale	Resignations - High School	Salem	11/18/21 Ambra L Buffington	Special Education Teacher (career enhancement opportunity)	N/A	N/A
Assigned to Instructional Salary Scale	Resignations - High School	Salem	12/22/21 Sarah B Allen	Social Studies Teacher (transfer of spouse)	N/A	N/A
Assigned to Instructional Salary Scale	Retirements - Elementary School	Alanton	11/30/21 Mary N Smead	Fifth Grade Teacher	N/A	N/A
Assigned to Instructional Salary Scale	Retirements - High School	Kellam	12/30/21 Kathy H Sarosdy	English Teacher	N/A	N/A
Administrative	Appointments - Elementary School	Thalia	12/20/21 Stephanie N Marshall	Assistant Principal	Old Dominion University, VA	N/A
Administrative	Appointments - Middle School	Bayside Sixth Grade Campus	1/3/22 Bradley R Boynton	Dean of Students	Old Dominion University, VA	N/A



Subject: School Board Legislative Agenda for 2022 General Assembly Session **Item Number:** 15 B

Section: Action **Date:** November 23, 2021

Senior Staff: Donald E Robertson, Ph.D. , Chief of Staff

Prepared by: School Board Legislative Committee

Presenter(s): Mrs. Sharon Felton, Chair, School Board Legislative Committee

Recommendation:

That the School Board approve the Legislative Agenda for the 2022 Virginia General Assembly Session as proposed by the School Board Legislative Committee

Background Summary:

That the School Board receive for Action the School Board Legislative Agenda for the 2022 General Assembly Session. The agenda provides an overview of the issues that are of interest and/or concern to the School Board and the School Division.

The Committee's proposal was first introduced in workshop on November 9, 2021. Upon approval by the School Board, the Legislative Agenda will be distributed to stakeholders and posted on the Divisions website, vbschools.com

During the 2022 General Assembly Session, the Division administrative staff will monitor legislative activity that has an impact on students, staff, personnel, budget, instructional programs, and operations.

Source:

Budget Impact:



Budget FY 20/21 Resolution Regarding Reversion and

Subject: Revenue Actual Over/Under Budget Funds **Item Number:** 15C

Section: Action **Date:** November 23, 2021

Senior Staff: Crystal M. Pate, Chief Financial Officer

Prepared by: Crystal M. Pate, Chief Financial Officer

Presenter(s): Crystal M. Pate, Chief Financial Officer

Recommendation:

It is recommended that the School Board approve the budget resolution regarding FY 2020/21 reversion and revenue sharing formula reconciliation.

Background Summary:

The net estimated funding available for re-appropriation is \$54,938,822. The presentation that was presented to the School Board on October 26, 2021 provided specific detailed recommendations for the use of funds.

Source:

Unaudited Financial Statements for FY 2020/21 and communication from city staff.

Budget Impact:

Once approved by the School Board and the City Council, \$54,938,822 will be re-appropriated to various funds; as indicated in the presentation.

Budget Resolution Regarding FY 2020/21 Reversion and Revenue Sharing Formula Reconciliation

WHEREAS, on September 28, 2021, the School Board was presented with a summary of the unaudited financial statements for FY 2020/21 (year-ending June 30, 2021) showing the reversion amount to the city's General fund; and

WHEREAS, the amount of FY 2020/21 School Operating reversion funds available (excluding revenues over/under budget) is \$14,463,778; and

WHEREAS, \$10,131,688 came in as additional revenue over the appropriated budget, increasing the School Operating reversion amount to \$24,595,466; and

WHEREAS, \$401,878 reverted from the Athletics fund and \$711,334 reverted from the Green Run Collegiate Charter School fund; and

WHEREAS, the estimated total amount available for re-appropriation is \$25,708,678; and

WHEREAS, the city is currently indicating a FY 2020/21 revenue actual over budget of \$29,230,144 based on the Revenue Sharing Formula; and

WHEREAS, the net reversion funding available for re-appropriation is \$54,938,822; and

WHEREAS, the Administration recommends the following for the available funds in the amount of \$54,938,822:

