



# 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

**Sharon R. Felton**  
District 6 – Beach

**Jennifer S. Franklin**  
District 2 – Kempsville

**Dorothy M. Holtz**  
At-Large

**Laura K. Hughes**  
At-Large

**Victoria C. Manning**  
At-Large

**Jessica L. Owens**  
District 3 – Rose Hall

**Trenace B. Riggs**  
District 1 – Centerville

**Carolyn D. Weems**  
District 4 - Bayside

**Aaron C. Spence, Ed.D., Superintendent**

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### ***School Board Regular Meeting Proposed Agenda Tuesday, February 22, 2022***

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

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](http://www.vbschools.com), broadcast on VBT Channel 47, and on Zoom through the link below.

Members of the public 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. 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](mailto: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.

Please note that these requirements are subject to change and persons attending the School Board meeting in person should check the day of the meeting to confirm the current requirements.

Attendee link: [https://us02web.zoom.us/webinar/register/WN\\_C4xRvQXmSwOGorn5g-81mg](https://us02web.zoom.us/webinar/register/WN_C4xRvQXmSwOGorn5g-81mg) Call-in (301) 715-8592 ID 853 9076 2973

The School Board's expectations regarding decorum, order and public comments can be found in School Board Bylaws 1-47 and 1-48. Public comment is always welcome by the School Board through their group e-mail account at [vbcpschoolboard@googlegroups.com](mailto:vbcpschoolboard@googlegroups.com) or by request to the Clerk of the School Board at (757) 263-1016.

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- 1. Administrative, Informal, and Workshop..... 3:30 p.m.**
    - A. School Board Administrative Matters and Reports
    - B. Project SEARCH
    - C. COVID-19 Update
    - D. Compass to 2025 Updates
    - E. Inclement Weather Learning Plans for Students/Staff
  - 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**



# VIRGINIA BEACH CITY PUBLIC SCHOOLS CHARTING THE COURSE

School Board Regular Meeting Proposed Agenda (continued)  
Tuesday, February 22, 2022

**7. Student, Employee and Public Awards and Recognition**

**8. Adoption of the Agenda**

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

**10. Approval of Meeting Minutes**

- A. February 1, 2022 Special School Board Meeting
- B. February 8, 2022 Regular School Board Meeting **Added 02/21/2022**
- C. February 15, 2022 Special School Board Meeting **Added 02/21/2022**

**11. Public Hearing on School Operating Budget FY 2022-2023 and Capital Improvement Program for FY 2022-23 – FY 2027-28**

**12. Public Comments (until 8:00 p.m.)**

The School Board will hear public comments at the February 22, 2022 School Board Meeting. Citizens may sign up to speak by completing the [online form here](#) 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 February 22, 2022. 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. February 22, 2022. 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.

**13. Information**

- A. Interim Financial Statements – January 2022
- B. FY 2022/2023 School Board Proposed Operating Budget and FY 2022/23 – FY 2027/28 Capital Improvement Program
- C. English as a Second Language (ESL) Program (K-12): Comprehensive Evaluation
- D. Student Response Teams (SRT): Outcome Evaluation
- E. Textbook Adoption: Secondary English Language Arts
- F. Policy Review Recommendations:
  - 1. Policy 3-69 / Contract Maintenance
  - 2. Policy 3-70 / Equipment
  - 3. Policy 3-76 / Transportation/Generally
  - 4. Policy 3-77 / Transportation and Non-Transportation Zones
  - 5. Policy 3-78 / Schedules, Routes and Stops/Traffic Control Plan
  - 6. Policy 3-80 / School Board Owned Vehicles
  - 7. Policy 3-81 / Vehicle Maintenance
  - 8. Policy 3-86 / School Cafeterias

**14. Return to public comments if needed**

**15. Consent Agenda**

- A. Resolutions:
  - 1. Read Across America
  - 2. Fine Arts in Our Schools Month
  - 3. National School Social Work Week

**16. Action**

- A. Personnel Report / Administrative Appointments **Updated 02/23/2022**
- B. School Calendars 2022-2023 and 2023-2024 **Added 02/18/2022**

**17. Committee, Organization or Board Reports**

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

**19. Adjournment**



**Subject:** Project SEARCH **Item Number:** 1B

**Section:** Workshop **Date:** February 22, 2022

**Senior Staff:** Kipp D. Rogers, Ph.D., Chief Academic Officer, Department of Teaching and Learning

**Prepared by:** Roni Myers-Daub, Ed.D., Executive Director, Office of Programs for Exceptional Children

**Presenter(s):** Roni Myers-Daub, Ed.D., Executive Director, Office of Programs for Exceptional Children

Jan Varney, Instructional Specialist, Office of Programs for Exceptional Children

**Recommendations:**

That the School Board receive information about Naval Air Station (NAS) Oceana Project SEARCH.

**Background Summary:**

The Project SEARCH Program is a unique, collaborative, multi-agency, business-led, one-year employment preparation program for students with significant disabilities. The NAS Oceana Project SEARCH program is the first Project SEARCH program on a master jet base.

**Source:**

<https://projectsearch.us/>

**Budget Impact:**

VBCPS currently supports the program with one special education teacher, teacher assistant, and job coach.



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

**Section:** Workshop **Date:** Feb. 22, 2022

**Senior Staff:** Eugene F. Soltner, Ed.D., Chief Schools Officer  
Jack Freeman, Chief Operations Officer

**Prepared by:** Eugene F. Soltner, Ed.D., Chief Schools Officer  
Jack Freeman, Chief Operations Officer

**Presenter(s):** Eugene F. Soltner, Ed.D., Chief Schools Officer  
Jack Freeman, Chief Operations 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 as recommended by the Center for Disease Control (CDC) and Virginia Department of Health (VDH).

**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, as well as related educational strategies.

**Source:**

N/A

**Budget Impact:**

Potential ESSR Grant funding impact.



Subject: Compass to 2025 Updates Item Number: 1D

Section: Workshop Date: February 22, 2022

Senior Staff: Donald, E. Robertson, Ph.D., Chief of Staff

Prepared by: Lisa A. Banicky, Ph.D., Executive Director  
Office of Planning, Innovation, and Accountability

Presenter(s): Lisa A. Banicky, Ph.D., Executive Director  
Office of Planning, Innovation, and Accountability

**Recommendation:**

That the School Board receive an update on the division's strategic framework, *Compass to 2025*, including an overview of the 2020-2021 navigational markers identified to monitor progress and performance as well as an update on the strategic priorities for the 2021-2022 school year.

**Background Summary:**

*Compass to 2025* is the division's five-year strategic framework that has been in place since July 1, 2020. On an annual basis, strategic priorities are identified to assist schools in advancing the work in the framework. Updates are provided to the School Board through a variety of workshops and presentations throughout the school year. The navigational markers were identified as part of the strategic planning process and were initially introduced to the School Board at the July 2020 retreat.

**Source:**

Code of Virginia § 22.1-253.13:6, as amended. Standard 6. Planning and public involvement  
School Board Regulation 7-21.7

**Budget Impact:**

None



## Compass to 2025: Student-Centered For Student Success – 2020-2021 School Year

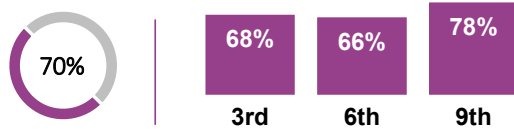
The goal of VBCPS is the successful preparation of every student to master the skills necessary to be college, career, and life ready when they graduate from VBCPS.

### 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.

#### Students Reading on Grade Level

Reading Inventory assessment administered to students in grades 3-9.



#### Students Demonstrating Proficiency in Reading

Reading SOL administered to students in grades 3-8.

N/A

#### Students Demonstrating Proficiency in Mathematics

Mathematics SOL administered to students in grades 3-8.

N/A

#### Students Demonstrating Proficiency in Writing

Writing SOL administered to students in grades 8 and 11.

N/A

#### Secondary Students Enrolling in and Successfully Completing Rigorous Coursework

Students in grades 6-12 passing an advanced, AP, IB or dual enrollment course.

64%

#### Students Reporting Proficiency in Critical Thinking

Survey administered to students in grades 4-12

89%

#### Students Reporting Proficiency in Problem Solving

Survey administered to students in grades 4-12

90%

N/A

#### Students Successfully Completing an Exhibition of Learning/Signature Project

#### Students Graduating Within Four Years

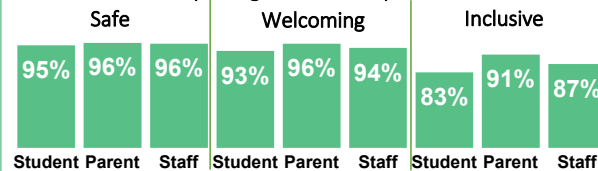
Cohort-based on-time graduation rate.

95%

### Goal 2: Student Well-Being

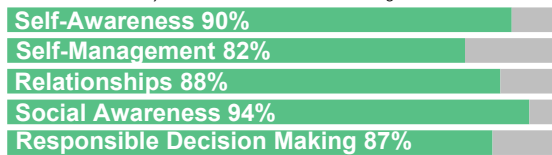
Create an inclusive learning environment that supports the physical and mental health of all students and strengthens the social-emotional skills they need to become balanced, resilient learners who are personally and socially responsible.

#### Stakeholders Reporting School/Workplace Environment is



#### Student Agreement on Social-Emotional Learning Skills

SEL survey administered to students in grades 4-12.



89%

#### Students With 90% or Higher Attendance

Part of the State Accreditation System

#### Students Participating in Extracurricular Activities or Clubs

34%

81%

#### Students Reporting a Sense of Belonging to Their School

Survey administered to students in grades 4-12.

#### Students Participating in Community Service

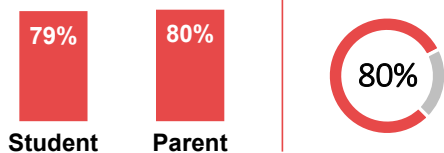
21%

### 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.

#### Stakeholders Reporting That Students' Academic/Career Planning Process Helped Them Make Informed Decisions About Their Future Options

Survey administered to students in grades 4-12 and their parents



84%

#### Students Engaging in Goal Setting to Support Their Learning and Future Plans

Survey administered to students in grades 4-12

89%

#### Students Engaged in Their Learning

Survey administered to students in grades 4-12

#### Students Graduating With Industry Certifications

81%

74%

#### Graduates Demonstrating College, Career, and Civic Readiness

Part of the State Accreditation System

#### Students Enrolling in 2- and 4- Year Colleges One Year After High School Graduation

Class of 2020 graduates enrolled in college during 2020-2021 based on data from the National Student Data Clearinghouse

56%



## Compass to 2025: Student-Centered For Student Success – 2020-2021 School Year

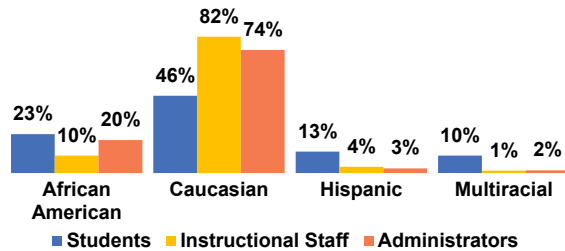
The goal of VBCPS is the successful preparation of every student to master the skills necessary to be college, career, and life ready when they graduate from VBCPS.

### 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.

#### Demographics

Based on student and staff membership as of September 30th.



#### Teacher Salary

VBCPS Ranking (out of 7) compared to 6 surrounding school divisions.

- 1 New Hires
- 2 5 Years of Experience
- 5 10 Years of Experience
- 3 25 Years of Experience

#### Health Benefits Package

VBCPS Ranking (out of 7) compared to 6 surrounding school divisions.

- 6 Employee Monthly Premium
- 5 Family Plan Monthly Premium
- 6 Employee Deductible
- 5 Family Plan Deductible

90% Staff Reporting Opportunities for Professional Learning Are Appropriate to Meet Their Needs

Staff Reporting High Levels of Job Satisfaction 91%

90% Teacher Retention Rate

Staff With Advanced Degrees and/or National Board Certification 61%

### 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.

78% Families Aware of Events, Programs, and Resources Provided for Parents to Support Students

90% Families Expressing Satisfaction With Events, Programs, and Resources Provided for Parents to Support Students

#### Number of Partnerships by Type of Support Offered



#### Partners and Schools Expressing Satisfaction With their Partnership Relationship



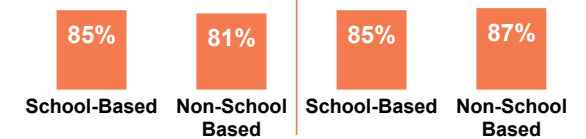
15% Graduates Participating in a Work-Based or Service Learning Experience

### Goal 6: Organizational Effectiveness and Efficiency

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

100% Schools Accredited in VBCPS

#### Stakeholders Reporting Satisfaction With the Communication and Assistance Provided by Central Office



Satisfactory Building Inspection Reports (Custodial) ✓

Decrease energy consumption from the previous year ✓

Met Monthly Food Services Revenue/Expense Targets ✗

Conducted Safety Audits at all Schools and Administrative Buildings ✓

Clean Financial Audit With No Material Findings ✓

Annual Reversion Funds Between 2.0% - 2.5% ✓

On Time and Under Budget Capital Improvement Plan ✓





**Subject:** Inclement Weather Learning Plans for Students/Staff **Item Number:** 1E

**Section:** Workshop **Date:** February 22, 2022

**Senior Staff:** Kipp D. Rogers, Ph.D., Chief Academic Officer, Department of Teaching and Learning

**Prepared by:** Kipp D. Rogers, Ph.D., Chief Academic Officer, Department of Teaching and Learning

**Presenter(s):** Kipp D. Rogers, Ph.D., Chief Academic Officer, Department of Teaching and Learning

**Recommendations:**

That the School Board receive an update on inclement weather learning plans for students and staff beginning February 23, 2022.

**Background Summary:**

Virginia Beach City Public Schools is committed to providing continuity of learning in the event of school closures due to inclement weather or other emergency situations. House bill, HB 1790 and Senate bill, SB 1132 allow the use of up to 10 unscheduled remote learning days in the event of inclement weather or other emergencies. In August, schools were notified that they were expected to provide instruction and student services in the event this occurs.

This school year, during teacher in-service week, administrators set aside time for teachers to design learning opportunities that are accessible to students during a school closure. Teachers planned at least two days of virtual learning opportunities that could be published and made available quickly.

**Source:**

N/A

**Budget Impact:**

N/A





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

**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. February 1, 2022 Special School Board Meeting
- B. February 8, 2022 Regular School Board Meeting \*
- C. February 15, 2022 Special 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

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**Laura K. Hughes**  
At-Large

**Victoria C. Manning**  
At-Large

**Jessica L. Owens**  
District 3 – Rose Hall

**Trenace B. Riggs**  
District 1 – Centerville

**Carolyn D. Weems**  
District 4 - Bayside

**Aaron C. Spence, Ed.D., Superintendent**

## ***School Board Special Meeting MINUTES***

**Tuesday, February 1, 2022**

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

- 1. Call to Order and Verbal Roll Call:** Chairwoman Rye convened the special meeting of the School Board in the School Board chamber at 3:00 p.m. on the 1<sup>st</sup> day of February 2022 and announced In accordance with the Schedule of School Board Meetings amended and approved by the School Board at their January 25, 2021 Regular Meeting, and pursuant to Bylaw 1-46, and Virginia Code § 2.2-3707, the School Board will hold a special meeting on Tuesday, February 1, 2022, at 3:00 p.m., in the School Board Chambers in the School Administration Building #6 at the Municipal Center, 2512 George Mason Dr., Virginia Beach, VA 23456 for a Closed Session and then will hold an Open Session beginning at 5:00 p.m.. The purpose of this special meeting is for consultation with legal counsel regarding new election districts and election cycle; and discussion and action on the new election districts and election cycles for the School Board.

The following School Board members were present in the School Board chamber: Chairwoman Rye, Vice Chair Melnyk, Ms. Anderson, Ms. Felton, Ms. Franklin, Ms. Holtz, Ms. Hughes, Ms. Manning, Ms. Owens, Ms. Riggs, and Ms. Weems.

- 2. Adoption of the Agenda:** Chairwoman Rye called for any modification to the agenda. Ms. Weems made a motion to amend the agenda by striking #5 – Action by School Board regarding School Board’s position on new election districts and cycles; seconded by Ms. Manning. A discussion followed regarding discussion of topic with public; receiving public input; discussing in open session; order of agenda; getting public input before voting on items; defer the resolution to another meeting after receiving public input; meeting with outside counsel during closed session to determine if further action is needed. Ms. Anderson made a second motion instead of removing item #5 but to amend item #5 to state – possible action by School Board regarding School Board’s position on new election districts and cycles; seconded by Ms. Riggs.

A discussion followed regarding concerns topic not discussed in open session with public; should not vote without public input; lack of transparency; topic to be discussed in open session later in the meeting; chance for public to weight in; move vote to upcoming meeting on February 8; discussion should be focused on the addition of the word possible to agenda item #5; topic has been discussed – no need to vote on tonight; City’s January 11 presentation, public hearings on election districts, and information on City website. Chairwoman Rye called for a vote on the second motion – amend the agenda with item #5 reading possible action by School Board regarding new election districts and election cycles. The School Board Clerk announced there were eight (8) ayes in favor of the second motion: Chairwoman Rye, Vice Chair Melnyk, Ms. Anderson, Ms. Felton, Ms.

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Virginia Beach, VA 23456

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Franklin, Ms. Holtz, Ms. Owens, and Ms. Riggs. There were three (3) nays opposed to the second motion: Ms. Hughes, Ms. Manning, and Ms. Weems. The motion passed 8-3-0.

Agenda item #5 is noted as being Possible Action by School Board regarding School Board's position on new election districts and cycles.

- 3. Closed Session:** Vice Chair Melnyk made a motion, seconded by Ms. Anderson that the School Board recess into Closed Session in accordance with the exemptions to open meetings law set forth in Code of Virginia §2.2-3711 Part A, Paragraphs 7 and 8, as amended,

A. 7. Consultation with legal counsel and briefings by staff members or consultants pertaining to actual or probable litigation, where such consultation or briefing in open meeting would adversely affect the negotiating or litigating posture of the public body. For the purposes of this subdivision, "probable litigation" means litigation that has been specifically threatened or on which the public body or its legal counsel has a reasonable basis to believe will be commenced by or against a known party. Nothing in this subdivision shall be construed to permit the closure of a meeting merely because an attorney representing the public body is in attendance or is consulted on a matter and

A.8. Consultation with legal counsel employed or retained by a public body regarding specific legal matters requiring the provision of legal advice by such counsel. Nothing in this subdivision shall be construed to permit the closure of a meeting merely because an attorney representing the public body is in attendance or is consulted on a matter.

Namely to discuss

1. pending or probable litigation matters and developments in the election districts;
2. new election districts and election cycles

A brief discussion followed regarding the second part of the motion – new election districts and election cycles; should be discussed in open session; advice from legal counsel on new election districts and election cycles; reasons for closed sessions. After discussion, Chairwoman Rye called for a vote. The School Board Clerk announced there were eight (8) ayes in favor of the motion to recess into Closed Session: Chairwoman Rye, Vice Chair Melnyk, Ms. Anderson, Ms. Felton, Ms. Franklin, Ms. Holtz, Ms. Owens, and Ms. Riggs. There were three (3) nays opposed to the motion to recess into Closed Session: Ms. Hughes, Ms. Manning, and Ms. Weems. The motion passed 8-3-0.

The closed session began at 3:28 p.m. in the Einstein Lab.

Individuals present for discussion in the order in which matters were discussed:

**A.7. and A.8 CONSULTATION WITH LEGAL COUNSEL:**

School Board members: Chairwoman Rye, Vice Chair Melnyk, Ms. Anderson, Ms. Felton, Ms. Franklin, Ms. Holtz, Ms. Hughes, Ms. Manning, Ms. Owens, Ms. Riggs, and Ms. Weems; Mr. Cullen D. Seltzer, Attorney, Sands Anderson PC; Donald E. Robertson, Ph.D., Chief of Staff; John Sutton III, Coordinator, Policy and Intergovernmental Affairs; School Board Legal Counsel, Kamala Lannetti, Deputy City Attorney; Regina M. Toneatto, Clerk of the Board.

The School Board members departed the Einstein Lab at 4:24 p.m. and reconvened in the School Board chamber at 4:30 p.m.

Certification of Closed Session: Vice Chair Melnyk read the Certification of Closed Meeting:

**WHEREAS**, the School Board of the City of Virginia Beach has convened a closed meeting on this date pursuant to an affirmative recorded vote and in accordance with the provisions of the Virginia Freedom of Information Act; and

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**WHEREAS**, Section 2.2-3712 (D) of the Code of Virginia requires a certification by this School Board that such closed meeting was conducted in conformity with Virginia law.

**NOW, THEREFORE, BE IT RESOLVED** that the School Board of the City of Virginia Beach hereby certifies that, to the best of each member's knowledge, (i) only public business matters lawfully exempted from open meeting requirements by Virginia law were discussed in the closed meeting to which this certification applies, and (ii) only such public business matters as were identified in the motion by which the closed meeting was convened were heard, discussed, or considered.

Ms. Anderson made a motion, seconded by Ms. Franklin. Chairwoman Rye called for a vote. The School Board Clerk announced there were eight (8) ayes in favor of the certification of closed session: Chairwoman Rye, Vice Chair Melnyk, Ms. Anderson, Ms. Felton, Ms. Franklin, Ms. Holtz, Ms. Owens, and Ms. Riggs. There were three (3) nays opposed to the certification of closed session: Ms. Hughes, Ms. Manning, and Ms. Weems. The motion passed 8-3-0.

Chairwoman Rye adjourned the closed session portion of the meeting at 4:31 p.m.

Chairwoman Rye called the special meeting to order at 5:01 p.m. on the 1<sup>st</sup> day of February 2022 and announced in accordance with the schedule of School Board meetings amended and approved by the School Board at their January 25, 2021 regular meeting and pursuant to Bylaw 1-46 and Virginia Code § 2.2-3707, the School Board will hold a special meeting on Tuesday, February 1, 2022 at in the School Board Chambers in the School Administration Building #6 at the Municipal Center, 2512 George Mason Dr., Virginia Beach, VA 23456. The purpose of this special meeting is for discussion and action on the new election districts and election cycles for the School Board.

Pursuant to the School Board's 2021-2022 Reopening Plan adopted August 10, 2021, and the School Board vote on August 24, 2021 regarding health protocols for School Board meetings, physical distancing will be used in chambers as a health mitigation strategy. Members of the public will also be able to observe the Special School Board Meeting through livestreaming on [www.vbschools.com](http://www.vbschools.com), broadcast on VBTB Channel 47, and on Zoom.

The following School Board members were present in the School Board chamber: Chairwoman Rye, Vice Chair Melnyk, Ms. Anderson, Ms. Felton, Ms. Franklin, Ms. Holtz, Ms. Hughes, Ms. Manning, Ms. Owens, Ms. Riggs, and Ms. Weems.

Chairwoman Rye noted the agenda was previously adopted earlier in the meeting; see agenda item #2.

- 4. Open Session discussion regarding new election districts and election cycles:** Chairwoman Rye introduced School Board Legal Counsel, Kamala Lannetti; Ms. Lannetti presented information regarding new election districts and election cycles for Virginia Beach; review highlights of *Holloway v. City of Virginia Beach*; court ordered election districts: 1 At-Large Mayor position, 10 district City Council positions, districts also drawn to use 2020 Census data, districts has approximately 46,000 residents and 36,000 voting age population; reviewed map of districts; information on [vb.gov](http://vb.gov) website, including a video of January 11, 2022 presentation to City Council on the matter; School Board to follow same as City Council; reviewed election cycles for districts for City Council members for 2022 elections and 2024 elections; reviewed School Board members by new districts, 2022 elections and 2024 elections.

Overview of law regarding Governing Bodies Elections: Constitution of Virginia Article VII Section 5, Code of Virginia § 24.2-304.1, Code of Virginia § 24.2-304.6, Code of Virginia § 24.2-311 (B); laws for School Board elections: Code of Virginia § 24.2-223, Code of Virginia § 22.1-57.3 (A) (B) (C); Charter of the City of Virginia

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Beach, Virginia Chapter § 16.04; candidates for City Council and School Board timeline – City is presuming that School Board will follow same election cycles, January 3, 2022 – petitions were made available for City Council and School Board, Registrar of Voters will accept but will not process petitions until authorized, June 21 Primary and deadline for non-primary and independent candidates, September 23 early voting begins, and November 8 election.

The discussion continued with comments and questions regarding names of districts; districts with multiple School Board members and districts with no School Board members; General Assembly; no authority how elections are elected; need for law to be clarified; City Council and districts; need to mirror City Council – 11 members; examples of members running in same district; resolution; pending bill in General Assembly; input from public; completing term of office; voting rights act; federal law; need a voice; mentioned HB 1031 introduced but may have changes; crossover date February 15; important to hear from the public; reach out to delegate and give opinion; need public input.

Chairwoman Rye asked School Board Legal Counsel, Kamala Lannetti to read the following resolution:

**RESOLUTION  
REGARDING ELECTION DISTRICTS AND ELECTION SCHEDULE FOR  
SCHOOL BOARD OF THE CITY OF VIRGINIA BEACH, VIRGINIA**

**WHEREAS**, on December 22, 2021, the United States District Court for Eastern District of Virginia issued a final order setting forth new election districts and election cycles for the City Council of the City of Virginia Beach, Virginia but the Order did not specifically address the School Board; and

**WHEREAS**, the Court ordered election districts and election cycle result in some ambiguity regarding the election districts and election cycle for currently elected School Board Members; and

**WHEREAS**, the Charter of the City of Virginia Beach, Virginia §16.04 (A) Election of the school board states “All board members shall be elected in the same manner and according to the same schedule that council members are elected for terms of four years.”; and

**WHEREAS**, Code of Virginia §22.1-57.3 (A) states “Elections of school board members in a county, city, or town shall be held to coincide with the elections for the members of the governing body of the county, city, or town at the regular general election in November or the regular general election in May, as the case may be.”; and

**WHEREAS**, Code of Virginia §22.1-57.3 (B) states “The terms of the members of the elected school board for any county, city, or town shall be the same as the terms of the members of the governing body for the county, city, or town. In any locality in which both school board and the governing body are elected from election districts, as opposed to being elected wholly on an at-large basis, the elections of the school board member and governing body member from each specific district shall be held simultaneously...”; and

**WHEREAS**, Code of Virginia §22.1-57.3 (B) further states that “In any case in which school board members are elected from election districts, as opposed to being elected from the county, city, or town at large, the election districts for the school board shall be coterminous with the election districts for the county, city, or town governing body, except as may be specifically provide for the election of school board members in a county, city, or town in which the governing body is elected at large.”; and

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**WHEREAS**, Code of Virginia §22.1-76 (A) states "...at its annual meeting the each school board shall elect one of its members as chairman,..." Accordingly, the Code of Virginia sets forth the procedure for electing a chairman for the School Board and the School Board will comply with this law.

**NOW, THEREFORE BE IT RESOLVED**

1. That the School Board intends to comply with the Court Order and applicable law and follow the same election districts and election cycle as the City Council.
2. That the School Board determines that it should have an at large eleventh member as the City Council has.
3. That the School Board elections in 2022 and 2024 will be for the same election districts or at large position as the City Council.
4. That School Board Members whose terms expire in 2024 will continue on the School Board until the conclusion of their terms or until such time as they resign or are removed from office.
5. That the School Board shall have the same number of elected members as the City Council.

The discussion continued regarding the resolution; aligns what the School Board would be doing with what City Council is going to be doing; convey to the General Assembly; emails regarding closed sessions; resolution will follow the law. Ms. Anderson made a motion to accept the resolution, seconded by Ms. Riggs.

Chairwoman Rye opened the floor for discussion on the resolution; discussion continued regarding public input; closed session topics; transparency; inappropriate to vote on tonight; November elections; timeline getting information; nine days before crossover; can follow the law without resolution; suggestion of a special meeting on Friday for public input; logistical challenges of special meeting; reminder of resolution on the floor; feedback on suggestion of special meeting; distribution of the resolution.

- 5. Possible Action by School Board regarding School Board's position on new election districts and cycles:** Note the agenda title for item #5 was changed during the Adoption of the Agenda. (See agenda item #2)

Chairwoman Rye called for a vote on the proposed resolution. The School Board Clerk announced there were seven (7) ayes in favor of the motion: Chairwoman Rye, Vice Chair Melnyk, Ms. Anderson, Ms. Felton, Ms. Holtz, Ms. Owens, and Ms. Riggs. There were four (4) abstentions to the vote on the motion: Ms. Franklin (agrees with resolution but wanted to vote on Tuesday), Ms. Weems (as per policy, get input before vote and not doing it in this case), Ms. Manning (does not have enough information to make a decision because haven't heard from the public on this topic), and Ms. Hughes (inappropriate to vote on a resolution with public input.) The motion passed 7-0-4.

- 6. Adjournment:** Chairwoman Rye adjourned the meeting at 7:13 p.m.

Respectfully submitted:

\_\_\_\_\_  
Regina M. Toneatto, Clerk of the School Board

Approved:

\_\_\_\_\_  
Carolyn T. Rye, School Board Chair





# 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

**Sharon R. Felton**  
District 6 – Beach

**Jennifer S. Franklin**  
District 2 – Kempsville

**Dorothy M. Holtz**  
At-Large

**Laura K. Hughes**  
At-Large

**Victoria C. Manning**  
At-Large

**Jessica L. Owens**  
District 3 – Rose Hall

**Trenace B. Riggs**  
District 1 – Centerville

**Carolyn D. Weems**  
District 4 - Bayside

**Aaron C. Spence, Ed.D., Superintendent**

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### **School Board Regular Meeting MINUTES** **Tuesday, February 8, 2022**

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

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- 1. Administrative, Informal, and Workshop:** Vice Chair Melnyk, filling in momentarily for Chairwoman Rye, convened the administrative, informal and workshop session at 4:03 p.m. on the 8<sup>th</sup> day of February 2022 and announced pursuant to the School Board's 2021-2022 Reopening Plan adopted August 10, 2021, and the School Board vote on August 24, 2021 regarding health protocols for School Board meetings, it is determined that physical distancing will be used in School Board Chambers as a health mitigation strategy therefore there will be designated public seating in School Board Chambers during the School Board Meeting. Members of the public will also be able to observe the School Board Meeting through livestreaming on [www.vbschools.com](http://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 Session School Board Meeting to begin at 6:00 p.m. At 5:30 p.m., the School Board will conclude its Administrative, Informal and Workshop Session of the Meeting unless the School Board votes to continue until 5:45 p.m. The Administrative, Informal and Workshop Session will conclude no later than 5:45 p.m. to allow the School Board and the School Administration to prepare for the Formal Session of the School Board Meeting at 6:00 p.m.

The following School Board members were present in the School Board chamber: Chairwoman Rye (4:06 p.m.), Vice Chair Melnyk, Ms. Anderson, Ms. Felton, Ms. Franklin, Ms. Holtz (4:06 p.m.), Ms. Hughes, Ms. Manning, Ms. Owens, Ms. Riggs, and Ms. Weems.

- A. **School Board Administrative Matters and Reports:** Vice Chair Melnyk introduced Chief Paul Neudigate, Virginia Beach Police Department; Chief Neudigate stated the police department's 100% support of the Restorative Justice Program initiative which will be presented tonight. Chairwoman Rye arrived at 4:06 p.m. and continued the meeting with Administrative Matters. Ms. Hughes had questions regarding dues for VSBA.
- B. **COVID Update:** Jack Freeman, Chief Operations Officer and Eugene F. Soltner, Ed.D., Chief Schools Officer provided the School Board an update regarding COVID-19 health and safety mitigations including data updates, as well as process and support improvements as recommended by the Center for Disease Control (CDC) and Virginia Department of Health (VDH). Mr. Freeman began the presentation and reviewed the VDH current data: transmission level – high, cases – 388.5, percent positivity – 21.8%; noted the downward trend but still in the high level; reviewed the COVID-19 weekly report data; noted upcoming vaccination clinics available; reviewed VDH interim guidance to updated CDC guidance – exempt from quarantine: students who completed primary COVID-19 vaccine series (2 doses) and adults fully vaccinated and boosted; mentioned the COVID webinars; received KN-95 masks; temporary injunction to Executive Order 2; Dr.



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Soltner continued the presentation; mentioned all 86 schools were visited by DOSL Directors, the Chief of Staff, and Superintendent; reviewed parent opt out numbers – only from those who completed the form; mentioned school relief and staff challenges: issues with substitutes have been minimizing due to increase in number of substitutes hired since January 3 and a significant decrease in staff absences as transmissions trend down; reviewed data from survey for interest in Virtual Virginia; noted Virtual Virginia does not offer an option for early childhood or Pre-K students; reviewed the Virtual Virginia tentative planning timeline.

The presentation continued with questions and comments regarding mask policy; optional mask data; Virtual Virginia enrollment; opt out form extension; updates for February 22 meeting; School Board Legal Counsel, Kamala Lannetti, provided information on the injunction, Arlington case, HB 1303; a discussion continue regarding the information, implications, timeline of injunction; students wearing masks; principals to address any concerns about students wearing masks not teachers; Executive Order 2; number of weeks reviewing data for changes to mitigation; monitor for three weeks; mentioned to continue discussion after formal meeting to allow time for next presentation.

Restorative Justice: An Alternative Accountability Program: LaQuiche R. Parrott, Ed.D., Director of Diversity, Equity and Inclusion shared with the School Board the year-long research into restorative justice and alternative accountability programs in place in the Commonwealth and across the nation and opportunities for the City; provided the School Board; Dr. Parrott introduced Deputy Chief Dean, Virginia Beach Police Department; Chief Dean reviewed a brief timeline of the restorative justice program process; provided an overview of the presentation; reviewed current options to address juvenile crime: warn and release to parent/guardian (pre-arrest), court-diversion program (post-arrest), petition/summon to court (post-arrest); proposed fourth option that creates a second pre-arrest alternative; defined restorative justice framework; focuses on what happened, who was harmed, who is responsible for repairing the harm; the goal is accountability; goal: accountability, character development, school and community safety; intended to be a “pre-arrest” diversion; provide the victims of the juvenile’s crimes to be actively involved in the resolution of their cases; reduce the rate of recidivism with young offenders; reduce the rate of juvenile offenders entering the formal criminal justice system; give first time juvenile offenders the opportunity to be held accountable for their actions; funding – City of Virginia Beach has restored funding for two positions in Juvenile Court Services; received a grant from the Promising Youth Opportunity for \$64,000; grant funds will support the training for City and VBCPS staff to become facilitators for restorative justice circles; reviewed program and training strategies under consideration: mediation services, police-based programs, other available RJ training programs; general idea of program structure for VBCPS and CSU (Court Services Unit): school-discipline matters – noncriminal actions that violate school conduct codes, school-based criminal offenses – minor criminal offenses (to be defined) as committed by students in the school setting; overview of criminal offenses which may be suitable for Alternative Accountability Program (AAP); mentioned sample recidivism rates; reviewed committee members; outlined committee next steps: developing a program structure, identifying goals and values, identifying and hiring staff, identifying Restorative Justice Facilitators (City and VBCPS), developing workflow, program evaluation metrics, and policy, developing memorandums of understanding.

The presentation continued with questions and comments regarding the collaboration between City and VBCPS; grant funding; facilitators in schools; voluntary program; need to define restorative justice and criminal offenses – in the process of developing; comparison of how the program will look versus what we do have in place; excited about another alternative.

2. **Closed Session:** There was no closed session.
3. **School Board Recess:** Chairwoman Rye concluded the administrative, informal, and workshop session at 5:39 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 6:02 p.m. on the 8<sup>th</sup> day of February 2022 and announced pursuant to the School Board’s 2021-2022 Reopening Plan adopted August 10, 2021, and the School Board vote on August 24, 2021 regarding health protocols for School Board meetings, it is determined that physical distancing will be used in School Board Chambers as a health mitigation strategy therefore there will be

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designated public seating in School Board Chambers during the Special School Board Meeting. Members of the public will also be able to observe the Special School Board Meeting through livestreaming on [www.vbschools.com](http://www.vbschools.com), broadcast on VBT Channel 47, and on Zoom.

The following School Board members were present in the School Board chamber: Chairwoman Rye, Vice Chair 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. Cox High School - American String Teachers Association (ASTA) – State Chapter Website Award: The School Board recognized Kevin Fields from Cox High School for having the Best State Chapter Website. To receive this award, ASTA reviews the state-level websites, which aim to highlight, honor, and positively represent string teachers and string programs within their state.
- B. Plaza Middle School - Virginia American String Teachers Association (V-ASTA) – Orchestra Director of the Year: The School Board recognized Sarah McGhee for Plaza Middle School for being named orchestra director of the year through the Virginia chapter of the American String Teachers Association. Ms. McGhee has served more than 25 years as an orchestra teacher in Virginia Beach.
- C. Salem High School – Virginia Music Educators Association (VMEA) – Virginia Music Educator of the Year: The School Board recognized Corbin Pinto from Salem High School for being named the Virginia Music Educator of the Year through the Virginia Music Educators Association. Ms. Pinto has been teaching with the school division for 18 years, currently as the vocal strand director for the Visual and Performing Arts Academy.
- D. Resolution of Appreciation: The School Board recognized Regina M. Toneatto, Clerk of the Board and Susan Keipe, Deputy Clerk of the School as part of Virginia School Boards Association (VSBA) designating the third week in February, February 14-18, as VSBA School Board Clerk Appreciation Week. Ms. Franklin read the following resolution:

**Resolution for VSBA School Board Clerk Appreciation Week  
February 2022**

**WHEREAS,** school board clerks in each locality throughout our great Commonwealth are appointed by law to fulfill their duties and responsibilities; and

**WHEREAS,** school board clerks are responsible for keeping accurate records of the meetings and proceedings of the school board, a record of all receipts and disbursements, and a record of all official acts; and

**WHEREAS,** school board clerks perform such other duties in connection with the school business of her/his county or city as may be required by the school board; and

**WHEREAS,** school board clerks maintain frequent contact with the public, including parents, employees and the media, on behalf of the school board and superintendent; and

**WHEREAS,** school board clerks, in the performance of their duties, are often required to work extra hours attending school board meetings; and

**WHEREAS,** school board clerks join with school boards to help ensure that students achieve to their highest potential; and

**WHEREAS,** school board clerks provide an invaluable service for school board members and superintendents, the VSBA Board of Directors does hereby recognize the third week of February as School Board Clerk Appreciation Week in the Commonwealth of Virginia, and

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**WHEREAS**, the School Board of the City of Virginia Beach joins the VSBA in recognizing the many and varied contributions of school board clerks;

**NOW, THEREFORE, BE IT**

**RESOLVED:** That the School Board of the City of Virginia Beach also recognize the third week of February as School Board Clerk Appreciation Week; 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 8th day of February 2022.

- 8. Adoption of the Agenda:** Chairwoman Rye called for any modifications to the agenda. Ms. Hughes requested to separate item #14C 1-2 (Recommendations from a General Contractor: 1. Plaza Middle School Stage Rigging, 2. Rosemont Forest Elementary School Fire Alarm Replacement from Consent to Action item #15B; Ms. Anderson requested to add an item under Information – item #12D – more information about masking; Chairwoman Rye noted School Board Legal Counsel, Kamala Lannetti would present information on the court rulings; the motion on the floor was clarified – amend to change item #14C 1-2 (consent) to #15B (action), and add item #12D more information concerning masking; Ms. Hughes and Ms. Anderson made the motion to amend the agenda as stated above, seconded by Ms. Riggs. Chairwoman Rye called for a vote. The School Board Clerk announced the motion passed unanimously.
- 9. Superintendent's Report:** There was no Superintendent's Report.
- 10. Approval of Meeting Minutes**

  - A. January 20, 2022 Special School Board Meeting: Chairwoman Rye called for any modifications to the January 20, 2022 Special School Board meeting minutes. There was one modification; Ms. Manning attended the meeting but was not noted in the roll call. The School Board Clerk had updated the minutes for the January 20, 2022 Special School Board meeting to reflect the correction and posted the updated minutes online. Without any other modifications, Chairwoman Rye called for a motion to approve. Ms. Riggs made a motion, seconded by Ms. Franklin. Chairwoman Rye called for a vote. The School Board Clerk announced the motion passed unanimously.
  - B. January 25, 2022 Regular School Board Meeting: Chairwoman Rye called for any modifications to the January 25, 2022 Regular School Board meeting minutes. Hearing none, Chairwoman Rye called for a motion to approve. Ms. Hughes made a motion, seconded by Ms. Anderson. Chairwoman Rye called for a vote. The School Board Clerk announced the motion passed unanimously.
- 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 Rye mentioned information regarding speaker process, decorum and order, and submitting comments via group email. There were twenty (20) in person speakers (including four (4) student speakers) and twenty (20) online speakers (including one (1) student speaker); topics discussed were COVID; masking in school building; social distancing; Black History month; calendar; middle school scheduling; election redistricting; decorum of School Board members; Governance committee banned books; masks; Executive Order 2; SB 1303; universal masking; Virginia history; Virtual Virginia; parental choice; vaccination clinics; First Amendment Rights; COVID mitigations; teacher shortage; staffing issues; and collective bargaining. Due to time, public comments ended at approximately 8:00 p.m., to be resumed after Information presentations.
- 12. Information**

  - A. Superintendent's Estimate of Needs for FY 2022-23 and Capital Improvement Program for FY 2022-23 – FY2027-28: Superintendent Spence and Crystal M. Pate, Chief Financial Officer, and Jack Freeman, Chief Operations Officer presented information to the School Board regarding School Operating Budget for FY 2022/23 and Capital Improvement Program (CIP) for FY 2022/23 – FY 2027/28; Superintendent Spence reviewed the operating budget amount (\$872.5 million) and Division budget priorities: employee compensation, employee recruitment and retention, lowering employee healthcare costs, increased support for our English Learner population, CIP planning; reviewed VBCPS accomplishments (i.e. highest graduation

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rate on record, 2020-2021 SOL pass rates, 2021 graduating class offered more than \$62 million in scholarships, Project SEARCH, Windsor Oaks Elementary School named a 2021 National Blue Ribbon School by U.S. Department of Education, volunteer hours, virtual peer tutoring program); mentioned capital improvement needs (infrastructure projects – reroofing, HVAC improvements, replacing outdated playground equipment; proposed CIP fully funds Princess Anne High School and B.F. Williams/Bayside 6<sup>th</sup> grade campus replacement projects, construction of the classroom addition at Lynnhaven Middle School to support the Achievable Dream secondary school program).

Ms. Pate continued the presentation and reviewed the school operating fund revenue sources – noting local contribution makes up 49.7% of budget; school operating fund by major category classification – instruction (73.3%), operations and maintenance (11.8%), pupil transportation (5.2%), administration, attendance and health (5.2%) and technology (4.6%); school operating expenditures by type – personnel services (60.96%) and fringe benefits (24.36%) are the largest expenditures; reviewed some budget figures from page 23 of the Superintendent's Estimate of Needs; Mr. Freeman continued the presentation and reviewed some CIP project highlights; items part of the CIP: renovations & replacements projects, renovations and replacements – safe school improvements, energy performance contracts, elementary school playground equipment replacement, Achievable Dream at Lynnhaven Middle School, Princess Anne high School replacement, Bettie F. Williams/Bayside 6<sup>th</sup> replacement, Bayside High School replacement (partially funded); CIP funding – total cost including appropriations to date, approximately \$650 million and Year 1 (2022/23) approximately \$83 million; highlighted breakdown of funding; Ms. Pate reviewed the budget timeline.

Superintendent Spence mentioned to the School Board members to send questions to Ms. Pate and himself in advance of the upcoming Public Hearing; the presentation continued with comments and questions regarding budget online for public to view; central office staff and freezing hiring; review of vacant positions for consolidation; reminder of 5:00 p.m. start time of next week's budget/public hearing meeting.

- B. School Calendar: Eugene F. Soltner, Ed.D., Chief Schools Officer presented the School Board draft calendars for the 2022-2023 school year; provided a reminder of location of current division calendar; reviewed the calendar development/adoption timeline; reviewed guidance for calendar creation: number of instructional days (181-days), observance of holiday, length of breaks, availability of staff days, limiting adjusted dismissal days; discussed start of school prior to Labor Day and some primary benefits; mentioned more school divisions in the state are moving to a pre-labor day start; shared overview of January 2022 draft calendar survey results; overall 19,527 respondents; provided a quick overview of calendars: Option 1 – Pre-Labor Day, school starts Monday, August 29 and ends Thursday, June 15 with 9 days of winter break; Option 2 – Pre-Labor Day, school starts Tuesday, August 23 and ends Thursday, June 15 with 11 days of winter break; Option 3 – Post Labor Day, school starts Tuesday, September 6 and ends Thursday, June 15 with 6 days of winter break; Option 4 – Post-Labor Day, school starts Tuesday, September 6 and ends Friday, June 16 with 7 days of winter break; parents were split between options 2 and 4, students responding preferred option 4, instructional staff were split among the two pre-labor day options and option 4, non-instructional staff preferred option 2, and community members responding preferred option 2; most influential factors were start date of school and length of breaks; least preferred calendar was option 2; reviewed the current division calendar for 2021-2022; reviewed the four (4) draft calendars (start dates, holidays, staff days, semesters, etc.); reviewed details of the recommendation of calendar option 1; highlights: August 22-26 five teacher work days, August 29 first day of school for students, off for Labor Day September 2 through September 5 with school resuming on Tuesday, September 6, October 10 staff day, November 7-8 staff days, Veteran's Day November 11, November 23 early release and Thanksgiving Break November 24 and 25, winter break begins December 21 for 9 days; January 2 final day of winter break, January 16 Martin Luther King Jr. Day, January 27 end of second quarter, January 30 staff day, February 20 President's Day, March 13 staff day, April 6 end of third quarter, April 7 staff day, Spring Break April 10 – 14, April 17 start of fourth quarter, May 29 Memorial Day, June 15 adjusted dismissal day for students.

The presentation continued with comments and questions regarding adding another workday because of 4x4 schedule; flexibility of Election Day; virtual days; addition of minutes to school day; list of observance send to schools; question of starting earlier and ending earlier; reviewed most preferred and least preferred; flex time for teachers; like option 1, however concerns about plans already made for vacations this year; conversations with hotel/motel association; communication and planning; School Board members liked



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option 1 calendar but would prefer to start in 2023-24; suggestion of creating a two-year calendar to present to the School Board; suggestion of option 4 for this upcoming year and option 1 for the following year; come back to School Board in two weeks with a second year option.

- C. Middle School Scheduling 2022-2023: James J. Smith, Ed.D., Senior Executive Director of Middle Schools provided the School Board information regarding Middle School Scheduling for the 2022-23 school year; mentioned teacher shortage; as of today we have 103 unfilled teaching positions; Human Resources recruitment efforts; proposal driven by vacancies not a budget shortfall; briefly reviewed the process/timeline; recapped middle school bell schedule overview from workshop presentation January 25; core teachers would teach five 55-minute classes daily in contrast to the four classes they currently teach; 8<sup>th</sup> grade elective classes would be on a 115-minute A/B schedule to allow four lunch sections at the 8<sup>th</sup> grade level; provides common planning time for collaboration; reviewed sample teacher schedules; teachers will have a daily 55-minute planning bell for a total of 275 minutes per week and each will have a 30-minute lunch; reviewed the elective hybrid schedule; mentioned outcomes: capacity of staffing will be maximized, meets required planning minutes but reduces current planning, provides common planning on grade level but does not accommodate common planning for the off-grade level class, staff who do not prefer this model will have the opportunity to teach at high school or elementary school level based on certifications; options moving forward: accept proposed schedule, maintain the current schedule (raise class size, utilize long term substitutes for unfilled vacancies), revisit the proposal in 2023-24 to reassess the staffing shortages, explore leveraging technology.
- The presentation continue with questions and comments regarding raising class size, concerns with schedule; support to middle school teachers; other possibilities; how many licensed teachers not in teaching positions; teaching extra classes-stipend; children need the support from the teachers; quality of teaching; upon hearing the views from the School Board members, Superintendent Spence suggested to pull the topic from the Action agenda for next meeting and continue to monitor classrooms and staffing.
- D. More Information on Masking: (Note: topic added during the adoption of the agenda – see item #8) School Board Legal Counsel, Kamala Lannetti shared information from the cases in Chesapeake and Arlington; the discussion continued regarding masking; resolution for mask choice; waiting for judge rulings; HB 1303; General Assembly legislation; wanted on agenda for clarification; wait and see outcomes.