- \$11,000,000 to be re-appropriated to the School Reserve Special Revenue fund to be set-aside for use in the FY 2022/23 Capital Improvement Program
- \$34,432,182 to be re-appropriated to the CIP fund:
 - Project 1-017 Renovation and Replacement Grounds III (synthetic turf at Kempsville HS and Ocean Lakes HS) - \$3,500,000
 - Project 1-018 Renovation and Replacement HVAC III - \$2,986,775
 - Project 1-020 Renovation and Replacement Various III (locker removal/renovation at First Colonial HS and classroom/furniture replacement at various schools) - \$6,250,000
 - Project 1-022 Elementary School Playground Equipment Replacement - \$1,000,000
 - Project 1-026 Lynnhaven MS Expansion (Achievable Dream) - \$1,100,000
 - Project 1-028 Bettie F. Williams/Bayside 6th (Grades 4-6) Replacement - \$7,500,000
 - Project 1-030 Replacement Payroll System - \$4,382,407
 - Project 1-031 School Bus and Fleet Replacement - \$7,713,000
- \$900,000 to be re-appropriated to the Athletics fund 204 (startup costs for lacrosse program)
- \$8,606,640 to be re-appropriated to the School Operating fund 115 for:
 - Access layer switches and points - \$1,221,000
 - Interactive whiteboard replacements - \$882,000
 - Electronic perimeter access control doors - \$645,000
 - Data center firewall upgrade - \$566,125
 - Instructional supplies - \$151,515
 - Contracted services to pressure wash building exteriors and courtyards - \$130,000
 - Maintenance and repair projects and equipment - \$5,011,000

NOW, THEREFORE, BE IT

RESOLVED: That the School Board of the City of Virginia Beach approves the recommended uses of the FY 2020/21 Reversion and Revenue Sharing Formula Reconciliation funds as presented by the Administration; and be it

FURTHER RESOLVED: That the School Board requests that the City Council approve the re-appropriation of FY 2020/21 Reversion and Revenue Sharing Formula Reconciliation funds shown above; and be it

FINALLY RESOLVED: That a copy of this resolution be spread across the official minutes of this Board, and the Clerk of the Board is directed to deliver a copy of this resolution to the Mayor, each member of City Council, the City Manager, and the City Clerk.

Adopted by the School Board of the City of Virginia Beach this 23rd day of November 2021.

S E A L

Carolyn T. Rye, School Board Chair

Attest:

Regina M. Toneatto, Clerk of the Board



Decorum and Order-School Board Meetings 1-48

School Board of the City of Virginia Beach
Bylaw 1-48

SCHOOL BOARD BYLAWS

Decorum and Order-School Board Meetings

A. Purpose of decorum and order during meetings

The School Board determines that decorum and order are necessary during School Board Meetings. The purposes for maintaining decorum and order are:

1. to ensure that the affairs of the School Board and School Board Committees may be conducted in an open, safe, and orderly manner during meetings;
2. that all persons signed up to address the School Board during public comment sections of meetings have the opportunity to do so in an orderly and respectful manner and without being interrupted;
3. that persons in attendance may observe and hear the proceedings of the School Board without distraction and interruption;
4. that students and other young audience members who attend or watch such meetings are not subject to inappropriate language or conduct;
5. that School Board Members and School Division employees or other agents can transact the business of the School Board and the School Division with minimal disruption.

B. Limitations on addressing the School Board

Persons addressing the School Board during public comment sections of the meeting shall:

1. Limit their comments to matters relevant to PreK-12 public education in Virginia Beach and the business of the School Board and the School Division.
2. Refrain from obscenity, vulgarity, profanity, and comments or actions with the intent to incite violence or other breach of peace.
3. Comply with the time limits and other rules for public comment set forth in the agenda or Bylaws.
4. During special meetings or public hearings, the School Board may set different rules or time limits for public comments.

C. Other expressive activities during meetings

1. Public comments during meetings limited to matters relevant to public education and the business of the School Board

At regular School Board Meetings, the School Board accepts public comment during designated sections of the Meeting Agenda. The public comment sections of School Board Meetings are limited public forums for the sole purpose of accepting comments from members of the public relevant to PreK-12 public education in Virginia Beach and the business of the School Board and the School Division. The School Board does not accept other forms of public comment during Meetings or at those times immediately preceding or following a Meeting.



2. Expressive activities during meetings

To maintain decorum and order and conduct the business of the School Board and the School Division during meetings, expressive activities by members of the public in meetings will be limited or prohibited. On any day that a meeting is scheduled to take place, the School Board prohibits certain expressive activity, including but not limited to the following, expressive activities:

- Petitioning, demonstrating, picketing, pamphlet distribution, conducting polls, or solicitation in the Building where the Meeting is taking place.
- Displaying or using signs, posters or other items brought into the meeting room that block the view of persons in or observing the meeting or create a safety concern. Possession of such items while in the meeting location will not be prohibited.
- Use of noise making devices.
- Use of excessive cheering, booing, clapping, or similar activity that disrupts the meeting, as determined by the Chair or designee.
- Calling out or making comments when not called to address the School Board.
- Intimidation, harassment or threats to persons in the meeting or who are entering or departing the meeting or the location of the meeting.
- Instigating or attempting to instigate confrontations or other conduct for the purpose of disrupting the meeting.
- Other conduct that violates decorum and order as determined by the Chair or designee.