13. **Return to public comments if needed:** The School Board returned to speakers at 10:50 p.m. The following topics were discussed: universal masking; virtual options; COVID; and return to mandatory masking.

14. **Consent Agenda:** Chairwoman Rye read the amended Consent Agenda (note: items #14C 1-2 were moved to Action item #15 B – see item #8 – Adoption of the Agenda)

- A. Resolutions: Black History Month: The School Board approve a resolution recognizing February 2022 as Black History Month. Ms. Felton read the following resolution:

**Resolution for Black History Month  
February 2022**

**WHEREAS,** African American History is recognized across the USA & Canada in February every year; and highlights the accomplishments and contributions of African, African American, Pan-African people; and

**WHEREAS,** the 2022 theme, “Black Health and Wellness” acknowledges the legacy of not only Black scholars and medical practitioners in Western medicine, but also the other ways of knowing (e.g. birthworkers, midwives, herbalists, etc.) throughout the African Diaspora, and

**WHEREAS,** African Americans have forged a proud legacy that reflect the spirit of our nation and community for example, Dr. L.D. Britt, an African American professor and chairman of surgery at Eastern Virginia Medical School born and raised in Hampton Roads, Virginia was elected to the National Academy of Medicine

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(formerly the Institute of Medicine), and Dr. Britt was first and only faculty member from his institution to receive this distinction – considered one of the highest honors in the field of health and medicine; and

**WHEREAS**, it is imperative for the good of our nation that schools continue to build awareness and understanding of African American role models whose commitments and achievements embody the American spirit and pursuit of excellence like Dr. Britt; and acknowledge the contributions made by African Americans despite struggles for freedom and equality; and

**WHEREAS**, the School Board of the City of Virginia Beach, through its core values, emphasizes the importance of valuing differences within our school division;

**NOW, THEREFORE, BE IT**

**RESOLVED:** That the School Board of the City of Virginia Beach officially recognizes the month of February 2022 as Black History Month and its theme, “Black Health and Wellness”; and be it

**FURTHER RESOLVED:** That the School Board of the City of Virginia Beach encourages all citizens to support and participate in the various school and community activities that highlight Black History not only during February, but also throughout the entire year, 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 8th day of February, 2022

- B. Princess Anne Middle School Pump Station: The School Board approve a motion authorizing the Superintendent to execute the attached Resolution, Deed for the pump station site at Princess Anne Middle School.
- C. Recommendation of General Contractor: (Items moved to agenda item #15B – see item #8 Adoption of the Agenda)
  - 1. Plaza Middle School Stage Rigging
  - 2. Rosemont Forest Elementary School Fire Alarm Replacement
- D. Policy Review 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 January 12, 2022 meeting.
  - 1. Policy 3-11/Budget: Surplus Funds: The PRC recommends amending the title, adding reduction of future debt service as a purpose, remove of Section B regarding individual school accounts, and scrivener’s changes.
  - 2. Policy 3-43/Fiscal Responsibility of Administrators for Individual Accounts: The PRC recommends scrivener’s changes.
  - 3. Policy 3-45/Inventories: The PRC recommends grammatical changes and the addition of technology equipment to those items that will be inventoried.
  - 4. Policy 3-57/Safety: Hazard Communication Program: The PRC recommends formatting the Policy to be consistent with current policy and regulation formatting, change to reflect current procedures, and updating the legal references.
  - 5. Policy 3-58/Safety: Hazardous Waste – Containment/Disposal: The PRC recommends correction of office titles and updating the legal references.
  - 6. Policy 3-59/Safety: Asbestos Abatement: The PRC recommends scrivener’s changes and updating the legal references.
  - 7. Policy 3-66/Environmental Barriers/Accessibility: The PRC recommends removing section B, formatting changes and updating the legal references.
  - 8. Policy 3-67/Environmentally Sustainable Practices: The PRC recommends changes to reflect current terminology and procedures.

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After the reading of the resolution, Chairwoman called for a motion to approve. Ms. Owens made a motion, seconded by Ms. Anderson. 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 motion to approve. Ms. Riggs made a motion, seconded by Ms. Owens that the School Board approve the appointments and the acceptance of the resignations, retirements, and other employment actions as listed on the February 8, 2022 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. Superintendent Spence introduced Jillian L. Lauber, Administrative Assistant, Pembroke Elementary School as Assistant Principal, Seatack Elementary School.
- B. Recommendation of General Contractor: (Note: moved from Consent item #14C 1-2, see item #8 Adoption of the Agenda)
1. Plaza Middle School Stage Rigging: The School Board approve a motion authorizing the Superintendent to execute a contract with E & P Electrical Contracting Co., Inc. for the Plaza Middle School Stage Rigging Replacement in the amount of \$1,319,525.
  2. Rosemont Forest Elementary School Fire Alarm Replacement: The School Board approve a motion authorizing the Superintendent to execute a contract with Hitt Electric for the Rosemont Forest Elementary School Fire Alarm Replacement in the amount of \$127,900.

Chairwoman Rye called for a motion to approve. Ms. Anderson made a motion, seconded by Ms. Owens. Without discussion, Chairwoman Rye called for a vote. The School Board Clerk announced there were ten (10) ayes in favor of the motion: Chairwoman Rye, Vice Chair Melnyk, Ms. Anderson, Ms. Felton, Ms. Franklin, Ms. Holtz, Ms. Manning, Ms. Owens, Ms. Riggs, and Ms. Weems. There was one (1) abstention to the motion: Ms. Hughes (related to a person who works for the architect). The motion passed 10-0-1.

- 16. Committee, Organization or Board Reports**: Ms. Riggs mentioned the Sister Cities Youth Ambassador Gala on April 22 including an Art contest show, information is forthcoming; Ms. Franklin mentioned the Gifted Community Advisory Council meeting last night, workshop on executive functioning; Vice Chair Melnyk mention the Audit Committee will resume their meeting this month, January meeting was cancelled due to illness of an administrator; Chairwoman Rye mention the Governance Committee is seeking input for summer retreat, clarified the development of legal office; Ms. Owens wanted to acknowledge National School Counseling week – February 7-11.

- 17. Return to Administrative, Informal, Workshop or Closed Session matters**: Not needed.

- 18. Adjournment**: Chairwoman Rye adjourned the meeting at 11:13 p.m.

Respectfully submitted:

\_\_\_\_\_  
Regina M. Toneatto, Clerk of the School Board

Approved:

\_\_\_\_\_  
Carolyn T. Rye, School Board Chair





# 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 Special Meeting MINUTES***

**Tuesday, February 15, 2022**

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

## ***NOTICE OF SPECIAL MEETING OF THE SCHOOL BOARD OF THE CITY OF VIRGINIA BEACH***

In accordance with the Schedule of School Board Meetings amended and approved by the School Board at their January 25, 2021 Regular Meeting, and pursuant to Bylaw 1-46, and *Virginia Code* § 2.2-3707, the School Board will hold a special meeting on Tuesday, February 15, 2022, at 5:00 p.m., in the School Board Chambers in the School Administration Building #6 at the Municipal Center, 2512 George Mason Dr., Virginia Beach, VA 23456. The purpose of this special meeting is for:

1. FY 2022-23 School Board Proposed Operating Budget and FY 2022-23 – FY 2027-2028 Capital Improvement Program-discussion by School Board and School Administration.
2. A Public Hearing for citizens to express their views on the Proposed School Operating Budget FY 2022-23 and Capital Improvement Program for FY 2022-23 – FY 2027-28.

1. ***Call to Order and Verbal Roll Call:*** Vice Chair Melnyk announced she was filling in for Chairwoman Rye due to illness and Dr. Robertson was in attendance on behalf of Dr. Spence. Vice Chair Melnyk announced in accordance with the Schedule of School Board Meetings amended and approved by the School Board at their January 25, 2021 Regular Meeting, and pursuant to Bylaw 1-46, and *Virginia Code* § 2.2-3707, called the special meeting to order at 5:00 p.m. on the 15<sup>th</sup> day of February 2022, in the School Board Chambers in the School Administration Building #6 at the Municipal Center, 2512 George Mason Dr., Virginia Beach, VA 23456. The purpose of this special meeting is for:

1. FY 2022-23 School Board Proposed Operating Budget and FY 2022-23 – FY 2027-2028 Capital Improvement Program-discussion by School Board and School Administration.
2. A Public Hearing for citizens to express their views on the Proposed School Operating Budget FY 2022-23 and Capital Improvement Program for FY 2022-23 – FY 2027-28 to begin at approximately 6:00 p.m.

The School Board and the School Administration may continue discussions after the Public Hearing has concluded.

Also pursuant to the School Board's 2021-2022 Reopening Plan adopted August 10, 2021, and the School Board vote on August 24, 2021 regarding health protocols for School Board meetings, it is determined that physical distancing will be used in School Board Chambers as a health mitigation strategy therefore there will be designated public seating in School Board Chambers during the School Board Meeting. Members of the public will also be able to observe the Special School Board Meeting through livestreaming on [www.vbschools.com](http://www.vbschools.com), broadcast on VBT Channel 47, and on Zoom.

The following School Board members were present in School Board chamber: Vice Chair Melnyk, Ms. Anderson, Ms. Felton, Ms. Franklin, Ms. Holtz, Ms. Manning, Ms. Riggs, and Ms. Weems. The following School Board members were attending via Zoom: Ms. Hughes (health reasons), and Ms. Owens (health reasons.) Vice Chair Melnyk noted Chair Rye was not attending via Zoom due to health reasons but would be watching the meeting via livestreaming.

2. ***Moment of Silence followed by the Pledge of Allegiance***

3. ***Adoption of the Agenda:*** Vice Chair Melnyk called for a motion to adopt the agenda. Ms. Manning made a motion, seconded by Ms. Franklin. Without any discussion, Vice Chair Melnyk called for a vote. The School Board Clerk announced there were ten (10) ayes in favor of the motion: Vice Chair Melnyk, Ms. Anderson, Ms. Felton, Ms. Franklin, Ms. Holtz, Ms. Hughes, Ms. Manning, Ms. Owens, Ms. Riggs, and Ms. Weems.

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

Tuesday, February 8, 2022  
School Board Special Meeting  
Page 2 of 2

4. **Discussion: School Board Budget Workshop for FY 2022-23 Proposed Operating Budget and Capital Improvement Program for FY 2022-23 – FY 2027-28:** Vice Chair Melnyk opened the floor for questions and discussion; clarified there were no presentations tonight; staff present to answer any questions; questions regarding CIP (Capital Improvement Program): current projects revised, \$28.1 million for citywide renovation and replacement for energy management and energy performance contracts, more details, will follow-up with information; tennis court renovations; Estimate of Needs and funding sources, average pupil expenditure; Ms. Weems suggested funding for a recovery school in Virginia Beach, students with substance abuse, misuse, addiction, prototype of school in Boston, funding for additional specialist and program director, unsure about funding source; per pupil spending; prioritize spending; additional charges for risk management services; historical trends and expenditure patterns for targeted reductions; Stop Arm Enforcement program; and health care premium review.

The School Board members took a recess at 5:26 p.m. Noted the public hearing to begin at 6:00 p.m.

5. **Public Hearing for citizens to express their views on the proposed Fiscal Year 2022-23 Proposed Operating Budget and the Capital Improvement Program Fiscal Year 2022-23 through Fiscal Year 2027-28:** Vice Chair Melnyk mention she was filling in for Chair Rye due to health reasons and resumed the special meeting at 6:00 p.m. Vice Chair Melnyk announced the beginning of the public hearing and mentioned speakers have three (3) minutes to present and may be given a thirty-second warning before time expires.

There were three (3) in person speakers and one (1) online speaker; topics discussed were staffing issues; step increase and COLA (cost of living adjustment); health insurance and ranking; reducing premium rates; increase in substitute teacher rates; allowances; teacher and security assistants grade increase; overall budget of \$872 million; reversion funds; CIP; CARES Act funding; incentives for retention of teachers, bus drivers, etc.; how to inform public of answers to questions; lack of transparency to review budget; and funding for minority students falling behind.

After the speakers, the School Board members returned to the discussion on the School Board Budget Workshop for FY 2022-23 Proposed Operating Budget and Capital Improvement Program for FY 2022-23 – FY 2027-28; making public aware of budget meetings; notice in newspaper, newsletter to staff and families; hard copies available for review at the School Administration Building; suggestion of an online checkbook; noted audit process and budget department received gold star award; received audit with no findings, annual outside audit; internal audit deals with schools; mentioned next Audit Committee meeting is March 1 at 1:00 p.m.; questions that arise – email Chairwoman Rye and copy Vice Chair Melnyk to help staff prepare responses.

6. **Adjournment:** Vice Chair Melnyk adjourned the special meeting at 6:21 p.m.

Respectfully submitted:

\_\_\_\_\_  
Regina M. Toneatto, Clerk of the School Board

Approved:

\_\_\_\_\_  
Carolyn T. Rye, School Board Chair



**Public Hearing on Proposed School Operating Budget FY 2022/23 and**

**Subject:** Capital Improvement Program for FY 2022/23 – FY 2027/28 **Item Number:** 11

**Section:** Public Hearing **Date:** February 22, 2022

**Senior Staff:** Crystal M. Pate, Chief Financial Officer

**Prepared by:** N/A

**Presenter(s):** N/A

**Recommendation:**

The School Board of the City of Virginia Beach is seeking public comment on the FY2022-23 Operating Budget, and FY2022-23 through FY2027-28 Capital Improvement Program (CIP) as advertised on page 9 in the Sunday, February 13, 2022, edition of the Beacon – a local publication of *The Virginian-Pilot* and duplicated below:

*The Virginian-Pilot*

Publication Date: 02/13/2022

VIRGINIA BEACH CITY PUBLIC SCHOOLS  
**NOTICE OF PUBLIC HEARING**

**INPUT ON OPERATING BUDGET AND CIP**  
The School Board of the City of Virginia Beach will hold a **PUBLIC HEARING** on Tuesday, February 22, 2022, at 6:00 p.m. in the School Administration Building, Municipal Center Building 6, 2512 George Mason Drive, Virginia Beach, Virginia.


The purpose of the hearing is to receive input from the public on the:

- 1) FY 2022–2023 Schools' Operating Budget; and
- 2) FY 2022–2023 through 2027–2028 Capital Improvement Program (CIP).

Any citizen who desires to speak at this hearing should contact the Clerk of the School Board at (757) 263-1016. If you are physically disabled, visually or hearing impaired, and need assistance please call the Clerk of the Board at 757-263-1016 (757-263-1240 TDD).

This facility is equipped with a hearing assistance system.  
TDD - Telecommunications Device for the Deaf.

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

  
VIRGINIA BEACH CITY PUBLIC SCHOOLS  
CHARTING THE COURSE

2/13

Beacon | The Virginian-Pilot | Sunday, February 13, 2022

**Background Summary:**

**Source:**

School Board Policy 3-6: Budget: Preparation and Approval

Virginia Code §22.1-92 Estimate of moneys needed for public schools; notice of costs to be distributed

**Budget Impact:**



**Subject:** Interim Financial Statements – January 2022 **Item Number:** 13A

**Section:** Information **Date:** February 22, 2022

**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**  
**JANUARY 2022**

The financial statements include the following:

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

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 **\$71.0 million**. Of the amount realized for the month, **\$38.2 million** was realized from the City, **\$8.3 million** was received in state sales tax, and **\$23.8 million** was received from the Commonwealth of Virginia for Basic School Aid, Standards of Quality (SOQ) entitlements, and other State revenue.

### **School Operating Fund Expenditures** (page B1)

The percent of the total current fiscal year budget expended and encumbered through this month was **55.69%**. The percent of expenditures and encumbrances to the total actual expenditures and encumbrances for the same period in FY 2021 was **52.46%**, and FY 2020 was **52.80%**. 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 **\$23,556** (including **\$4,446** in basketball receipts, **\$11,801** in football receipts, and **\$4,531** in middle school receipts) this month or **96.0%** of the estimated revenue for the current fiscal year compared to **91.2%** of FY21 actual. Expenditures totaled **\$399,048** for this month. This fund has incurred expenditures and encumbrances of **54.3%** of the current fiscal year budget compared to **25.6%** 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 **\$3,252,753** (includes **\$2,390,754** from the Federal National School Lunch Program) this month or **48.0%** of the estimated revenue for the current fiscal year compared to **27.2%** of the FY 21 actual. Expenditures totaled **\$2,419,112** for this month. This fund has incurred expenditures and encumbrances of **41.6%** of the current fiscal year budget compared to **33.8%** 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 **\$338,526** (includes **\$335,975** from the Department of Education) this month or **57.9%** of the estimated revenue for the current fiscal year compared to the **58.3%** of the FY 21 actual. Expenditures totaled **\$74,825** for this month. This fund has incurred expenditures and encumbrances of **83.0%** of the budget for the current fiscal year compared to **77.9%** 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 **\$208,744** in revenue (including **\$8,716** in interest) this month. Expenses for this month totaled **\$453,588** (includes **\$373,816** 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 **\$54,897** in revenue (includes **\$3,612** in tower rent-Cox High, **\$41,859** in tower rent – Landstown High, **\$5,665** in tower rent-Tech Center, and **\$1,799** in tower rent–Woodstock Elementary) this month or **99.8%** of the estimated revenue for the current fiscal year compared to **82.2%** 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 **\$10,792,785** 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 **\$12,581,900** (including City and School Board (employer and employee) premium payments). Expenses for this month totaled **\$15,532,202**. 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 **\$267** in revenue (interest) has been realized this month or **23.6%** of the estimated revenue for the current fiscal year compared to the **30.2%** of the 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 **\$10,005** in revenue (interest) this month. 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 **\$393** in revenue (interest) this month. Expenditures for this month total **\$22,499**. 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 **\$643,537** in expenditures was incurred for various school capital projects this month. This includes **\$122,757** for Energy Management Phase II Renovation and Replacement projects and **\$121,598** for Reroofing Phase III Renovation and Replacement projects. Expenditures of **\$1,119,128** were moved from the HVAC Phase III – Renovation and Replacement projects for Indian Lakes ES and Bayside High to the CARES Act ESSER Grant. This caused the month's expenditures to reflect (**\$475,591**).

### **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 **46.4%** of the current year fiscal year budget compared to **41.7%** 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**  
**January 1, 2022 through January 31, 2022**

5

Batch Entry Name	Description		Account From		Account To	Transfer Amount
22-01-01	For Challenge Funds for Bayside MS	FROM	Office of the Principal-Middle Other Purchased Services Schools	TO	Bayside MS Office of the Principal-Middle-Administrative Draw	\$ 10,502
22-01-01	For Challenge Funds for Bayside 6th Grade Campus	FROM	Office of the Principal-Middle Other Purchased Services Schools	TO	Bayside 6th Grade Campus Office of the Principal-Middle-Administrative Draw	\$ 5,251
22-01-02	To pay the required 25% local match for the 2021-2022 School Security Equipment Grant (SEG)	FROM	Office of Safe Schools Office Supplies Uniforms	TO	Office of Safe Schools Transfer to Other School Fund	\$ 13,987

**VIRGINIA BEACH CITY PUBLIC SCHOOLS**  
**INTERIM FINANCIAL STATEMENTS**  
**SCHOOL OPERATING FUND**

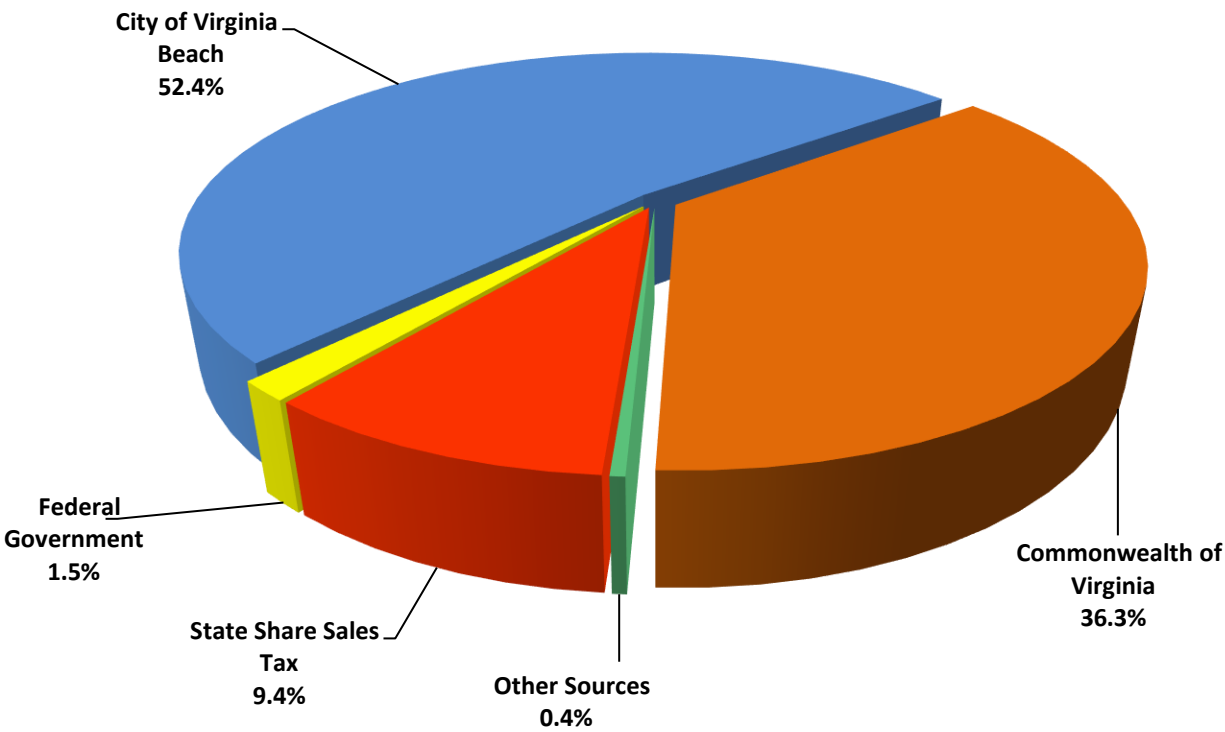
**REVENUES**

**JANUARY 2022**

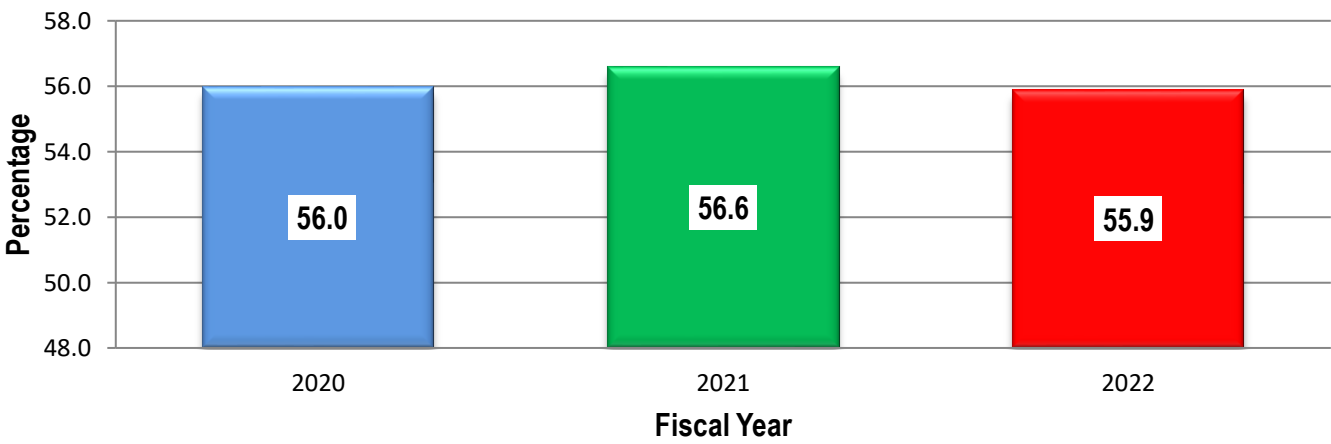
<b>BY MAJOR SOURCE</b>	<b>FISCAL YEAR</b>	<b>(1) BUDGET</b>	<b>(2) ACTUAL THROUGH JUNE</b>	<b>(3) ACTUAL THROUGH MONTH</b>	<b>% OF (3) TO (1)</b>	<b>TREND *</b>
<b>COMMONWEALTH OF VIRGINIA</b>	2022	317,437,827	<-----	159,977,666	50.40%	A
	2021	297,791,599	295,922,940	158,601,095	53.26%	
	2020	284,825,537	285,102,568	149,433,661	52.46%	
<b>STATE SALES TAX</b>	2022	81,922,118	<-----	48,043,917	58.65%	A
	2021	79,209,739	87,120,778	42,401,074	53.53%	
	2020	78,981,847	79,610,836	40,783,938	51.64%	
<b>FEDERAL GOVERNMENT</b>	2022	13,500,000	<-----	10,997,675	81.46%	A
	2021	13,500,000	18,243,225	14,893,185	110.32%	
	2020	12,200,000	16,671,591	13,176,491	108.00%	
<b>CITY OF VIRGINIA BEACH</b>	2022	458,956,737	<-----	268,031,238	58.40%	A
	2021	460,646,169	460,496,169	266,199,168	57.79%	
	2020	465,523,561	465,523,561	267,229,033	57.40%	
<b>OTHER SOURCES</b>	2022	3,132,803	<-----	2,073,125	66.17%	A
	2021	3,082,803	2,578,886	1,182,946	38.37%	
	2020	3,032,803	4,046,738	2,705,714	89.21%	
<b>SCHOOL OPERATING FUND TOTAL</b>	2022	874,949,485	<-----	489,123,621	55.90%	A
	2021	854,230,310	864,361,998	483,277,468	56.57%	
	2020	844,563,748	850,955,294	473,328,837	56.04%	

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

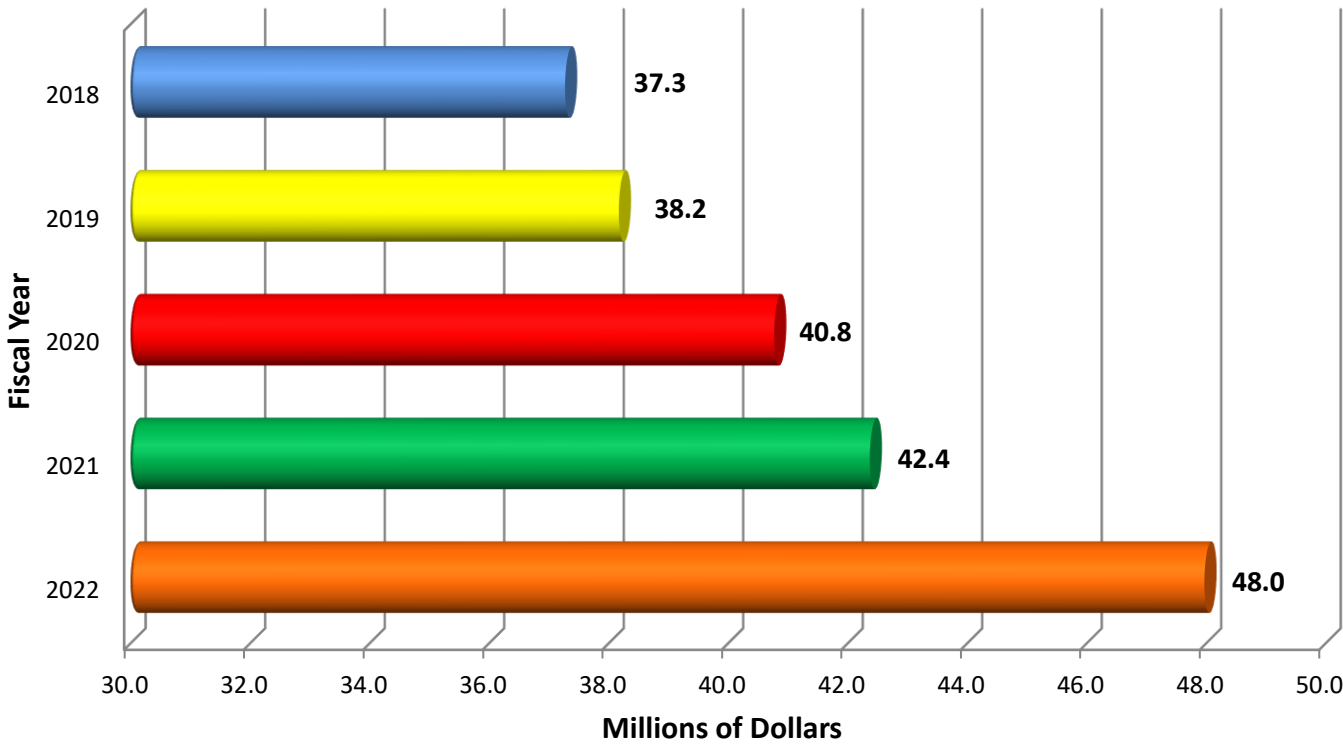
Fiscal Year 2022 Revenue Budget by Major Source



School Operating Fund Revenue  
Percentage of Actual to Budget/Actual as of January 31, 2022



State Sales Tax Revenue through January 31, 2022



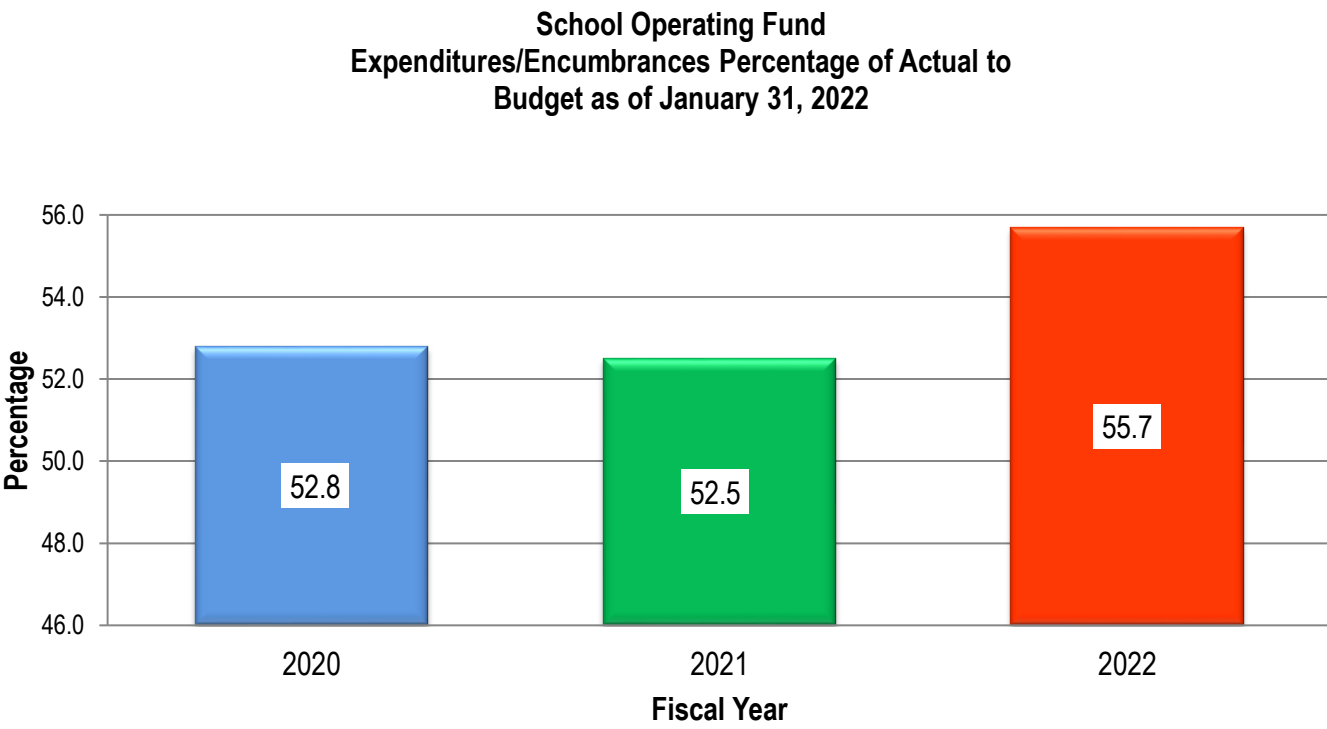
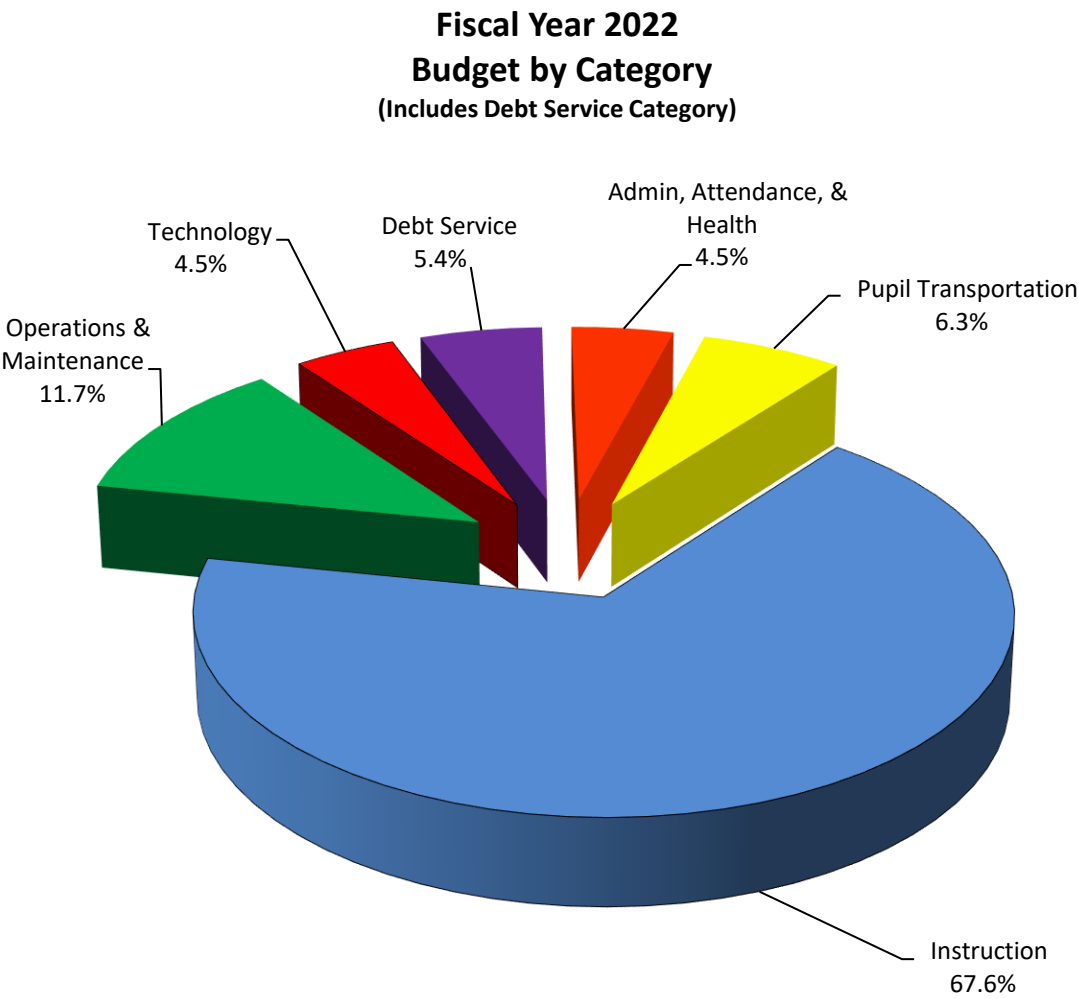
**VIRGINIA BEACH CITY PUBLIC SCHOOLS**  
**INTERIM FINANCIAL STATEMENTS**  
**SCHOOL OPERATING FUND**

**EXPENDITURES/ENCUMBRANCES**

**JANUARY 2022**

<b>BY UNIT WITHIN CATEGORY</b>	<b>FISCAL YEAR</b>	<b>(1) BUDGET</b>	<b>(2) ACTUAL THROUGH JUNE</b>	<b>(3) ACTUAL THROUGH MONTH</b>	<b>% OF (3) TO (1)</b>	<b>TREND *</b>
<b>INSTRUCTION CATEGORY</b>	2022	615,178,088	<-----	327,645,422	53.26%	A
	2021	586,718,111	580,254,096	306,053,451	52.16%	
	2020	597,197,050	577,167,812	309,597,436	51.84%	
<b>ADMINISTRATION, ATTENDANCE &amp; HEALTH CATEGORY</b>	2022	40,967,418	<-----	20,896,200	51.01%	A
	2021	39,954,023	37,155,488	20,243,334	50.67%	
	2020	26,273,771	24,530,187	13,742,524	52.31%	
<b>PUPIL TRANSPORTATION CATEGORY</b>	2022	57,424,512	<-----	39,376,133	68.57%	A
	2021	53,105,367	51,195,223	21,802,921	41.06%	
	2020	42,405,656	41,232,908	23,064,047	54.39%	
<b>OPERATIONS AND MAINTENANCE CATEGORY</b>	2022	106,829,138	<-----	62,528,844	58.53%	A
	2021	99,258,335	98,132,773	54,844,220	55.25%	
	2020	99,738,735	93,760,634	53,584,999	53.73%	
<b>TECHNOLOGY CATEGORY</b>	2022	40,407,295	<-----	28,936,753	71.61%	A
	2021	40,931,369	40,273,374	27,222,624	66.51%	
	2020	45,933,211	42,639,283	28,548,650	62.15%	
<b>SCHOOL OPERATING FUND TOTAL (EXCLUDING DEBT SERVICE)</b>	2022	860,806,451	<-----	479,383,352	55.69%	A
	2021	819,967,205	807,010,954	430,166,550	52.46%	
	2020	811,548,423	779,330,824	428,537,656	52.80%	
<b>DEBT SERVICE CATEGORY</b>	2022	49,442,812	<-----	26,340,397	53.27%	A
	2021	47,630,328	45,227,006	30,086,385	63.17%	
	2020	43,313,882	42,933,085	26,218,413	60.53%	

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



VIRGINIA BEACH CITY PUBLIC SCHOOLS  
STATEMENT OF EXPENDITURES AND ENCUMBRANCES  
SCHOOL OPERATING FUND  
JULY 1, 2021 THROUGH JANUARY, 31 2022

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	FY 2022 APPROPRIATIONS	MONTH'S EXPENDITURES	YR-TO-DATE EXPENDITURES	OUTSTANDING ENCUMBRANCES	REMAINING BALANCE	PERCENT OBLIGATED
ELEMENTARY CLASSROOM	167,289,973	15,835,948	86,257,768	96,581	80,935,624	51.6%
MIDDLE CLASSROOM	68,297,702	6,102,703	34,202,824	58,734	34,036,144	50.2%
HIGH CLASSROOM	85,291,667	8,166,558	42,912,432	72,973	42,306,262	50.4%
SPECIAL ED CLASSROOM	102,159,242	7,371,141	55,708,641	285,828	46,164,773	54.8%
TECH AND CAREER ED CLASSROOM	20,011,008	1,681,931	9,004,931	48,892	10,957,185	45.2%
GIFTED CLASSROOM	15,609,409	1,437,923	8,069,020	10,392	7,529,997	51.8%
ALTERNATIVE EDUCATION CLASSROOM	6,411,718	507,375	2,640,140	980	3,770,598	41.2%
REMEDIAL ED CLASSROOM	8,734,684	847,833	4,933,656		3,801,028	56.5%
SUMMER SCHOOL CC	1,602,285		1,510,870		91,415	94.3%
SUMMER SLIDE	274,364		12,408	488	261,468	4.7%
ADULT ED	2,134,618	150,454	993,383	3,254	1,137,981	46.7%
GUIDANCE	21,121,235	1,856,422	11,133,082		9,988,153	52.7%
SOCIAL WORKERS SCHOOL	4,316,266	342,662	2,217,300		2,098,966	51.4%
HOMEBOUND	413,194	10,662	65,922		347,272	16.0%
TEACHING AND LEARNING	18,834,101	817,978	12,714,571	60,669	6,058,861	67.8%
INSTRUCTIONAL PROF GROWTH AND INNOVATION	1,393,921	97,749	581,586	134,807	677,528	51.4%
OFFICE OF DIVERSITY EQUITY AND INCLUSION	519,024	36,802	257,544		261,480	49.6%
STUDENT LEADERSHIP	1,617,278	85,652	993,373		623,905	61.4%
SCHOOL LEADERSHIP	2,184,025	152,231	1,205,832	73,724	904,469	58.6%
STUDENT ACTIVITIES	8,828,851	315,852	7,074,465	18,897	1,735,489	80.3%
SPECIAL ED SUPPORT	3,826,286	384,940	2,491,887	189	1,334,210	65.1%
TECH AND CAREER ED SUPPORT	1,036,823	74,922	581,898	5,124	449,801	56.6%
GIFTED ED SUPPORT	2,613,437	197,901	1,307,666	4,299	1,301,472	50.2%
ALTERNATIVE ED SUPPORT	2,749,283	218,785	1,358,868	2,063	1,388,352	49.5%
LIBRARY MEDIA SUPPORT	14,289,878	1,355,531	7,168,418	100,480	7,020,980	50.9%
OFFICE OF PRINCIPAL-ELEMENTARY	27,936,163	2,436,154	16,381,228	5,545	11,549,390	58.7%
OFFICE OF PRINCIPAL-MIDDLE	11,929,076	1,110,112	7,143,102	1,112	4,784,862	59.9%
OFFICE OF PRINCIPAL-HIGH	13,023,396	1,072,232	7,311,070	32,166	5,680,160	56.4%
OFFICE OF PRINCIPAL-TECH AND CAREER ED	729,181	58,994	394,061	279	334,841	54.1%
<b>TOTAL INSTRUCTION</b>	<b>615,178,088</b>	<b>52,727,447</b>	<b>326,627,946</b>	<b>1,017,476</b>	<b>287,532,666</b>	<b>53.3%</b>
<b>ADMIN., ATTENDANCE, AND HEALTH CATEGORY:</b>						
BOARD,LEGAL AND GOVT SERVICES	1,297,287	33,857	509,917	39,156	748,214	42.3%
OFFICE OF SUPERINTENDENT	1,198,108	90,491	635,957	250	561,901	53.1%
MEDIA AND COMMUNICATIONS	2,402,809	161,516	1,062,384	653	1,339,772	44.2%
HUMAN RESOURCES SCHOOL	6,370,180	424,999	3,145,609	15,271	3,209,300	49.6%
PROFESSIONAL GROWTH AND INNOVATION	945,031	59,428	460,933		484,098	48.8%
CONSOLIDATED BENEFITS	2,687,987	192,203	1,478,204	10,516	1,199,267	55.4%
PLANNING INNOVATION AND ACCOUNTABILITY	2,405,724	141,592	1,109,566	7,999	1,288,159	46.5%
BUDGET AND FINANCE	5,489,300	411,916	3,232,552	7,986	2,248,762	59.0%
INTERNAL AUDIT	511,018	40,918	294,162		216,856	57.6%
PURCHASING SERVICES	1,231,388	93,963	670,095		561,293	54.4%
HEALTH SERVICES	8,699,621	802,978	4,324,984	21,474	4,353,163	50.0%
PSYCHOLOGICAL SERVICES	7,198,546	589,155	3,559,220		3,639,326	49.4%
AUDIOLOGICAL SERVICES	530,419	44,156	309,267	45	221,107	58.3%
<b>TOTAL ADMIN., ATTENDANCE, AND HEALTH</b>	<b>40,967,418</b>	<b>3,087,172</b>	<b>20,792,850</b>	<b>103,350</b>	<b>20,071,218</b>	<b>51.0%</b>



VIRGINIA BEACH CITY PUBLIC SCHOOLS  
STATEMENT OF EXPENDITURES AND ENCUMBRANCES  
SCHOOL OPERATING FUND  
JULY 1, 2021 THROUGH JANUARY, 31 2022

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	FY 2022	MONTH'S	YR-TO-DATE	OUTSTANDING	REMAINING	PERCENT
	APPROPRIATIONS	EXPENDITURES	EXPENDITURES	ENCUMBRANCES	BALANCE	OBLIGATED
<b>PUPIL TRANSPORTATION CATEGORY:</b>						
TRANSPORTATION MANAGEMENT	2,674,127	220,155	1,607,380		1,066,747	60.1%
VEHICLE OPERATIONS	35,903,915	5,539,216	22,858,591	3,594,397	9,450,927	73.7%
VEHICLE OPERATIONS-SPECIAL ED	11,098,801	2,182,908	6,879,255	753,123	3,466,423	68.8%
MONITORING SERVICES-SPECIAL ED	3,710,682	275,513	1,644,142		2,066,540	44.3%
VEHICLE MAINTENANCE	4,036,987	295,756	2,039,245		1,997,742	50.5%
<b>TOTAL PUPIL TRANSPORTATION</b>	<b>57,424,512</b>	<b>8,513,548</b>	<b>35,028,613</b>	<b>4,347,520</b>	<b>18,048,379</b>	<b>68.6%</b>
<b>OPERATIONS AND MAINTENANCE CATEGORY:</b>						
SCHOOL DIVISION SERVICES	334,268	26,628	186,673		147,595	55.8%
FACILITIES AND MAINTENANCE SERVICES	52,913,706	3,969,955	27,546,708	2,864,455	22,502,543	57.5%
CUSTODIAL SERVICES SCHOOL	31,560,797	2,453,253	16,411,862	562,324	14,586,611	53.8%
GROUNDS SERVICES	4,618,699	1,154,675	3,464,024		1,154,675	75.0%
VEHICLE SERVICES	5,547,351	92,667	1,444,743	3,411,366	691,242	87.5%
SAFE SCHOOLS	8,622,086	807,866	4,480,560	7,706	4,133,820	52.1%
DISTRIBUTION SERVICES	2,335,732	159,893	1,132,583	52,656	1,150,493	50.7%
TELECOMMUNICATIONS CC	896,499	40,802	881,092	82,092	(66,685)	107.4%
<b>TOTAL OPERATIONS AND MAINTENANCE</b>	<b>106,829,138</b>	<b>8,705,739</b>	<b>55,548,245</b>	<b>6,980,599</b>	<b>44,300,294</b>	<b>58.5%</b>
<b>TECHNOLOGY CATEGORY:</b>						
ELEMENTARY CLASSROOM	380,357	21,961	132,057	2,666	245,634	35.4%
MIDDLE CLASSROOM	162,749	13,805	159,034	3,479	236	99.9%
HIGH CLASSROOM	233,913	12,080	114,538	75,750	43,625	81.3%
SPECIAL ED CLASSROOM	213,376	24,090	245,296	41,886	(73,806)	134.6%
TECH AND CAREER ED CLASSROOM	375,630	2,112	173,277	164,703	37,650	90.0%
GIFTED CLASSROOM	102,734	2,798	56,259	4,988	41,487	59.6%
ALTERNATIVE EDUCATION CLASSROOM	1,591		1,591			100.0%
REMEDIAL ED CLASSROOM	19,286	34	8,476	170	10,640	44.8%
SUMMER SCHOOL CC	10,742				10,742	
ADULT ED	59,687		3,039	25,920	30,728	48.5%
GUIDANCE	36,305	35,186	73,523		(37,218)	202.5%
SOCIAL WORKERS SCHOOL	10,219	11	2,646		7,573	25.9%
HOMEBOUND	40,143	366	16,023	3,400	20,720	48.4%
TEACHING AND LEARNING	356,475	186,077	581,806	6,268	(231,599)	165.0%
INSTRUCTIONAL PROF GROWTH AND INNOVATION	32,366				32,366	
OFFICE OF DIVERSITY EQUITY AND INCLUSION	5,852	563	2,430		3,422	41.5%
STUDENT LEADERSHIP	4,002	206	858	1,591	1,553	61.2%
SCHOOL LEADERSHIP	34,894	2,975	42,570	340	(8,016)	123.0%
STUDENT ACTIVITIES	1,086		1,084		2	99.8%
SPECIAL ED SUPPORT	9,946	231	2,502		7,444	25.2%
TECH AND CAREER ED SUPPORT	4,519	1,354	2,058	519	1,942	57.0%
GIFTED ED SUPPORT	36,225	25,988	83,867	5,010	(52,652)	245.3%
ALTERNATIVE ED SUPPORT	175,401	319	47,686	36,870	90,845	48.2%
LIBRARY MEDIA SUPPORT	551,684	7,253	537,943	9,038	4,703	99.1%
OFFICE OF PRINCIPAL-ELEMENTARY	20,809	5,250	20,399	5,474	(5,064)	124.3%
OFFICE OF PRINCIPAL-MIDDLE	37,042	2,329	33,885	7,592	(4,435)	112.0%
OFFICE OF PRINCIPAL-HIGH	9,282	3,267	12,397	6,885	(10,000)	207.7%
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 JANUARY, 31 2022