3. School Administration Building or other locations for meetings are not open public forums for public expression

The School Administration Building (or another building or location where a meeting is scheduled to take place) its grounds and reserved parking spaces are not open for expressive activities unless a facility use request or application has been approved by the Superintendent or designees. The Superintendent or designees are authorized to designate areas of the School Administration Building (or other building or location for a meeting), the grounds and parking lots that may be considered for facility use request or application. The Superintendent or designee are authorized to develop and implement regulations and/or procedures related to such facility use requests or applications.

D. Other methods of communicating with the School Board

The School Board encourages citizens and other interested parties to communicate with the School Board regarding matters related to public education. Due to the limited time scheduled to conduct business and the need to follow approved agenda items, School Board meetings may not be conducive for all forms of communication to the School Board. Persons seeking to communicate with the School Board may contact School Board Members through other methods of communication, including VBCPSSchoolboard@googlegroups.com or email individual School Board Members in addition to those provided at School Board meetings.



This Bylaw does not preclude persons addressing the School Board from delivering the School Board or its Clerk written materials including reports, statements, exhibits, letters, or signed petitions prior to or after a Meeting. While public speakers are addressing the School Board, they may not approach the School Board to hand out items but will instead be directed to leave items with the Clerk or designee for the School Board to consider after the Meeting.

This Bylaw does not preclude persons called to address the School Board during public comment sections from using a chart, graph, or other item during their public comments so long as that item does not interfere with the School Board and other persons observing the Meeting from hearing or seeing the speaker and the item does not create a safety issue or otherwise violate the decorum and order rules. Furthermore, nothing herein shall be interpreted to prohibit members of the public from communicating with the School Board or the School Administration on matters relevant to PreK-12 public education in Virginia Beach and the business of the School Board and the School Division at times other than meetings.

E. The Chair with the assistance of the Superintendent or their designees shall preserve decorum and order in the room where the Meeting is taking place and shall decide all questions of decorum and order during the Meeting. School Board Members may vote to overrule the Chair's or designee's decision at the time that the Chair or designee makes the decision. The Chair or designee is authorized to work with the Superintendent, designees, law enforcement and authorized agents to maintain order and decorum prior to the start of, during and immediately after any Meeting.

F. The School Administration, law enforcement and authorized agents will have responsibility for maintaining decorum and order outside of the Meeting room and outside of a building where a meeting will be or is taking place.

G. No person attending a meeting of the School Board, in any capacity, shall use, or allow to sound, any device in a manner that disrupts the conduct of business within the room in which the School Board or a Committee thereof is meeting. Notice of this restriction shall be posted outside of School Board Meeting Room and on the agenda for any School Board meeting.

H. At the request of the Chair or Superintendent or their designees, a city police officer or other law enforcement officer shall act as sergeant-at-arms at all School Board meetings.



VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE

NOTICE TO PERSONS ATTENDING SCHOOL BOARD MEETINGS REGARDING DECORUM EXPECTATIONS

Meetings of the School Board and its committees are conducted for the purpose of addressing the business of the School Board and the School Division. Certain meetings are subject to the open meetings requirements of the Virginia Freedom of Information Act. Members of the public may observe open meetings but may only address the School Board or its committees when the public comments have been made a part of the meeting agenda.

1. School Board Bylaws 1-47 and 1-48 sets forth the Decorum and Public Speaker rules to be enforced during School Board meetings. These bylaws can be accessed on the VBschools.com website. Persons attending meetings or signed up to speak at School Board Meetings should review these Bylaws prior to the meeting.
2. Please note that due to health or safety considerations as well as available seating in the meeting location, the School Board and the School Administration reserve the right to make determinations regarding the available in person seating and space for members of the public. When space for in person attendance for members of the public cannot be accommodated, efforts reasonable under the circumstances will be made to provide public access to the meeting through electronic or audio means.
3. Persons attending meetings in person are required to wear a face mask unless a mask accommodation has been approved prior to the date of the meeting. Those persons with approved mask accommodations do not need to resubmit requests for accommodations once an accommodation has been approved. Requests for mask or other accommodations should be submitted by 9:00 a.m. the day before the meeting to the Clerk of the School Board. The School Board Clerk may be contacted at 263-1016 or by email at Regina.Toneatto@vbschools.com. Mask accommodation requests may be made by using this [form](#).