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	FY 2022	MONTH'S	YR-TO-DATE	OUTSTANDING	REMAINING	PERCENT
TECHNOLOGY CATEGORY:	APPROPRIATIONS	EXPENDITURES	EXPENDITURES	ENCUMBRANCES	BALANCE	OBLIGATED
INSTRUCTIONAL TECHNOLOGY SUPPORT	15,271,965	976,240	8,106,885	1,347,589	5,817,491	61.9%
BOARD,LEGAL AND GOVT SERVICES	2,233	8	576		1,657	25.8%
OFFICE OF SUPERINTENDENT	7,658	121	1,680	606	5,372	29.9%
MEDIA AND COMMUNICATIONS	268,343	4,601	328,874		(60,531)	122.6%
HUMAN RESOURCES SCHOOL	295,269	648	274,231	680	20,358	93.1%
PROFESSIONAL GROWTH AND INNOVATION	142,551	148	128,359	1,265	12,927	90.9%
CONSOLIDATED BENEFITS	49,815	4,641	24,692	4,178	20,945	58.0%
PLANNING INNOVATION AND ACCOUNTABILITY	666,474	104	407,105	49,876	209,493	68.6%
BUDGET AND FINANCE	332,105	526	143,182	420	188,503	43.2%
INTERNAL AUDIT	10,507	3,906	4,036	2,702	3,769	64.1%
PURCHASING SERVICES	176,901	72	34,975	46,410	95,516	46.0%
OFFICE OF TECHNOLOGY	972,254	98,104	631,155	22,721	318,378	67.3%
HEALTH SERVICES	5,852	180	53,446		(47,594)	913.3%
PSYCHOLOGICAL SERVICES	32,915	215	10,029	676	22,210	32.5%
TRANSPORTATION MANAGEMENT	55,940	126	47,435	6,290	2,215	96.0%
VEHICLE OPERATIONS	596,904	115,261	501,465	101,784	(6,345)	101.1%
VEHICLE OPERATIONS-SPECIAL ED	108,552	6,429	78,625	32,142	(2,215)	102.0%
VEHICLE MAINTENANCE	38,337	8,578	26,898		11,439	70.2%
SCHOOL DIVISION SERVICES	3,920	16	142		3,778	3.6%
FACILITIES AND MAINTENANCE SERVICES	1,223,218	73,537	772,308	279,391	171,519	86.0%
CUSTODIAL SERVICES SCHOOL	8,991	88	6,568		2,423	73.1%
VEHICLE SERVICES	94,765	5,556	66,960	27,778	27	99.9%
SAFE SCHOOLS	137,785	5,524	133,691	5,005	(911)	100.7%
DISTRIBUTION SERVICES	66,022	762	60,956		5,066	92.3%
TELECOMMUNICATIONS CC	10,212				10,212	
TECHNOLOGY MAINTENANCE	16,900,991	924,665	11,125,700	1,279,474	4,495,817	73.4%
<b>TOTAL TECHNOLOGY</b>	<b>40,407,295</b>	<b>2,578,311</b>	<b>25,325,217</b>	<b>3,611,536</b>	<b>11,470,542</b>	<b>71.6%</b>
<b>TOTAL SCHOOL OPERATING FUND (EXCLUDING DEBT SERVICE)</b>	<b>860,806,451</b>	<b>75,612,217</b>	<b>463,322,871</b>	<b>16,060,481</b>	<b>381,423,099</b>	<b>55.7%</b>
<b>DEBT SERVICE CATEGORY:</b>	<b>49,442,812</b>	<b>2,843,143</b>	<b>26,340,397</b>		<b>23,102,415</b>	<b>53.3%</b>

Virginia Beach City Public Schools  
Interim Financial Statements  
**School Operating Fund Summary**  
For the period July 1, 2021 through January 31, 2022

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**Revenues :**

	Budget	% of Total	Actual	Unrealized	Percent Realized
Source:					
Commonwealth of Virginia	317,437,827	36.28%	159,977,666	(157,460,161)	50.40%
State Share Sales Tax	81,922,118	9.36%	48,043,917	(33,878,201)	58.65%
Federal Government	13,500,000	1.54%	10,997,675	(2,502,325)	81.46%
City of Virginia Beach	458,956,737	52.46%	268,031,238	(190,925,499)	58.40%
Other Sources	3,132,803	0.36%	2,073,125	(1,059,678)	66.17%
<b>Total Revenues</b>	874,949,485	100.0%	489,123,621	(385,825,864)	55.90%
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%	327,645,422	287,532,666	53.26%
Administration, Attendance and Health	40,967,418	4.50%	20,896,200	20,071,218	51.01%
Pupil Transportation	57,424,512	6.31%	39,376,133	18,048,379	68.57%
Operations and Maintenance	106,829,138	11.74%	62,528,844	44,300,294	58.53%
Technology	40,407,295	4.44%	28,936,753	11,470,542	71.61%
Debt Service	49,442,812	5.43%	26,340,397	23,102,415	53.27%
<b>Total Expenditures/Encumbrances</b>	<u>910,249,263</u>	100.0%	505,723,749	404,525,514	55.56%

\*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 JANUARY 31, 2022

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ASSETS:

CASH	952,756
DUE FROM GENERAL FUND	65,027,674
DUE FROM THE COMMONWEALTH	2,203,633
PREPAID ITEM	9,015

LIABILITIES:

CHECKS PAYABLE	1,453,318
WIRES PAYABLE	2,843,090
ACH PAYABLE	(3,617)
ACCOUNTS PAYABLE	28,258
ACCOUNTS PAYABLE-SCHOOLS	12,488
SALARIES PAYABLE-OPTIONS	26,677,884
FICA PAYABLE-OPTIONS	2,025,510
TOTAL LIABILITIES	<u>33,036,931</u>

FUND EQUITY:

FUND BALANCE	396,016
ESTIMATED REVENUE	(874,949,485)
APPROPRIATIONS	910,249,263
ENCUMBRANCES	16,060,481
RESERVE FOR ENCUMBRANCES	(16,060,481)
EXPENDITURES	(489,663,268)
REVENUES	<u>489,123,621</u>
TOTAL FUND EQUITY	<u>35,156,147</u>

TOTAL ASSETS 68,193,078

TOTAL LIABILITIES AND FUND EQUITY 68,193,078

VIRGINIA BEACH CITY PUBLIC SCHOOLS  
STATEMENT OF REVENUES  
SCHOOL OPERATING FUND  
JULY 1, 2021 THROUGH JANUARY 31, 2022

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	<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	2,082,062	14,634,073	(10,831,629)	57.5%
SOCIAL SECURITY	10,935,722	894,099	6,284,301	(4,651,421)	57.5%
GROUP LIFE	764,736	62,524	439,461	(325,275)	57.5%
BASIC SCHOOL AID	190,383,716	14,907,917	108,403,511	(81,980,205)	56.9%
REMEDIAL SUMMER SCHOOL	1,935	13,160	13,160	11,225	680.1%
VOCATIONAL EDUCATION	1,605,945	131,301	922,869	(683,076)	57.5%
GIFTED EDUCATION	1,988,313	162,563	1,142,600	(845,713)	57.5%
SPECIAL EDUCATION	20,036,078	1,638,139	11,513,895	(8,522,183)	57.5%
PREVENTION, INTERVENTION AND REMEDIATION	4,588,415	375,147	2,636,770	(1,951,645)	57.5%
COMPENSATION SUPPLEMENT	12,039,181	984,437	6,919,059	(5,120,122)	57.5%
SPECIAL EDUCATION HOMEBOUND	77,743			(77,743)	
SUPPLEMENTAL LOTTERY PER PUPIL ALLOCATION	15,239,091	1,389,728	1,389,728	(13,849,363)	9.1%
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	133,704	935,470	(668,061)	58.3%
AT-RISK	7,455,186	609,531	4,284,258	(3,170,928)	57.5%
K-3 PRIMARY CLASS SIZE REDUCTION	5,079,167	453,374	453,374	(4,625,793)	8.9%
OTHER STATE FUNDS	9,694,011		5,137	(9,688,874)	0.1%
TOTAL FROM COMMONWEALTH OF VIRGINIA	<u>317,437,827</u>	<u>23,837,686</u>	<u>159,977,666</u>	<u>(157,460,161)</u>	50.4%
STATE SHARE SALES TAX	<u>81,922,118</u>	<u>8,336,383</u>	<u>48,043,917</u>	<u>(33,878,201)</u>	58.6%
TOTAL FROM STATE SHARE SALES TAX	<u>81,922,118</u>	<u>8,336,383</u>	<u>48,043,917</u>	<u>(33,878,201)</u>	58.6%
IMPACT AID PUBLIC LAW 874	9,935,191		4,398,206	(5,536,985)	44.3%
IMPACT AID SPECIAL ED			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	137,185	137,185	37,185	137.2%
DEPT OF DEFENSE SPECIAL ED			2,580,106	2,580,106	
MEDICAID REIMB-MEDICAL	1,964,809	250,556	540,606	(1,424,203)	27.5%
MEDICAID REIMB-TRANSPORTATION		4,225	4,780	4,780	
TOTAL FROM FEDERAL GOVERNMENT	<u>13,500,000</u>	<u>391,966</u>	<u>10,997,675</u>	<u>(2,502,325)</u>	81.5%

VIRGINIA BEACH CITY PUBLIC SCHOOLS  
STATEMENT OF REVENUES  
SCHOOL OPERATING FUND  
JULY 1, 2021 THROUGH JANUARY 31, 2022

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	FY 2022 ESTIMATED	MONTH'S REALIZED	YR-TO-DATE REALIZED	UNREALIZED REVENUES	PERCENT REALIZED
CITY OF VIRGINIA BEACH-LOCAL CONTRIBUTION	456,886,835	38,073,903	266,517,321	(190,369,514)	58.3%
TRANSFER FROM SCHOOL RESERVE FUND	1,334,364	111,197	778,379	(555,985)	58.3%
CITY OF VIRGINIA BEACH-CONSOLIDATED BEN	735,538		735,538		100.0%
TOTAL TRANSFERS	<u>458,956,737</u>	<u>38,185,100</u>	<u>268,031,238</u>	<u>(190,925,499)</u>	58.4%
RENT OF FACILITIES SCHOOLS	450,000	5,861	116,729	(333,271)	25.9%
TUITION CHARGES	20,811			(20,811)	
TUITION REGULAR DAY	100,000	13,844	113,883	13,883	113.9%
TUITION GEN ADULT ED	142,839			(142,839)	
TUITION VOCATIONAL ADULT ED	169,750			(169,750)	
TUITION LPN PROGRAM	25,575		1,000	(24,575)	3.9%
TUITION SUMMER SCHOOL	700,000		220,465	(479,535)	31.5%
TUITION DRIVERS ED	322,125	22,050	78,750	(243,375)	24.4%
PLANETARIUM FEES			(20)	(20)	
VENDING OPERATING RECEIPTS		22	3,671	3,671	
STOP ARM ENFORCEMENT	350,000	8,413	438,308	88,308	125.2%
SALE OF SALVAGE MATERIALS	12,000	16,000	60,249	48,249	502.1%
SALE OF CAPITAL ASSETS AND VEHICLES	15,000		5,000	(10,000)	33.3%
SALE OF SCHOOL BUSES		30,975	78,761	78,761	
REIMB SYSTEM REPAIRS		1,230	6,260	6,260	
LOST AND STOLEN-TECHNOLOGY			12,725	12,725	
DAMAGED-TECHNOLOGY		3,474	72,021	72,021	
LOST AND DAMAGED-CALCULATORS		96	16,554	16,554	
LOST AND DAMAGED-HEARTRATE MONITORS			653	653	
MISCELLANEOUS REVENUE	224,703		99,765	(124,938)	44.4%
INDIRECT COST-GRANTS	600,000	161,578	685,792	85,792	114.3%
PREMIUMS ON BONDS ISSUED			62,559	62,559	
TOTAL FROM OTHER SOURCES	<u>3,132,803</u>	<u>263,543</u>	<u>2,073,125</u>	<u>(1,059,678)</u>	66.2%
TOTAL SCHOOL OPERATING FUND	<u>874,949,485</u>	<u>71,014,678</u>	<u>489,123,621</u>	<u>(385,825,864)</u>	55.9%

VIRGINIA BEACH CITY PUBLIC SCHOOLS  
SCHOOL ATHLETICS FUND  
JULY 1, 2021 THROUGH JANUARY 31, 2022

B 5

ASSETS:		LIABILITIES:	
CASH	2,540,367	TOTAL LIABILITIES	
		FUND EQUITY:	
		FUND BALANCE	
		ESTIMATED REVENUE	(5,478,274)
		APPROPRIATIONS	5,907,643
		ENCUMBRANCES	63,130
		RESERVE FOR ENCUMBRANCES	(63,130)
		EXPENDITURES	(3,146,365)
		REVENUES	5,257,363
		TOTAL FUND EQUITY	2,540,367
TOTAL ASSETS	2,540,367	TOTAL LIABILITIES AND FUND EQUITY	2,540,367

	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	1,249	15,562	10,562	311.2%	469.3%
BASKETBALL	120,000	4,446	4,446	(115,554)	3.7%	
FOOTBALL	250,000	11,801	253,069	3,069	101.2%	
GYMNASTICS	4,000			(4,000)		
WRESTLING	13,000			(13,000)		
SOCCER	42,000			(42,000)		
MIDDLE SCHOOL	65,000	4,531	6,023	(58,977)	9.3%	
TRANSFER FROM SCHOOL OPERATING	4,974,274		4,974,274		100.0%	100.0%
OTHER INCOME	5,000	1,529	3,989	(1,011)	79.8%	7.2%
TOTAL REVENUES	5,478,274	23,556	5,257,363	(220,911)	96.0%	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	236,655	1,586,019		1,201,911	56.9%	11.9%
FICA BENEFITS	213,274	18,505	121,871		91,403	57.1%	13.5%
PURCHASED SERVICES	1,282,029	81,691	472,976		809,053	36.9%	23.1%
VA HIGH SCHOOL LEAGUE DUES	51,250	2,572	23,170		28,080	45.2%	33.5%
ATHLETIC INSURANCE	190,000		168,611		21,389	88.7%	94.0%
MATERIALS AND SUPPLIES	925,653	54,560	524,102	24,844	376,707	59.3%	60.4%
CAPITAL OUTLAY	457,507	5,065	249,616	38,286	169,605	62.9%	45.8%
TOTAL	5,907,643	399,048	3,146,365	63,130	2,698,148	54.3%	25.6%



VIRGINIA BEACH CITY PUBLIC SCHOOLS  
SCHOOL CAFETERIAS FUND  
JULY 1, 2021 THROUGH JANUARY 31, 2022

B 6

ASSETS:		LIABILITIES:	
CASH	11,033,323	CHECKS PAYABLE	662
CASH WITH CAFETERIAS	6,250	SALARIES PAYABLE-OPTIONS	545,415
FOOD INVENTORY	393,805	FICA PAYABLE-OPTIONS	41,715
FOOD-USDA INVENTORY	247,550	UNEARNED REVENUE	714,346
SUPPLIES INVENTORY	162,339	TOTAL LIABILITIES	1,302,138
		FUND EQUITY:	
		FUND BALANCE	6,435,319
		ESTIMATED REVENUE	(33,047,765)
		APPROPRIATIONS	36,315,927
		ENCUMBRANCES	84,217
		RESERVE FOR ENCUMBRANCES	(84,217)
		EXPENDITURES	(15,033,395)
		REVENUES	15,871,043
		TOTAL FUND EQUITY	10,541,129
TOTAL ASSETS	11,843,267	TOTAL LIABILITIES AND FUND EQUITY	11,843,267

	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	4,612	34,169	(40,831)	45.6%	23.5%
SERVICE CHARGES	11,518,879	45,988	213,399	(11,305,480)	1.9%	0.6%
USDA REBATES FROM VENDORS	500,000	71,772	349,382	(150,618)	69.9%	9.6%
MISCELLANEOUS REVENUE			3,100	3,100		
TOTAL LOCAL REVENUE	12,093,879	122,372	600,050	(11,493,829)	5.0%	1.9%
SCHOOL BREAKFAST INITIATIVE	50,000			(50,000)		
SCHOOL LUNCH	280,000			(280,000)		
SCHOOL BREAKFAST	220,000	27,380	27,380	(192,620)	12.4%	
TOTAL REVENUE FROM COMMONWEALTH	550,000	27,380	27,380	(522,620)	5.0%	
SCHOOL BREAKFAST PROGRAM	5,204,024	693,490	3,016,031	(2,187,993)	58.0%	
NATIONAL SCHOOL LUNCH PROGRAM	12,899,862	2,390,754	11,319,520	(1,580,342)	87.7%	
USDA COMMODITIES	1,800,000			(1,800,000)		
CHILD & ADULT CARE FOOD PROGRAM	350,000	18,757	145,332	(204,668)	41.5%	189.0%
USDA SUMMER FEEDING PROGRAM	150,000		756,916	606,916	504.6%	5127.1%
OTHER FEDERAL REVENUE			5,814	5,814		
TOTAL REVENUE FROM FEDERAL GOV'T	20,403,886	3,103,001	15,243,613	(5,160,273)	74.7%	41.9%
TOTAL REVENUES	33,047,765	3,252,753	15,871,043	(17,176,722)	48.0%	27.2%
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	1,010,370	6,029,868		7,166,834	45.7%	44.3%
FRINGE BENEFITS	5,334,089	401,808	2,116,925		3,217,164	39.7%	41.4%
PURCHASED SERVICES	567,324	19,708	239,374	2,980	324,970	42.7%	58.6%
OTHER CHARGES	49,801	1,109	2,474		47,327	5.0%	6.5%
MATERIALS AND SUPPLIES	16,283,840	986,117	6,403,093	16,018	9,864,729	39.4%	23.3%
CAPITAL OUTLAY	884,171		241,661	65,219	577,291	34.7%	27.5%
TOTAL	36,315,927	2,419,112	15,033,395	84,217	21,198,315	41.6%	33.8%

VIRGINIA BEACH CITY PUBLIC SCHOOLS  
SCHOOL TEXTBOOKS FUND  
JULY 1, 2021 THROUGH JANUARY 31, 2022

B 7

ASSETS:		LIABILITIES:	
CASH	5,692,397	TOTAL LIABILITIES	
		FUND EQUITY:	
		FUND BALANCE	6,206,212
		ESTIMATED REVENUE	(4,165,791)
		APPROPRIATIONS	6,251,172
		ENCUMBRANCES	177,356
		RESERVE FOR ENCUMBRANCES	(177,356)
		EXPENDITURES	(5,009,680)
		REVENUES	2,410,484
		TOTAL FUND EQUITY	5,692,397
TOTAL ASSETS	<u>5,692,397</u>	TOTAL LIABILITIES AND FUND EQUITY	<u>5,692,397</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	2,510	20,727	(8,756)	70.3%	110.1%
SALE OF SALVAGE MATERIALS		12	484	484		
LOST AND DAMAGED	27,000	29	27,578	578	102.1%	4.5%
MISCELLANEOUS			247	247		
TOTAL LOCAL REVENUE	<u>56,483</u>	<u>2,551</u>	<u>49,036</u>	<u>(7,447)</u>	86.8%	59.7%
DEPT OF EDUCATION	4,109,308	335,975	2,361,448	(1,747,860)	57.5%	58.3%
TOTAL REVENUE-COMMONWEALTH	<u>4,109,308</u>	<u>335,975</u>	<u>2,361,448</u>	<u>(1,747,860)</u>	57.5%	58.3%
TOTAL REVENUES	4,165,791	<u>338,526</u>	<u>2,410,484</u>	<u>(1,755,307)</u>	57.9%	58.3%
PRIOR YEAR FUND BALANCE (PYFB)	2,071,611					
PYFB-ENCUMBRANCES	13,770					
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	7,460	57,706		41,464	58.2%	53.3%
FRINGE BENEFITS	37,597	3,103	19,341		18,256	51.4%	55.2%
MATERIALS AND SUPPLIES	6,114,405	64,262	4,932,633	177,356	1,004,416	83.6%	74.2%
TOTAL	<u>6,251,172</u>	<u>74,825</u>	<u>5,009,680</u>	<u>177,356</u>	<u>1,064,136</u>	83.0%	77.9%

VIRGINIA BEACH CITY PUBLIC SCHOOLS  
SCHOOL RISK MANAGEMENT FUND  
JULY 1, 2021 THROUGH JANUARY 31, 2022

B 8

ASSETS:		LIABILITIES:	
CASH	18,892,161	ACCOUNTS PAYABLE	1,675
PREPAID ITEM	263,013	EST CLAIMS/JUDGMENTS PAYABLE	<u>10,057,092</u>
		TOTAL LIABILITIES	<u>10,058,767</u>
		FUND EQUITY:	
		RETAINED EARNINGS	7,728,354
		ENCUMBRANCES	1,239,516
		RESERVE FOR ENCUMBRANCES	(1,239,516)
		EXPENSES	(5,736,178)
		REVENUES	<u>7,104,231</u>
		TOTAL FUND EQUITY	<u>9,096,407</u>
TOTAL ASSETS	<u>19,155,174</u>	TOTAL LIABILITIES AND FUND EQUITY	<u>19,155,174</u>

REVENUES:	MONTH'S REALIZED	YR-TO-DATE REALIZED
INTEREST ON BANK DEPOSITS	8,716	76,333
RISK MANAGEMENT CHARGES		6,805,724
INSURANCE PROCEEDS	200,000	212,399
MISCELLANEOUS REVENUE	28	9,775
TOTAL REVENUES	<u>208,744</u>	<u>7,104,231</u>

EXPENSES:	MONTH'S EXPENSES	YR-TO-DATE EXPENSES	OUTSTANDING ENCUMBRANCES
PERSONNEL SERVICES	31,474	228,192	
FRINGE BENEFITS	11,646	75,642	
OTHER PURCHASED SERVICES	34,032	512,320	1,227,581
FIRE AND PROPERTY INSURANCE		2,568,977	
MOTOR VEHICLE INSURANCE		667,292	
WORKER'S COMPENSATION	373,816	1,095,313	
SURETY BONDS		8,507	
GENERAL LIABILITY INSURANCE		566,198	
MISCELLANEOUS		3,675	
MATERIALS AND SUPPLIES	2,620	10,062	11,935
TOTAL	<u>453,588</u>	<u>5,736,178</u>	<u>1,239,516</u>

VIRGINIA BEACH CITY PUBLIC SCHOOLS  
SCHOOL COMMUNICATION TOWERS/TECHNOLOGY FUND  
JULY 1, 2021 THROUGH JANUARY 31, 2022

B 9

ASSETS:		LIABILITIES:	
CASH	4,306,330	DEPOSITS PAYABLE	75,000
		TOTAL LIABILITIES	75,000
		FUND EQUITY:	
		FUND BALANCE	3,432,447
		ESTIMATED REVENUE	(516,000)
		APPROPRIATIONS	800,000
		ENCUMBRANCES	
		RESERVE FOR ENCUMBRANCES	
		EXPENDITURES	
		REVENUES	514,883
		TOTAL FUND EQUITY	4,231,330
TOTAL ASSETS	4,306,330	TOTAL LIABILITIES AND FUND EQUITY	4,306,330

	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	1,962	15,431	(569)	96.4%	112.3%
RENT-WIRELESS COMMUNICATION	500,000			(500,000)		
TOWER RENT-BAYSIDE HIGH			27,500	27,500		
TOWER RENT-COX HIGH		3,612	151,012	151,012		
TOWER RENT-FIRST COLONIAL HIGH			34,072	34,072		
TOWER RENT-LANDSTOWN HIGH		41,859	41,859	41,859		
TOWER RENT-OCEAN LAKES HIGH			42,517	42,517		
TOWER RENT-SALEM HIGH			59,291	59,291		
TOWER RENT-TALLWOOD HIGH			50,067	50,067		
TOWER RENT-TECH CENTER		5,665	82,340	82,340		
TOWER RENT-WOODSTOCK ELEM		1,799	10,794	10,794		
TOTAL REVENUES	516,000	54,897	514,883	(1,117)	99.8%	82.2%
PRIOR YEAR FUND BALANCE (PYFB)	284,000					
TOTAL REVENUES AND PYFB	800,000					

	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	800,000				800,000		

VIRGINIA BEACH CITY PUBLIC SCHOOLS  
STATEMENT OF REVENUES  
SCHOOL GRANTS FUND  
JULY 1, 2021 THROUGH JANUARY 31, 2022

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**Revenues :**

	FY 2022 Estimated	Month's Realized	Yr-To-Date Realized	Unrealized Revenues	Percent Realized
Source:					
Commonwealth of Virginia	21,405,803	1,355,351	5,666,603	(15,739,200)	26.47%
Federal Government	174,797,618	718,544	10,094,916	(164,702,702)	5.78%
Other Sources	620,813	19,490	252,890	(367,923)	40.74%
Transfers from School Operating Fund	7,374,632	(1,640)	7,372,997	(1,635)	99.98%
<b>Total Revenues</b>	<b>204,198,866</b>	<b>2,091,745</b>	<b>23,387,406</b>	<b>(180,811,460)</b>	<b>11.45%</b>

VIRGINIA BEACH CITY PUBLIC SCHOOLS  
STATEMENT OF EXPENDITURES AND ENCUMBRANCES  
SCHOOL GRANTS FUND  
JULY 1, 2021 THROUGH JANUARY 31, 2022

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		70,434		18,533	79.2%
AASA CZI SEL IMPACT PROJECT	4,000		1,017		2,983	25.4%
ADULT BASIC EDUCATION	363,596	14,975	204,860		158,736	56.3%
ADVANCING COMPUTER SCIENCE EDUCATION	141,543				141,543	
ALGEBRA READINESS	2,510,187	45,910	268,018	378,996	1,863,173	25.8%
ARP HOMELESS I	50,000				50,000	
ARPA ESSER III	82,502,194	511,546	2,751,924	6,516,673	73,233,597	11.2%
ASIA SOCIETY CONFUCIUS CLASSROOMS NETWORK	991				991	
CAREER & TECH ED STATE EQUIP ALLOC	69,452			69,452		100.0%
CAREER SWITCHER PROG MENTOR REIMB	28,200				28,200	
CARES ACT CORONA VIRUS RELIEF FUND (CRF)	24,760		24,760			100.0%
CARES ACT ESSER	6,135,381	1,268,359	3,445,126	622,199	2,068,056	66.3%
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 SCNR	5,674		5,000		674	88.1%
CARES ESSER SPED SRVCS SUPPORT	185,254	1,500	5,929		179,325	3.2%
CARES GEER VISION	2,155,287	27,675	158,587	237,073	1,759,627	18.4%
CARL PERKINS	974,597	48,757	394,139	62,859	517,599	46.9%
CRRSA ACT ESSER II	36,709,197	4,828,283	12,972,318	1,428,814	22,308,065	39.2%
CTE SPECIAL STATE EQUIP ALLOC	54,374	4,014	4,014	50,360		100.0%
EARLY READING INTERVENTION	3,548,799	123,530	822,313		2,726,486	23.2%
GENERAL ADULT ED	30,993	1,554	12,984		18,009	41.9%
GREEN RUN COLLEGIATE CHARTER SCHOOL	7,662		7,662			100.0%
HAMPTON ROADS WORKFORCE COUNCIL-ALC	142,630	6,143	53,303		89,327	37.4%
HAMPTON ROADS WORKFORCE COUNCIL-STEM (ISY)	100,000	3,694	25,303		74,697	25.3%
HAMPTON ROADS WORKFORCE COUNCIL-STEM (OSY)	160,000	6,674	43,214		116,786	27.0%
INDUSTRY CERT EXAMINATIONS	60,847				60,847	
INDUSTRY CERT EXAMINATIONS STEM-H	22,849	5,202	17,454		5,395	76.4%
IPOP INTENSIVE TA	2,000	343	2,000			100.0%
ISAP	65,863	1,988	24,246		41,617	36.8%
JAIL EDUCATION PROGRAM	332,556	12,985	91,539	380	240,637	27.6%
JUVENILE DETENTION HOME	1,798,355	109,040	662,070	1,750	1,134,535	36.9%
LEARNING LOSS INSTRUCTIONAL SUPPORTS	1,843,204	904	1,330,694		512,510	72.2%
MCKINNEY VENTO	132,838	688	37,547	78	95,213	28.3%

VIRGINIA BEACH CITY PUBLIC SCHOOLS  
STATEMENT OF EXPENDITURES AND ENCUMBRANCES  
SCHOOL GRANTS FUND  
JULY 1, 2021 THROUGH JANUARY 31, 2022

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	<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>
MYCAA-LPN	1,000		1,000			100.0%
NATIONAL BOARD CERTIFICATION INCENTIVE	390,000	390,000	390,000			100.0%
NATIONAL MATH AND SCIENCE INITIATIVE (NMSI)	50,331				50,331	
NETWORK IMPROVEMENT COMMUNITY (NIC)	1,380				1,380	
NEW TEACHER MENTOR	34,768				34,768	
NO KID HUNGRY	62,200		40	17,100	45,060	27.6%
POSITIVE BEHAVIOR INTERVENTIONS & SUPPORT	53,739	2,100	24,674		29,065	45.9%
POST 9-11 GI BILL	3,330		147		3,183	4.4%
PRESCHOOL- IDEA SECTION 619	840,868	41,681	265,682	2,705	572,481	31.9%
PROJECT GRADUATION	129,831	104	6,110		123,721	4.7%
PROJECT HOPE - CITY WIDE SCA	2,454				2,454	
RACE TO GED	65,191	4,234	38,391		26,800	58.9%
RESERVE FOR CONTINGENCY	1,098,298				1,098,298	
SCHOOL SECURITY EQUIPMENT	102,746		2,505		100,241	2.4%
SPANISH IMMERSION	78,808	344	1,867		76,941	2.4%
STARTALK	161,780		54,556		107,224	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	3,023,986	5,367,560	36.2%
TITLE I PART A	15,565,263	1,018,432	7,340,131	458,367	7,766,765	50.1%
TITLE I PART D SUBPART 1	93,005	1,237	8,447		84,558	9.1%
TITLE I PART D SUBPART 2	641,686	13,632	85,694		555,992	13.4%
TITLE II PART A	2,195,062	146,223	745,396		1,449,666	34.0%
TITLE III PART A LANGUAGE ACQUISITION	327,317	11,228	130,772		196,545	40.0%
TITLE IV PART A	2,068,675	82,330	457,488	124,162	1,487,025	28.1%
TITLE IV PELL	50,060		7,076		42,984	14.1%
TITLE VI-B IDEA SECTION 611	20,093,488	1,455,422	7,529,376		12,564,112	37.5%
TITLE VI-B IDEA SECTION 611 ARP	3,470,796				3,470,796	
VA HUMANITIES BENEATH THE SURFACE	10,451				10,451	
VA PRESCHOOL INITIATIVE	7,190,515	585,919	2,928,288		4,262,227	40.7%
VBEF SUNSHINE SNACKS	2,000				2,000	
VISSTA	714,000	15,345	36,107		677,893	5.1%
WORKPLACE READINESS	14,105	790	790		13,315	5.6%
TOTAL SCHOOL GRANTS FUND	<u>204,198,866</u>	<u>10,792,785</u>	<u>43,515,528</u>	<u>12,994,954</u>	<u>147,688,384</u>	27.7%

VIRGINIA BEACH CITY PUBLIC SCHOOLS  
SCHOOL BOARD/CITY HEALTH INSURANCE FUND  
JULY 1, 2021 THROUGH JANUARY 31, 2022

B 13

ASSETS:		LIABILITIES:	
CASH	74,318,808	CHECKS PAYABLE	89,060
		WIRES PAYABLE	
		ACCOUNTS PAYABLE-HSA	64,748
		UNEARNED REVENUE	1,385,505
		EST CLAIMS-JUDGMENTS PAYABLE	8,538,000
		TOTAL LIABILITIES	10,077,313
		FUND EQUITY:	
		RETAINED EARNINGS	72,824,207
		ENCUMBRANCES	
		RESERVE FOR ENCUMBRANCES	
		EXPENSES	(97,313,442)
		REVENUES	88,730,730
		TOTAL FUND EQUITY	64,241,495
TOTAL ASSETS	74,318,808	TOTAL LIABILITIES AND FUND EQUITY	74,318,808

REVENUES:	MONTH'S REALIZED	YEAR-TO-DATE REALIZED	
INTEREST ON BANK DEPOSITS	33,900	281,158	
EMPLOYEE PREMIUMS-CITY	1,019,644	7,699,806	
EMPLOYER PREMIUMS-CITY	3,959,637	28,766,552	
EMPLOYEE PREMIUMS-SCHOOLS	1,455,268	10,243,968	
EMPLOYER PREMIUMS-SCHOOLS	6,110,251	41,730,808	
COBRA ADMINISTRATIVE FEE-CITY	256	2,108	
COBRA ADMINISTRATIVE FEE-SCHOOLS	235	1,488	
OTHER FEDERAL FUNDS	2,709	4,842	
TOTAL REVENUES	12,581,900	88,730,730	
EXPENSES:	MONTH'S EXPENSES	YEAR-TO-DATE EXPENSES	OUTSTANDING ENCUMBRANCES
SALARIES AND BENEFITS	669,908	2,384,294	
HEALTH CLAIMS AND OTHER EXPENSES-CITY	6,243,873	40,871,022	
HEALTH CLAIMS AND OTHER EXPENSES-SCHOOLS	8,618,421	54,058,126	
TOTAL EXPENSES	15,532,202	97,313,442	



VIRGINIA BEACH CITY PUBLIC SCHOOLS  
SCHOOL VENDING OPERATIONS FUND  
JULY 1, 2021 THROUGH JANUARY 31, 2022

B 14

ASSETS:		LIABILITIES:	
CASH	119,057	TOTAL LIABILITIES	
		FUND EQUITY:	
		FUND BALANCE	98,007
		ESTIMATED REVENUE	(63,000)
		APPROPRIATIONS	69,000
		ENCUMBRANCES	
		RESERVE FOR ENCUMBRANCES	
		EXPENDITURES	175
		REVENUES	14,875
		TOTAL FUND EQUITY	119,057
TOTAL ASSETS	119,057	TOTAL LIABILITIES AND FUND EQUITY	119,057

	FY 2022 ESTIMATED	MONTH'S REALIZED	YR-TO-DATE REALIZED	REVENUES	PERCENT REALIZED	FY 2021 PERCENT REALIZED
REVENUES:						
INTEREST ON BANK DEPOSITS		267	1,623	1,623		
VENDING OPERATIONS RECEIPTS	63,000		13,252	(49,748)	21.0%	26.3%
TOTAL REVENUES	63,000	267	14,875	(48,125)	23.6%	30.2%
PRIOR YEAR FUND BALANCE (PYFB)	6,000					
TOTAL REVENUES AND PYFB	69,000					

	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		(175)		10,695	-1.7%	-5.0%
PURCHASED SERVICES	200				200		
TOTAL	69,000		(175)		69,175	-0.3%	-0.3%

VIRGINIA BEACH CITY PUBLIC SCHOOLS  
SCHOOL INSTRUCTIONAL TECHNOLOGY FUND  
JULY 1, 2021 THROUGH JANUARY 31, 2022

B 15

ASSETS:		LIABILITIES:	
CASH	1,331,017	TOTAL LIABILITIES	
		FUND EQUITY:	
		FUND BALANCE	140,063
		ESTIMATED REVENUE	
		APPROPRIATIONS	1,121,686
		ENCUMBRANCES	
		RESERVE FOR ENCUMBRANCES	
		EXPENDITURES	
		REVENUES	69,268
		TOTAL FUND EQUITY	1,331,017
TOTAL ASSETS	1,331,017	TOTAL LIABILITIES AND FUND EQUITY	1,331,017

REVENUES:	FY 2022 ESTIMATED	MONTH'S REALIZED	YR-TO-DATE REALIZED	UNREALIZED REVENUES
INTEREST ON BANK DEPOSITS		10,005	69,268	69,268
TOTAL REVENUES		10,005	69,268	69,268
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 JANUARY 31, 2022

B 16

ASSETS:		LIABILITIES:	
CASH	810,214	TOTAL LIABILITIES	
		FUND EQUITY:	
		FUND BALANCE	36,999
		ESTIMATED REVENUE	
		APPROPRIATIONS	915,493
		ENCUMBRANCES	174,369
		RESERVE FOR ENCUMBRANCES	(174,369)
		EXPENDITURES	(145,814)
		REVENUES	3,536
		TOTAL FUND EQUITY	810,214
TOTAL ASSETS	<u>810,214</u>	TOTAL LIABILITIES AND FUND EQUITY	<u>810,214</u>

REVENUES:	FY 2022 ESTIMATED	MONTH'S REALIZED	YR-TO-DATE REALIZED	UNREALIZED REVENUES
INTEREST ON BANK DEPOSITS		393	3,536	3,536
TOTAL REVENUES		<u>393</u>	<u>3,536</u>	<u>3,536</u>
PRIOR YEAR FUND BALANCE (PYFB)	744,581			
PYFB-ENCUMBRANCES	<u>170,912</u>			
TOTAL REVENUES AND PYFB	<u>915,493</u>			

EXPENDITURES:	FY 2022 APPROPRIATIONS	MONTH'S EXPENDITURES	YR-TO-DATE EXPENDITURES	OUTSTANDING ENCUMBRANCES	REMAINING BALANCE
PURCHASED SERVICES	45,566		450	49,647	(4,531)
MATERIALS AND SUPPLIES	869,927	22,499	145,364	60,528	664,035
CAPITAL OUTLAY				64,194	(64,194)
TOTAL	<u>915,493</u>	<u>22,499</u>	<u>145,814</u>	<u>174,369</u>	<u>595,310</u>

VIRGINIA BEACH CITY PUBLIC SCHOOLS  
STATEMENT OF EXPENDITURES AND ENCUMBRANCES  
CAPITAL PROJECTS  
JULY 1, 2021 THROUGH JANUARY 31, 2022

B 17

	FY 2022 APPROPRIATIONS	MONTH'S EXPENDITURES	YEAR-TO-DATE EXPENDITURES	PROJECT-TO-DATE EXPENDITURES	OUTSTANDING ENCUMBRANCES	REMAINING BALANCE	PERCENT OBLIGATED
601001-RENOV-REPLACMT-ENERGY MGMT II	11,275,000	122,757	466,024	7,676,666	164,385	3,433,949	69.54%
601002-TENNIS COURT RENOVATIONS II	1,600,000	36,394	364,605	1,414,873	117,110	68,017	95.75%
601005-JOHN B DEY ES MODERNIZATION	28,040,076	71,524	146,145	27,502,673	121,141	416,262	98.52%
601006-THOROUGHGOOD ES REPLACEMENT	32,470,000	7,783	61,275	32,411,285	38,562	20,153	99.94%
601007-PRINCESS ANNE MS REPLACEMENT	77,238,759	17,583	3,478,261	75,826,311	1,026,027	386,421	99.50%
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	99.99%
601013-RENOV & REPLACE-REROOFING PHASE II	35,025,639		35,551	35,018,848	5,141	1,650	99.99%
601014-RENOV & REPLACE-VARIOUS PHASE II	15,033,273			15,024,412		8,861	99.94%
601015-PRINCESS ANNE HS REPLACEMENT	89,012,277					89,012,277	
601016-ENERGY PERFORMANCE CONTRACTS PHASE II	30,000,000	38,916	2,422,780	23,266,708	5,605,300	1,127,992	96.24%
601017-RENOV & REPLACE-GROUND PH III	11,137,886	31,123	778,921	7,216,234	554,677	3,366,975	69.77%
601018-RENOV & REPLACE-HVAC PH III	28,221,541	(766,092)	1,014,298	18,898,835	2,513,125	6,809,581	75.87%
601019-RENOV & REPLACE-REROOFING PH III	16,650,000	121,598	4,308,157	10,954,968	814,758	4,880,274	70.69%
601020-RENOV & REPLACE - VARIOUS PH III	15,741,223	34,973	1,555,835	5,815,462	485,718	9,440,043	40.03%
601021-PLAZA ANNEX-LASKIN ROAD ADDITION	13,750,000	28,346	305,227	13,498,999	133,656	117,345	99.15%
601022-ELEMENTARY PLAYGROUND EQUIPMENT REP	1,334,737	3,892	194,650	999,315	294,394	41,028	96.93%
601023-STUDENT DATA MANAGEMENT SYSTEM	12,187,001	42,827	42,827	12,140,700		46,301	99.62%
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	3,892	118,037	788,658	29,309	11,932,033	6.42%
601027-RENOV & REPLACE-SAFE SCHOOLS IMPROVEMENTS	400,000		110,313	288,742	40,868	70,390	82.40%
601999-PAYROLL ALLOCATION		(271,107)	118,057	118,057		(118,057)	
TOTAL CAPITAL PROJECTS	<u>572,051,875</u>	<u>(475,591)</u>	<u>15,520,963</u>	<u>428,716,308</u>	<u>11,944,170</u>	<u>131,391,397</u>	77.03%

VIRGINIA BEACH CITY PUBLIC SCHOOLS  
GREEN RUN COLLEGIATE CHARTER SCHOOL  
JULY 1, 2021 THROUGH JANUARY 31, 2022

B18

ASSETS:		LIABILITIES:	
CASH	2,409,692	SALARIES PAYABLE-OPTIONS	128,291
		FICA PAYABLE-OPTIONS	9,814
		TOTAL LIABILITIES	<u>138,105</u>
		FUND EQUITY:	
		FUND BALANCE	
		ESTIMATED REVENUE	(4,193,884)
		APPROPRIATIONS	4,204,161
		ENCUMBRANCES	16,702
		RESERVE FOR ENCUMBRANCES	(16,702)
		EXPENDITURES	(1,932,574)
		REVENUES	4,193,884
		TOTAL FUND EQUITY	<u>2,271,587</u>
TOTAL ASSETS	<u>2,409,692</u>	TOTAL LIABILITIES AND FUND EQUITY	<u>2,409,692</u>

	FY 2022	MONTH'S	YR-TO-DATE	UNREALIZED	PERCENT	FY 2021
REVENUES:	ESTIMATED	REALIZED	REALIZED	REVENUES	REALIZED	PERCENT
TRANSFER FROM GENERAL FUND	<u>4,193,884</u>	<u></u>	<u>4,193,884</u>	<u></u>	100.0%	<u>100.0%</u>
TOTAL REVENUES	<u>4,193,884</u>	<u></u>	<u>4,193,884</u>	<u></u>	100.0%	<u>100.0%</u>
PYFB-ENCUMBRANCES	<u>10,277</u>	<u></u>	<u></u>	<u></u>		
	<u>4,204,161</u>	<u></u>	<u></u>	<u></u>		

	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	233,831	1,243,642		1,268,389	49.5%	48.5%
FRINGE BENEFITS	890,477	83,487	422,079		468,398	47.4%	48.7%
PURCHASED SERVICES	412,672	37,360	172,599		240,073	41.8%	9.0%
OTHER CHARGES	77,339	2,918	27,783		49,556	35.9%	12.4%
MATERIALS AND SUPPLIES	<u>311,642</u>	<u>5,816</u>	<u>66,471</u>	<u>16,702</u>	<u>228,469</u>	<u>26.7%</u>	<u>19.1%</u>
TOTAL	<u>4,204,161</u>	<u>363,412</u>	<u>1,932,574</u>	<u>16,702</u>	<u>2,254,885</u>	<u>46.4%</u>	<u>41.7%</u>



**FY 2022/23 School Board Proposed Operating Budget and**  
**Subject: FY 2022/23 – FY 2027/28 Capital Improvement Program Item Number: 13B**

**Section: Information Date: February 22, 2022**

**Senior Staff: Crystal M. Pate, Chief Financial Officer**

**Prepared by: Crystal M. Pate, Chief Financial Officer**

**Presenter(s): Crystal M. Pate, Chief Financial Officer**

**Jack Freeman, Chief Operations Officer**

**Recommendation:**

The School Operating Budget for FY 2022/23 and Capital Improvement Program (CIP) for FY 2022/23 - FY 2027/28 was presented February 8, 2022. After the School Board completes its process of workshops and review over the next few weeks, administration recommends School Board approval by March 8, 2022.

**Background Summary:**

- The Operating Budget for 2022/23 is to be determined.
- The Capital Improvement Program for FY 2022/23 - FY 2027/28 includes the projected revenues available over the next six years and adjusted project timelines to reflect this spending plan.

**Source:**

Code of Virginia, Sections 22.1-88, 22.1-89, 22.1-91, 22.1-93, and 22.1-94

**Budget Impact:**

To be determined.



**English as a Second Language Program (K-12):**

**Subject:** Comprehensive Evaluation

**Item Number:** 13C

**Section:** Information

**Date:** February 22, 2022

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

**Prepared by:** Allison M. Bock, 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):** Allison M. Bock, Ph.D., Program Evaluation Specialist

Office of Planning, Innovation, and Accountability

**Recommendation:**

That the School Board receive the English as a Second Language Program (K-12): Comprehensive Evaluation Report and the administration's recommendations.

**Background Summary:**

The purpose of the English as a Second Language (ESL) program is to prepare English learners to be college and career ready by developing their conversational and academic English language proficiency through integrated content-based language instruction so that the students will have access to the same educational opportunities as all students. 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." After being selected for evaluation by the Program Evaluation Committee, the School Board approved the ESL program for an evaluation readiness report on September 6, 2017. A three-year evaluation plan for the ESL program was developed during 2017-2018, including the goals and objectives that would be assessed. The year-one implementation evaluation was conducted during 2018-2019, and the recommendations were approved by the School Board on February 25, 2020. The year-two implementation evaluation was conducted during 2019-2020, and the recommendations were approved by the School Board on November 10, 2020. The comprehensive evaluation during 2020-2021 focused on the operational components of the ESL program, characteristics of the students who participated in the ESL program, the extent to which goals and objectives were met, and stakeholder perceptions. In addition, the evaluation included information about actions taken regarding the recommendations from the year-two implementation evaluation and how the COVID-19 pandemic impacted the program's operation. Recommendations were also included based on the results of the evaluation.

**Source:**

School Board Policy 6-26

School Board Minutes September 6, 2017

School Board Minutes February 25, 2020

School Board Minutes November 10, 2020

**Budget Impact:**



# English as a Second Language Program (K-12): *Comprehensive Evaluation Report*

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

February 2022



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



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# Introduction

## Background of Program

The Virginia Beach City Public Schools (VBCPS) English as a Second Language (ESL) program's vision is "to empower English learners to master social and academic English; to achieve academic success; to accomplish personal goals focused on college and career readiness; and to navigate the diverse local and global communities."<sup>1</sup> The ESL program is based on the premise that success in English language development is critical to success in all other curricular areas as well as future learning. The program's purpose is to prepare English learners to be college and career ready by developing their conversational and academic English language proficiency through integrated content-based language instruction so that the students will have access to the same educational opportunities as all students. The intent is to accomplish this as quickly as possible so that EL students can participate meaningfully in the division's educational program within a reasonable amount of time. The ESL program aligns with several goals of the division's strategic framework, *Compass to 2025*: (1) Educational Excellence, (2) Student Well-being, (3) Student Ownership of Learning, (4) An Exemplary, Diversified Workforce, and (5) Mutually Supportive Partnerships.

Through the ESL program, VBCPS provided ESL services to 1,768 English learner (EL) students in grades K-12 during the 2020-2021 school year. Among them, they speak 70 different languages. The most common home language of these students was Spanish, which was spoken by 52 percent of the EL students. The next most common home languages were Tagalog, spoken by 8 percent of EL students, and Vietnamese, spoken by 6 percent of EL students. Chinese (i.e., Mandarin) was spoken by approximately 5 percent of these EL students. The remaining languages had fewer than 4 percent of EL students speaking each language. In addition, through the ESL program, 726 students were monitored due to being former EL students and 157 students were monitored due to opting out of receiving ESL services. Due to difficulties with screening students during the COVID-19 pandemic, ten students were presumed to be an EL student based on their last status during 2020-2021 and were provided with ESL services.

The specifics of the ESL program in VBCPS are aligned with standards provided by the World-Class Instructional Design and Assessment (WIDA) Consortium. The WIDA Consortium was originally formed in 2003 and consists of 41 U.S. states, territories, and federal agencies, including Virginia.<sup>2</sup> Upon joining WIDA in 2008, the Virginia Department of Education (VDOE) provided guidance that the Virginia Standards of Learning (SOL), in conjunction with the WIDA English Language Development (ELD) standards, should guide the development of a school division's language instruction educational program (LIEP). The five WIDA ELD standards stress the importance of teaching language development within the context of content-area instruction and should serve as a resource for planning and implementing language instruction and assessment for multilingual learners as they learn academic content.<sup>3</sup> The five WIDA ELD standards encompass the areas of social and instructional language, language of language arts, language of mathematics, language of science, and language of social studies. In addition to the ELD standards, the WIDA Consortium created English language proficiency assessments to screen for EL students and to monitor EL students' language development.<sup>4</sup> The WIDA Consortium also offers information regarding English language performance levels based on performance on these assessments as well as descriptions of what EL students should do at each performance level by grade.

The federal government and VDOE have established requirements for ESL programs through EL-related regulations and policies. Under Title VI of the Civil Rights Act of 1964, students must be screened as part of initial enrollment in education and those who are identified as potential EL students must be assessed for proficiency in the English language.<sup>5</sup> Also under Title VI of the Civil Rights Act of 1964, students must be provided with instruction that is educationally sound and proven successful.<sup>6</sup> In addition, the U.S. Department of Education (USED) issued guidance in September 2016 that "under the Every Student Succeeds Act (ESSA), states must annually assess the English language proficiency of ELs."<sup>7</sup> For the purpose of annually assessing EL

students, VDOE selected the WIDA Consortium's Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS for ELLs) test to be used by school divisions.<sup>8</sup> The VDOE has also indicated that divisions must use a WIDA screening assessment for screening purposes and has established English proficiency criteria for scores on these various WIDA assessments.<sup>9</sup> Within the Virginia ESSA State Plan, there were requirements for EL students' growth in their ELP (as measured by the ACCESS for ELLs) based on their proficiency and grade level.<sup>10</sup> An additional requirement under ESSA includes annual parent notification regarding their child's proficiency and program placement.<sup>11</sup>

Assistance from the federal government for ESL programs is provided through a federal grant program detailed in Title III of ESSA, known as the English Language Acquisition, Language Enhancement, and Academic Achievement Act.<sup>12</sup> The purpose of Title III is to ensure that EL students achieve English proficiency and academic achievement, especially with regards to meeting state academic standards expected of all children.<sup>13</sup> Funds are provided to individual states and then distributed through subgrants to divisions. Within Virginia, divisions must apply for Title III grant funding annually and funds are awarded based on the previous year's reported number of EL students.<sup>14</sup> To receive funding, states and divisions must comply with requirements set by the EL-related regulations and policies outlined previously. To monitor compliance with requirements of ESSA, divisions upload relevant data to VDOE through the Student Record Collection (SRC) system.<sup>15</sup> VBCPS receives funding through Title III and uploads data for monitoring through this system.

## **Background and Purpose of Program Evaluation**

After being selected for evaluation by the Program Evaluation Committee, the School Board approved the ESL program for an evaluation readiness report on September 6, 2017. During the 2017-2018 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 the ESL program undergo a three-year evaluation, with a focus on implementation of the program in 2018-2019 and 2019-2020 and on student outcomes in 2020-2021. The recommended evaluation plan was presented to the School Board on September 25, 2018 and approved on October 9, 2018. The year-one implementation evaluation was presented to the School Board on February 11, 2020. The recommendations included continuing the program with modifications, with other recommendations such as developing a plan to provide translation and interpretation services, implementing new strategies to improve communication and collaboration between ESL and classroom teachers, enhancing professional learning related to ESL instruction, expanding the availability of ESL instructional materials and resources, and encouraging EL students to participate in a variety of curricular options. The School Board approved these recommendations on February 25, 2020. The year-two implementation evaluation was presented to the School Board on October 27, 2020. The recommendations included continuing the program with modifications; continuing to work on recommendations from the year-one evaluation focused on communication and collaboration between ESL and classroom teachers, professional learning for classroom teachers of EL students, and availability of ESL instructional materials; ensuring EL students are clustered in classrooms at the elementary and middle school levels; and reviewing the high school model. The School Board approved these recommendations on November 10, 2020. It is recognized that the school division continues to experience the impact of the COVID-19 pandemic; therefore, evaluation recommendations may take multiple years to address.

This comprehensive evaluation provides the School Board, Superintendent, and program managers with information about the operation of the ESL program during 2020-2021. The comprehensive evaluation focused on the extent to which the established goals and objectives were met, and also addressed the operational components of the ESL program, characteristics of the students who participated in the ESL program, and stakeholder perceptions. The evaluation also includes information about actions taken regarding the recommendations from the year-two implementation evaluation, and the impact of the COVID-19 pandemic on the program's operation during 2020-2021. The additional cost of the program to the division was

addressed in the year-one evaluation but was not addressed again in this evaluation because the program is a federal requirement.

## Program Goals and Objectives

As part of the evaluation readiness process, 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, 5 goals and 20 specific objectives were developed. The goals focused on choices and opportunities available to EL students; providing parents of EL students with the supports and services they needed to participate in their child's education; professional learning for staff; EL students' social and emotional development; and EL students' development of English language proficiency. Specific implementation or operational objectives are addressed in the related sections, and outcome objectives are addressed in the section entitled Progress Toward Meeting Outcome Goals and Objectives.

## 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. Qualitative data were collected through discussions with the program managers, document reviews, and open-ended survey questions. Quantitative data were gathered through the VBCPS data warehouse where needed and through closed-ended survey questions. The Office of Research and Evaluation used the following data collection methods:

- Communicated with the ESL coordinator and director of the Office of K-12 and Gifted Programs to gather implementation-related information.
- Reviewed VBCPS ESL program documentation.
- Reviewed federal and state regulations and guidelines related to the ESL program.
- Administered surveys to ESL teachers, building administrators, classroom teachers who taught at least one EL student, EL students in grades 4-12, and parents of EL students in grades K-12.
- Collected divisionwide student survey data from all VBCPS students in grades 4 through 12 through the *VBCPS Annual Spring Survey* to provide a point of reference for EL student survey data.
- Collected data from the VBCPS data warehouse related to student demographic characteristics, program-related information, and student progress (e.g., attendance, English proficiency).
- Collected long-term EL student data from Virginia Department of Education (VDOE) through the Single Sign-on for Web Systems (SSWS).
- Collected data from the Department of Human Resources related to ESL teacher characteristics.
- Collected divisionwide interpretation and translation usage data from the ESL coordinator.
- Obtained classroom teacher participation data in ESL-related professional learning sessions from the Office of Professional Growth and Innovation.

### Surveys

The Office of Research and Evaluation invited ESL teachers, building administrators, and classroom teachers who were identified as having taught at least one EL student during 2020-2021 to complete online surveys regarding their perceptions. Classroom teachers were identified through EL students' course enrollment obtained from the VBCPS data warehouse. In addition, EL students in grades 4 through 12 and parents of EL students in kindergarten through grade 12 who were receiving ESL services during 2020-2021 were invited to participate in a survey. The EL students and parents of EL students who opted out of having their child receive



ESL services were excluded. Students and parents of students who were identified as being a presumptive EL student previously in the school year were not included in the survey administration.

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). Survey results are generally reported at the division level, but results were also disaggregated and examined by school level (i.e., elementary, middle, high). Results by school level are reported when notable differences or consistent patterns of results were found. Survey results from 2020-2021 were also compared to survey results from 2018-2019 and 2019-2020, and information about trends over the years is provided where notable. Open-ended comments were analyzed for common themes. Comments written in a language other than English were translated using Google translate.

### Staff Surveys

All ESL teachers, building administrators, and selected classroom teachers received an email invitation to complete an ESL survey. Overall staff response rates ranged from 39 percent for classroom teachers to 84 percent for ESL teachers (see Table 1). Response rates by level are shown in Table 1.

**Table 1: Staff Survey Response Rates by School Level**

Group	ES	MS	HS	Total
Administrators	67%	67%	50%	62%
ESL Teachers	88%	78%	89%	84%
Classroom Teachers	38%	44%	37%	39%

Note: One ESL teacher was not designated at a school level; therefore, the teacher is included in the total but not at a school level.

Classroom teachers were asked to indicate if they taught an EL student during the 2020-2021 school year. Of those classroom teachers who responded to the survey, 89 percent indicated they had taught an EL student during the 2020-2021 school year. Only teachers who responded “yes” to this item were provided additional questions about the ESL program. Therefore, unless otherwise noted, classroom teacher perceptions in this report are based on teachers who indicated they taught an EL student during 2020-2021.

### EL Student Surveys

For the EL student survey, ESL teachers were asked to administer the survey to their EL students in grades 4 through 12 who were receiving services. The ESL teachers were asked to have students complete either an English version of the student survey online through a website link provided to the ESL teachers or complete a translated printed version of the student survey based on the ESL teacher’s discretion. The translated versions of the student survey were available upon request to ESL teachers in the four most common non-English languages spoken by EL students (Spanish, Tagalog, Chinese, and Vietnamese). For students who required a translated version and were receiving virtual instruction only, ESL teachers could request to have the printed translated survey sent home to the student. ESL teachers or EL students were asked to return the translated printed surveys to the Office of Research and Evaluation upon students’ completion of the surveys. See Table 2 for student survey response rates. Of the students who completed the survey, 6 percent completed a translated version. The EL students who completed the survey were from 68 schools throughout the division (44 elementary schools, 13 middle schools, 11 high schools).

**Table 2: EL Student Survey Response Rates by School Level**

Group	ES	MS	HS	Total
EL Students (4-12)	84%	75%	52%	71%



Of the EL students who responded to the survey, the highest percentages of students at all levels indicated they were receiving instruction in person at school (see Table 3).

**Table 3: Percentages of EL Students by Reported Instructional Option**

Group	In Person			Virtual			Combination		
	ES	MS	HS	ES	MS	HS	ES	MS	HS
Students	71%	39%	43%	28%	30%	36%	1%	31%	20%

### **Student Annual VBCPS Spring Survey**

All students in grades 4 through 12 were invited to complete *Annual VBCPS Spring* survey items in April 2021 based on survey items used to monitor divisionwide progress on the Compass to 2025, the division's strategic framework. Survey results for all students who completed the survey provided a point of reference for the results from EL students by school level.

### **Parent Surveys**

Parents of EL students in kindergarten through grade 12 received printed copies of the survey sent to their home mailing address. One survey packet was sent to each family even if there was more than one child who was receiving services. The parent survey was translated into the four most common non-English languages spoken by EL students (Spanish, Tagalog, Chinese, and Vietnamese). Depending on the student's designated home language, parents were sent one of the translated surveys accompanied by an English version or only an English version of the survey if the student's home language was a language other than the four most common non-English languages. Parents were provided a prestamped envelope to return the completed survey. A total of 1,390 parents of EL students received the ESL survey.<sup>16</sup> See Table 4 for response rates. If parents returned both English and translated versions of the surveys, then the responses were examined for consistency across surveys. If responses across both surveys were the same, then only one record was kept. Of all completed parent surveys, 32 percent were a translated version of the survey.

**Table 4: EL Parent Survey Response Rates by School Level**

Group	ES	MS	HS	Total
EL Parents (K-12)	20%	19%	16%	19%

Note: Parents may have selected more than one school level. Parents were included in all selected levels for response rates by level.

Of the parents who responded to the survey, the majority of parents had children who received instruction in person at school (see Table 5).

**Table 5: Percentages of EL Parents by Instructional Option**

Group	In Person	Virtual	Combination
EL Parents (K-12)	65%	32%	3%

### **EL Student Information From Data Warehouse**

To comply with reporting requirements of ESSA, as well as for the purposes of monitoring EL students and determining allocations for Title III, Part A funding, divisions must submit EL student information to VDOE through the Student Record Collection (SRC) system. The EL-related data collection for the SRC occurs in the fall, spring, and at the end of the year.<sup>17</sup> After data are collected through the SRC system, VDOE prepares reports that tabulate the information. Within the EL portion of the SRC reports, totals of EL students (in kindergarten through grade 12) within certain categories are reported. The categories include students who are identified as receiving ESL services, identified but opted out of services, and former EL students. For the SRC, students who opted out of services at any point during the year are included in the category of having

opted out of services, while former students include students who have reached English proficiency within the past four years. In addition, in 2020-2021, due to difficulties with screening students in person due to the COVID-19 pandemic, newly enrolled students may have been determined to be “presumptive EL students” based on an interview by ESL teachers until screening in person was possible. The total number of students who were temporarily identified as EL students was included in the SRC report.

For this evaluation, the identification of EL students in each of these categories followed the rules used for the end-of-year VDOE SRC in 2020-2021 with slight modifications as described below. The end-of-year VDOE SRC report included only students who were considered active (i.e., enrolled in VBCPS) as of the end of the school year. For the purposes of this evaluation, EL students who were enrolled at any point throughout the school year were included to obtain a cumulative count of students.

As reported in the end-of-year VDOE SRC, 1,643 EL students were identified as receiving ESL services and considered active students (i.e., enrolled in VBCPS) as of the end of the year.<sup>18</sup> An additional 98 students were considered EL students and as having received ESL services in the fall and/or spring but were not active students as of the end of the year; therefore, these students were included in the category of EL students for this evaluation. An additional 27 students were considered EL students and received ESL services from records pulled from the VBCPS data warehouse, but they were not included in any SRC because their VBCPS enrollment dates did not coincide with the dates for the SRC or did not have a home language.<sup>19</sup> According to the end-of-year SRC report, 147 students opted out of services and 685 were former EL students. Similar rules were followed for EL students who opted out of the program and former EL students who were monitored after exiting the program. An additional 10 students who opted out of services and 41 former EL students were included in this evaluation who were not included in the end of year SRC.<sup>20</sup> An additional six students were considered to be presumptive EL students as of the end of the year SRC.<sup>21</sup> Four other presumptive EL students were included in this evaluation who were included in the fall but not included in the end of year SRC due to being inactive as of the end of year.

As shown in Table 6, in comparison to 2019-2020, there was an increase of 44 EL students who received services during the school year in 2020-2021.

**Table 6: Numbers of EL Students by Group From 2018-2019 to 2020-2021**

Group	2018-2019	2019-2020	2020-2021
Receiving services	1,545	1,724	1,768
Opt-out students*	58	162	157
Former EL students	684	666	726
Presumptive EL students	-	-	10

Note: \*Much of the increase from 2018-2019 to 2019-2020 was due to a data coding change.

## Evaluation Questions

The evaluation questions for this report were developed by evaluators in consultation with program managers and based on a Hanover Research report for VBCPS entitled *Best Practices for ESL Program Evaluation*. The evaluation questions established for the year-three comprehensive evaluation were as follows:

1. **What are the operational components of the ESL program and what progress was made toward related goals and objectives?**
  - a. What are the criteria for identifying EL students?
  - b. What are the processes for assessing and placing the EL students according to their linguistic, academic, and other needs?

- c. What are the processes for monitoring the participants' language development and academic progress until they meet program exit criteria and through their period of post-program monitoring?
  - d. What are the instructional models and methods used to deliver language development and academic content to the EL students?
  - e. What educational opportunities were provided to EL students?
  - f. What is the process of staffing the ESL program, including job responsibilities and staff selection, ESL teacher assignments and caseloads, and staff characteristics?
  - g. What resources and professional learning activities were provided for ESL teachers and content-area teachers to assist them in effectively meeting EL students' needs?
  - h. What are the processes for collaboration and co-planning between ESL teachers and classroom teachers?
  - i. What services and supports are provided to engage and communicate with EL students and their families?
2. **What were the characteristics of the students who participated in the ESL program?**
    - a. What were the demographic characteristics (e.g., age, gender, race/ethnicity) of the EL students?
  3. **To what extent were the ESL program's outcome goals and objectives met?**
  4. **What were the stakeholders' perceptions of the ESL program (i.e., EL students, parents of EL students, ESL teachers, content-area teachers, and administrators)?**

## Evaluation Results and Discussion

### Operational Components and Related Goals and Objectives

The first evaluation question focused on the operational components of the ESL program, which included criteria for identifying EL students, assessment and placement of EL students, monitoring processes, instructional models and methods, educational opportunities for EL students, process of staffing the ESL program, resources and professional learning for staff, collaboration and co-planning processes, and services and supports to engage and communicate with EL students and their families. Information related to adjustments due to the pandemic, related ESL program goals and objectives, and actions taken regarding recommendations from the year-two evaluation in 2019-2020 are integrated within the operational components where applicable.

#### Criteria for EL Student Identification

In accordance with requirements from the USED Office for Civil Rights, VBCPS identifies "a potential English learner (EL) as a student whose Home Language Survey has a response *other than English*" for any of the following: primary language used in the home, language most often spoken by the student, and language that the student first acquired.<sup>22</sup> This survey is given to every parent enrolling a student in VBCPS. According to the English Learner Team (ELT) Handbook provided by the Department of Teaching and Learning, if a response other than English is provided to any of these questions, a copy of the completed survey is given to the ESL teacher or the assistant principal who serves as an ESL administrative contact at the child's school.<sup>23</sup> If a student has been identified as a potential EL student, the child must be assessed using an English language proficiency (ELP) test. The two assessments used in VBCPS to identify EL students are the Kindergarten WIDA-ACCESS Placement Test (K-WAPT) and the WIDA Screener. According to information obtained from the ESL Teacher SharePoint site, the K-WAPT is the appropriate assessment for students in kindergarten and students in their first semester of first grade.<sup>24</sup> The WIDA Screener is the appropriate assessment for students in their second semester of first grade and students in second through twelfth grades. The screening assessments are administered by ESL teachers who complete training to administer these assessments. Consistent with criteria recommended by VDOE, students who score a 6.0 or above on the K-WAPT<sup>25</sup> and a 4.5

or above on the WIDA Screener are considered proficient in English and, therefore, ineligible for services in VBCPS.<sup>26</sup>

According to instructions provided in the ELT Handbook, prior to assessing a student, ESL teachers must check whether a student previously took an ELP test. If the student was previously identified as not requiring services from a previous assessment, then the student is not reassessed and is not eligible for ESL services through VBCPS. If the student was assessed the previous spring (i.e., April, May, or June) using a VDOE approved placement test (e.g., K-WAPT or WIDA Screener) and determined to require services, then the student is not reassessed. If the previous placement test determined that the student required services and it occurred prior to the previous spring, then the student would need to be reassessed. If the student was assessed the previous spring using the ACCESS for ELLs test, which is used for monitoring EL students' ELP, then the student's score on the ACCESS is used to determine whether the student is eligible for services. In most cases, ESL teachers have administered the screening tools. In 2020-2021, three ESL test examiners were employed through a Temporary Employment Agreement (TEA) to assist with administering screening and ACCESS testing. During 2020-2021, as needed, the TEAs would ask parents to bring the student to the Plaza Annex to complete the screening.<sup>27</sup> According to the coordinator of ESL services, most screening was completed using this process unless the student was attending school in person at the time of screening and could be assessed by the ESL teacher. A proposal by the director of K-12 and gifted programs detailing suggested adjustments for the ESL program included a proposal for establishing a Welcome Center where staff would screen students on one of the WIDA screeners in a centralized location as students register.<sup>28</sup> According to the ESL coordinator, although plans for a division Welcome Center have been discussed, it is unclear when it may begin operating.<sup>29</sup>

According to ESSA, school divisions must identify, screen, and place EL students in a program within 30 days of enrollment when students enroll at the beginning of the year and within two weeks when students enroll during the school year.<sup>30</sup> Given the difficulties with screening potential EL students in person during the 2020-2021 school year due to the COVID-19 pandemic, USED and VDOE acknowledged the inability to screen students in person within this timeframe, although the recommendation was to complete necessary screenings as soon as possible. VDOE provided guidance that schools should ask parents to complete the Home Language Survey, and if they respond with a language other than English to any question, ESL teachers would conduct an informal interview with the parent/guardian.<sup>31</sup> During the interview, ESL teachers would determine whether the student may have been screened previously and plan to screen the student as soon as possible if the student had not previously been screened. In addition, VDOE issued guidance that ESL teachers could make a provisional EL determination that the student was a "presumptive EL student" and provide support to assist the student.<sup>32</sup> In total, there were 572 students who were considered a presumptive EL student at one point during the school year. Upon screening, 199 of these students (35%) were determined to not require services, while 359 students (63%) were determined to require services (337 received services and 22 opted out of services). Of the remaining students, 4 were determined to be former EL students and 10 remained as presumptive EL students as their last known status.

According to the WIDA website, the purpose of the K-WAPT is to determine whether incoming students would benefit from English language support services.<sup>33</sup> The test is administered by a trained administrator by paper and lasts approximately 30 minutes. Scores are calculated locally by the administrator upon test completion. All students who complete the K-WAPT are assessed on their listening and speaking skills, while students' reading and writing skills are also assessed for students in their second semester of kindergarten and first semester of first grade. In 2020-2021, 321 students completed the K-WAPT. In comparison to 2019-2020 and 2018-2019, there was a decrease in the number of students who were screened on this assessment (from 499 in 2019-2020 and 428 in 2018-2019), which is likely due to the impact of the COVID-19 pandemic. Of the 321 students who took the K-WAPT in 2020-2021, 279 were in kindergarten, 40 were in first grade, and 2 were in second grade. Of the 321 students who completed the K-WAPT in 2020-2021, 192 students (60%) received a score that indicated they were eligible to receive services (i.e., score below 6.0), whereas 129

students (40%) received a score that indicated they were not eligible to receive services. The percentage of students who took the K-WAPT and were found eligible in 2020-2021 (60%) was higher than the percentages who took the K-WAPT and were found eligible for services in 2019-2020 (53%) and slightly higher than in 2018-2019 (58%).

Similar to the K-WAPT, the WIDA Screener is an assessment to help identify English language learners and can be administered either online or by paper and lasts approximately 80 to 85 minutes. Upon test completion, scores are calculated by the computer or locally by the administrator. Students are assessed in the areas of listening, speaking, reading, and writing. In 2020-2021, 328 students completed the WIDA Screener. Similar to the K-WAPT, there was a decrease in the number of students who were screened on this assessment (from 551 in 2019-2020 and 386 in 2018-2019), which is likely due to the impact of the COVID-19 pandemic. There were 15 first-grade students and 313 students in grades 2 through 12 who completed the WIDA Screener in 2020-2021. Of the 328 students who completed the WIDA Screener in 2020-2021, 232 students (71%) received a score that indicated they were eligible to receive services (i.e., score below 4.5), whereas 96 students (29%) received a score that indicated they were not eligible to receive services. The percentage of students who took the WIDA Screener and were found eligible in 2020-2021 (71%) was slightly lower compared to 73 percent in 2019-2020 and notably lower than 82 percent in 2018-2019. Overall, of the 649 students who were assessed on the K-WAPT or WIDA Screener in 2020-2021, 424 students (66%) received a score that indicated they were eligible to receive services. This was slightly higher than the percentage in 2019-2020 when 63 percent of students were found eligible to receive services and slightly lower than in 2018-2019 when 70 percent of students were found eligible.

In response to a survey item about the identification process, all ESL teachers (100%) and nearly all administrators (97%) agreed that they understood the steps in the identification process, while 61 percent of classroom teachers who taught at least one EL student agreed that they understood. An examination of survey responses by school level revealed a higher percentage of elementary school classroom teachers (66%) agreed they understood the steps in the identification process than at the middle (61%) and high school levels (53%), while there was little variation by school level for administrators with agreement ranging from 94 to 99 percent depending on level. While the agreement percentages for ESL teachers and administrators have remained stable (at least 93 percent) since 2018-2019, the agreement percentages for classroom teachers were higher in 2020-2021 at 61 percent compared to 55 percent in 2018-2019 and 51 percent in 2019-2020.

### Assessment and Placement of Students

After a student completes the initial screening assessment (i.e., K-WAPT or WIDA Screener) and a proficiency score has been provided, the student is placed into one of six WIDA performance levels based on his/her score (see Table 7 for cut scores). The VDOE recommended cut scores for reaching English proficiency (i.e., performance level 6), and VBCPS identified cut scores that correspond to the six WIDA performance levels.<sup>34</sup> According to WIDA performance definitions, when students score at Performance Level 1, *Entering*, students can process, understand, produce, or use pictorial or graphic representation of the language of the content areas as well as words, phrases, or chunks of language when presented with simple commands.<sup>35</sup> Students' skills in understanding the English language as well as the context in which they can understand English become more complex as they move through each performance level (see Table 7). WIDA has also provided "Can Do" descriptions for each performance level by grade level, which detail the types of tasks that EL students should be able to do within the areas of listening, speaking, reading, and writing.<sup>36</sup> These resources help ESL teachers understand students' abilities.

**Table 7: WIDA Performance Levels by K-WAPT and WIDA Screener Score**

Performance Level	K-WAPT Score	WIDA Screener Score	EL students will process, understand, produce, or use...
1 Entering	1.0 – 1.9	1.0 – 1.9	Pictorial or graphic representation of the language of the content areas
2 Emerging	2.0 – 2.9	2.0 – 2.5	General language related to the content areas
3 Developing	3.0 – 3.9	2.6 – 2.9	General and some specific language of the content areas
4 Expanding	4.0 – 4.9	3.0 – 3.7	Specific and some technical language of the content areas
5 Bridging	5.0 – 5.9	3.8 – 4.4	Specialized or technical language of the content areas
6 Reaching	6.0	4.5 +	Process and use a range of grade-appropriate language for a variety of purposes

Once a student has been deemed eligible for ESL services, a meeting is held with the ELT regarding the student's education plan. According to the ESL coordinator, during 2020-2021, ELT meetings could be held virtually.<sup>37</sup> The general composition of the ELT includes an ELT facilitator, an administrator or administrator designee, classroom teacher(s), school counselor, and parent or guardian. According to VDOE, a meeting must consist of no less than two stakeholders of an English learner.<sup>38</sup> In addition, if a student has an Individualized Education Plan (IEP) or 504 plan, then the IEP/504 teams and ELT must work in collaboration to determine the assessment participation of these students and the student's special education teacher must attend the ELT meeting. At the elementary school level, the ELT facilitator is generally the school's ESL administrator (i.e., the assistant principal), whereas at the secondary level, the ELT facilitator is generally the ESL teacher. At all levels, it is recommended that the parent and ESL teacher attend the meeting, but they are not required. According to the ELT Handbook, meetings for newly enrolled EL students should be held soon after placement testing and a score has been provided.

At the ELT meeting, the ELT facilitator completes the Language Instruction Educational Program (LIEP) Plan (previously called Annual Educational Plan English Learner Team [AEPELT] meeting minutes), which includes details regarding any accommodations the student will be provided during instruction and/or assessments (e.g., SOLs, ACCESS). After the meeting, the original LIEP plan is placed in the student's permanent record and copies of the plan are provided to the meeting attendees, all classroom teachers, and the parents/guardians. If at any point during the school year a staff member has concerns that an adjustment should be made to the student's accommodations, a follow up ELT meeting is held. Beginning in 2020-2021, based on feedback from ESL teachers, new forms for the LIEP plan were created that differed based on a student's grade level (i.e., K-2, 3-5, and secondary) and whether the student had an IEP or 504 plan.

A requirement under ESSA includes annual parent notification regarding their child's proficiency and program placement. Every year, parents are provided with the Annual Parental Notification letter, which includes this information. According to the ELT handbook, the parent/guardian must receive the letter within the first 30 days of school for continuing students or within 14 calendar days for newly identified English learners.<sup>39</sup> All parents must sign and return the last page of the letter where they can indicate whether they provide consent for placement in LIEP services. School staff must contact the parent/guardian to discuss the LIEP if the parent does not provide consent (i.e., opting them out of receiving services). ESL teachers must follow up with schools and families to ensure the signature page is returned, with at least three documented attempts. If a parent refuses ESL services, during the ELT meeting, the benefits of the ESL program and the reasons for opting their student out of services must be discussed. If parents decide to opt out of services for their child after the meeting, then they must complete a form that releases VBCPS from responsibility and liability.



Students' performance levels based on the assessments are shown in Table 8. Of the 192 students who completed the K-WAPT during the 2020-2021 school year and scored as being eligible for services, the largest percentage (31%) scored at Level 3. Of the 232 students who completed the WIDA Screener and scored as being eligible for services, the largest percentage (51%) scored at Level 1.

**Table 8: Percentages of Students by WIDA Performance Level Based on 2020-2021 Screening Scores**

Performance Level	K-WAPT Score	WIDA Screener Score	Total
1 Entering	22 (11%)	119 (51%)	141 (33%)
2 Emerging	24 (13%)	38 (16%)	62 (15%)
3 Developing	59 (31%)	0 (0%)	59 (14%)
4 Expanding	48 (25%)	60 (26%)	108 (25%)
5 Bridging	39 (20%)	15(6%)	54 (13%)
Total	192	232	424

Survey results showed that 97 percent of ESL teachers and 34 percent of classroom teachers worked with students from more than one performance level during 2020-2021. In addition, 37 percent of classroom teachers who responded to the survey indicated they did not know their EL students' performance level. The percentage of classroom teachers who indicated they did not know their EL students' performance level increased steadily in 2020-2021 from 32 percent in 2019-2020 and 26 percent in 2018-2019. Responses by school level in 2020-2021 revealed that a higher percentage of high school classroom teachers (46%) indicated they did not know their EL students' performance level compared to elementary school (36%) and middle school classroom teachers (29%).

Regarding placement of EL students, 86 percent of ESL teachers in 2020-2021 agreed that the WIDA placement leads to accurate placement of EL students with respect to ELP levels, which was an increase from 2018-2019 when 78 percent agreed, although this was a slight decrease from ESL teacher agreement in 2019-2020 when 92 percent agreed. Regarding EL students being assigned their ELD placement in a timely manner, 94 percent of ESL teachers, 98 percent of administrators, and 84 percent of classroom teachers agreed. Since 2018-2019 and 2019-2020, ESL teacher, classroom teacher, and administrator agreement percentages have increased for this item (see Table 9). School level comparisons of 2020-2021 survey data showed that ESL teacher agreement was lowest at the elementary school level regarding both items (81% to 91% at elementary school level compared to 86% to 100% at secondary level). Lowest classroom teacher agreement regarding EL students being assigned their ELD placement in a timely manner was found at the high school level (75% at high school compared to 87% to 89% at elementary school and middle school levels).

**Table 9: Staff Agreement Percentages Regarding Screening and Placement Processes**

Item	2018-2019			2019-2020			2020-2021		
	ESL Teacher	Classroom Teacher	Admin	ESL Teacher	Classroom Teacher	Admin	ESL Teacher	Classroom Teacher	Admin
EL students are assigned their English language development placements in a timely manner.*	79%	76%	93%	92%	71%	86%	94%	84%	98%

\*In 2020-2021, survey item for ESL teachers was EL students are assigned their English language development placements in a timely manner, including placement of presumptive EL students.

Through an open-ended survey item, staff were provided the opportunity to provide comments on what worked well and the challenges encountered related to English proficiency screening of EL students during the

pandemic. Several ESL teachers commented that having additional staff screen students at the Plaza Annex was beneficial. However, many ESL teachers expressed that scheduling the in-person screenings was challenging due to difficulties planning transportation, parental concerns about safety, and working around parents' and their own schedules. Although a few ESL teachers commented that it was helpful being able to use the presumptive EL status to allow for extra time to screen, some teachers noted that it was challenging to have the delay in testing. Administrators also identified that communication with parents and working to screen the virtual EL students were challenges. Several classroom teachers indicated they had no knowledge of or involvement with the screening process.

### **Monitoring Language Development and Academic Progress**

As prescribed by VDOE, the WIDA ACCESS for ELLs 2.0 (ACCESS) is used to monitor English language development for EL students in the four domains of the English language: listening, speaking, reading, and writing. All students who are identified as being an EL student are administered this assessment in the spring during a time window established by VDOE.<sup>40</sup> Students receive a proficiency score that reflects a composite of students' ACCESS speaking, listening, reading, and writing scores. In Virginia, the ACCESS is generally administered to EL students from January through March and testing is overseen by the Office of Student Assessment (OSA) in VBCPS. Schools' ESL administrative contacts (assistant principals) are responsible for creating the schedules for testing, which includes identifying all EL students who should be tested. To assist with ACCESS test scheduling in 2019-2020 and 2020-2021, an additional seven-month position was filled through a Temporary Employment Agreement (TEA) whose title was project support-Title III auditor-/LEP student data analysis. In VBCPS, the ESL teachers are primarily responsible for administering the ACCESS test to EL students. To administer the ACCESS, ESL teachers must participate in annual training.

In 2020-2021, there were several adjustments to ACCESS testing due to the COVID-19 pandemic. The ACCESS testing window was extended to occur from January through June 2021. For elementary students, ACCESS testing was completed on Tuesdays through Fridays with specific grade levels tested on certain days. For secondary students, ACCESS testing was completed on Mondays during asynchronous instructional days. Elementary schools were assigned a specific week during the testing window to complete all testing and secondary schools were assigned a specific Monday. All ESL teachers were assigned multiple days and multiple schools to assist with completing testing. EL students who were receiving instruction face to face and virtually were assessed on the ACCESS. Virtual EL students and all secondary EL students who were assessed on the ACCESS were provided transportation to the school for testing. Parents had the option of opting their child out of being tested on the ACCESS. Parents were emailed and mailed letters asking them to participate in the survey about whether they would like their child to take the ACCESS. If parents did not complete the survey, they were contacted by ESL teachers or school administrators. According to the ESL coordinator, nearly all parents were reached.<sup>41</sup> According to data provided by the Office of Student Assessment and data from the data warehouse,<sup>42</sup> of the students who did not have a score on the ACCESS, there were 175 students who did not complete the ACCESS in spring 2021 due to their parents opting them out for COVID-related concerns, 17 students whose parents opted them out for other reasons, and 62 students who were absent during testing. An additional five students did not complete the ACCESS due to student refusal or another reason. According to a testing specialist in the Office of Student Assessment, students were provided additional opportunities to retake the ACCESS during the testing window if they were absent on the designated days of testing at their school.<sup>43</sup>

Students' ACCESS scores are used to make decisions regarding when to exit a student from the ESL program as well as decisions to adjust a student's performance level. Similar to the WIDA screening assessments, VDOE has set the ACCESS cut score for reaching English proficiency (i.e., performance Level 6), and VBCPS identified cut scores that correspond to the six WIDA performance levels (see Table 10).<sup>44</sup> Students cease to receive ESL services when they have scored 4.4 or higher for the composite proficiency level. Students' performance on



the ACCESS guides the services that will be provided the following school year. If a student was not tested on the ACCESS in 2020-2021, VDOE guidance suggested using ACCESS scores from 2019-2020 or WIDA screener scores from 2020-2021 to inform services for the following year. If neither score was available, VDOE required students to take the WIDA screener during the 2021-2022 school year.

**Table 10: WIDA Performance Levels by ACCESS Score**

Performance Level	ACCESS Score
1 Entering	1.0 – 1.9
2 Emerging	2.0 – 2.5
3 Developing	2.6 – 2.9
4 Expanding	3.0 – 3.7
5 Bridging	3.8 – 4.3
6 Reaching	4.4 +

In spring 2021, 1,521 students who were EL students in 2020-2021 (i.e., received services or opt outs) took the ACCESS test to determine their services for the 2021-2022 school year and received an overall score between 1.0 and 6.0.<sup>45</sup> This was approximately 79 percent of all students who received services or opted out at any point throughout the 2020-2021 school year. Overall, 245 students (16%) who took the ACCESS test reached English proficiency based on scoring at Level 6 (i.e., a score of at least 4.4). The highest percentage of students (30%) scored at Level 4 (see Table 11).

**Table 11: Percentages of Students by WIDA Performance Level Based on ACCESS 2020-2021 Scores**

Performance Level	Percentages of Students
1 Entering	234 (15%)
2 Emerging	171 (11%)
3 Developing	145 (10%)
4 Expanding	450 (30%)
5 Bridging	276 (18%)
6 Reaching	245 (16%)
Total	1,521 (100%)

According to the ELT Handbook, students who completed an ACCESS test the previous spring are expected to have an ELT meeting at the beginning of the school year to discuss the types of services provided for that year. Students who scored a 4.4 or above on the ACCESS the previous spring are no longer eligible for services and would be monitored for the school year. Students who scored below 4.4 should have an ELT meeting to discuss details regarding the type of ESL services they would be provided during the year.

As shown in Table 12, 69 percent of ESL teachers and most administrators (95%) agreed that assessment results used to make advancement decisions accurately reflected each EL student's achievement and need. In comparison to previous years' data, administrators' agreement percentage increased, but the agreement percentages for ESL teachers have fluctuated, with a decrease from 81 percent to 69 percent from 2019-2020 to 2020-2021. Regarding maintaining instructional continuity for EL students, 57 percent of ESL teachers and most administrators (93%) agreed that the ACCESS testing is conducted in an efficient manner that maintains instructional continuity. Agreement for both groups has increased since 2018-2019, although it has been a slight increase for ESL teachers and the percentage has remained low (see Table 12). Examinations of survey results from 2020-2021 by school level showed that agreement was lowest at the elementary school level regarding accuracy and efficiency for ESL teachers (accuracy: 52% vs. 83% to 100%; efficiency: 38% vs. 67% to 100%) and regarding efficiency for administrators (87% vs. 97% to 100%).

**Table 12: Staff Agreement Percentages Regarding Assessment Processes**

Item	2018-2019		2019-2020		2020-2021	
	ESL Teacher	Admin	ESL Teacher	Admin	ESL Teacher	Admin
Assessment results used to make advancement decisions accurately reflect each EL student's achievement and need.	59%	82%	81%	85%	69%	95%
The ACCESS testing is conducted in an efficient manner that maintains instructional continuity for EL students.*	50%	87%	54%	82%	57%	93%

\*In 2020-2021, survey item was The ACCESS testing is conducted in an efficient manner for EL students that maintains instructional continuity.

Additional survey items about teachers' use of assessment results showed that high levels of ESL teachers (86%) and administrators (99%) agreed that ESL teachers use assessment results to monitor the progress of their EL students (see Table 13). While most administrators (91%) agreed that content-area/classroom teachers use assessment results to monitor the progress of their EL students, lower percentages of the ESL teachers (49%) agreed with this item. In comparison to previous years' data, there were increases in agreement percentages for administrators for both items. However, there have been notable decreases in the ESL teachers' agreement that content-area/classroom teachers use assessment results to monitor the progress of their EL students (from 73% in 2018-2019 to 62% in 2019-2020 to 49% in 2020-2021). Comparisons of 2020-2021 survey results by school level showed that agreement was highest at the high school level regarding ESL teachers using assessment results (100% vs. 81% to 83%), while high school ESL teacher agreement was lowest regarding content-area/classrooms teachers using assessments (25% vs. 52% to 67%).

**Table 13: Staff Agreement Percentages Regarding Using Assessment Results for Monitoring**

Item	2018-2019		2019-2020		2020-2021	
	ESL Teacher	Admin	ESL Teacher	Admin	ESL Teacher	Admin
ESL teachers use assessment results to monitor the progress of their EL students.	85%	93%	89%	92%	86%	99%
Content-area/classroom teachers use assessment results to monitor the progress of their EL students.	73%	75%	62%	77%	49%	91%

Classroom teachers who taught at least one EL student during the 2020-2021 school year were also asked survey items related to the assessment of EL students' status throughout the school year. As indicated in Table 14, 81 percent of classroom teachers agreed that EL students were frequently assessed for formative purposes in English during the school year and that EL students took assessments that accurately measure their growth within content areas. Overall, there were increases in agreement percentages in comparison to previous years' data (see Table 14). Across these items, high school classroom teachers had the lowest agreement percentages (73% to 74%) compared to elementary and middle school (83% to 84%) classroom teachers.

**Table 14: Classroom Teacher Agreement Percentages Regarding Assessing EL Students**

Item EL students at my school...	2018-2019	2019-2020	2020-2021
Are frequently assessed formatively for progress in developing their English during the school year.	71%	71%	81%
Take assessments that accurately measure their growth within content areas.	74%	66%	81%

Through an open-ended survey item, staff were provided the opportunity to provide comments on what worked well and the challenges encountered related to ACCESS assessment of EL students during the pandemic. Given the revised ACCESS testing schedule for 2020-2021, most ESL teachers commented about the challenges that students had in completing all testing in one day, including student fatigue or rushing through the testing. ESL teachers noted that it was particularly difficult for the younger EL students. Although some ESL teachers commented that it was nice to complete testing in one day, several teachers also expressed concerns about the accuracy of the testing results this year due to the difficulties students experienced. Overall, administrators commented that the scheduling of testing was efficient and worked well. Most classroom teachers indicated they did not have knowledge of the ACCESS testing procedures, though some classroom teachers commented that ACCESS testing took too much time away from instruction.

### **Former EL Student Monitoring**

Federal guidance states that school districts must monitor the academic progress of former EL students for at least two years “to ensure that students have not been prematurely exited; any *academic* deficits incurred as a result of participating in the EL program have been remedied; and they are meaningfully participating in the standard program of instruction comparable to their never-EL peers” (i.e., peers who were never identified as EL students).<sup>46</sup> After exiting the program (i.e., scoring a 4.4 or above on the ACCESS), VBCPS students are monitored for two years and the number of former EL students are reported to the federal government for two additional years through data loaded in the SRC. Throughout the two years of monitoring following the students’ exit from the ESL program, ESL teachers complete a biannual review of these students’ academic performance. The biannual reports include a review of students’ grades, SOL performance, and end-of-course test scores. At each biannual review, the ESL teacher completes a progress report regarding whether the student is passing or failing, identifies whether the student has any areas of concern (e.g., attendance, participation, behavior), and makes a recommendation as needed. Recommendations may include the following: consult with general education teacher, consult with school counselor, refer to Student Response Team (SRT), or hold a follow-up SRT meeting if the student is already receiving an intervention. In addition, ELT meetings are held for these monitoring students at the beginning of the school year. Although these students no longer receive instructional accommodations or instruction with the ESL teacher, they may still receive accommodations for testing (e.g., during SOLs) for the two years of monitoring, which is discussed at the ELT meetings.

### **Opt-Out EL Student Monitoring**

Students whose parents opted their children out of ESL services are also monitored by the ESL program, as required by federal regulation. Federal guidance states that a school district must still take steps to provide opted-out EL students with access to its educational programs, monitor their progress, and offer EL services again if a student is struggling.<sup>47</sup> Students’ classroom teachers are asked to complete a form four times a year that includes details about the students’ academic progress. Included in the form are notes of the quality of the student’s work, grade to date, and missing assignments across subject areas. Teachers are also provided a space to select additional comments from a list provided on the form, such as completes work on time, does not work to potential, listens attentively, and not progressing. The ESL teacher who is assigned to the student’s school is expected to review the form every quarter and provide follow-up as needed. The forms are included

in the student's cumulative file every quarter. In addition, the ESL teacher must also administer the WIDA ACCESS test to opt-out students. Although students have been opted out of ESL services, the opt-out students must be offered alternative services (e.g., PALS, study blocks supporting ELs in the content areas, READ 180, System 44, Effective Reading Skills, services with a reading/math specialist).<sup>48</sup>

## **Instructional Models and Methods of Delivery for Language Development and Academic Content**

### ***Instructional Models***

During the 2020-2021 school year, at the elementary school and middle school levels, services were primarily provided through the push-in model, which involves ESL teachers supporting the classroom teachers' instruction. ESL teachers at both levels provided push-in services for both virtual and in-person students. At the high school level, high school students received services through ESL courses in 2020-2021. Two ESL teachers taught all virtual high school students throughout the division, while in-person students were taught by the ESL teachers at their home school. In 2018-2019 and 2019-2020, the Newcomer Program was also offered at the high school level to students at the lowest performance level and who met criteria for being a Student with Limited or Interrupted Formal Education (SLIFE). A SLIFE is defined by VBCPS as "a student in grade 2 or higher who has cumulatively but not necessarily consecutively missed two or more years of school (formal education) anywhere, anytime."<sup>49</sup> Due to logistics during the pandemic, the ability to offer small high school class sizes in 2020-2021, and few in-person students at the lowest performance level, the Newcomer Program was not offered to high school students during the 2020-2021 school year. However, it will be offered in subsequent school years. Beginning in 2021-2022, there will be an additional ESL course made available to middle school EL students at the lowest proficiency levels.<sup>50</sup>

### ***Push-In Model and Clustering***

To help facilitate services offered through the push-in model at the elementary school and middle school levels, over the past few years, it has been recommended to principals that EL students be clustered in classrooms by grade level.<sup>51</sup> Principals have been instructed to consider both EL students who were receiving services and students whose parents opted them out of receiving services. Principals were also directed to consider reserving seats for new enrollees throughout the school year. In general, at elementary schools, EL students were expected to be in one teacher's classroom in each grade level, while at middle schools, EL students were expected to be in the same content courses at each grade level. In addition, middle schools with A/B day schedules were expected to coordinate which day would be designated for ESL services with their ESL partner school to avoid a scheduling conflict for the ESL teacher.<sup>52</sup> Middle school ESL partnership schools were communicated to principals. This grade-level clustering was intended to allow ESL teachers to work in fewer classrooms per school. Although scheduling was more difficult during the 2020-2021 school year, it was still expected that EL students be clustered within classes at the elementary and middle school levels as possible.

In 2019-2020, when asked on the survey about clustering EL students within classrooms, low percentages of elementary school and middle school ESL teachers agreed that EL students were effectively clustered within teachers' classrooms at each grade level (35% to 38% as shown in Table 15). Due to the low agreement percentages found in 2019-2020 regarding effective clustering, one recommendation from the year-two evaluation focused on clustering of EL students. It was recommended to ensure EL students are clustered in classrooms at the elementary and middle school levels to the greatest extent possible. However, it was recognized that scheduling for 2020-2021 classes was a difficult challenge due to the response to the COVID-19 pandemic, and that this recommendation may not be fully feasible until conditions return to normal. The ESL coordinator indicated that actions taken regarding this recommendation included the director of K-12 and gifted programs communicating with schools about the importance of clustering. In January 2021, the director communicated with middle school ESL administrative contacts and the school counseling coordinator

regarding all EL students receiving services continuing to receive services during term 2 and ensuring that EL students are clustered in content-area classes to the greatest extent possible to allow ESL teachers to push into content classes and maximize instructional time. In addition, in April 2021, principals' packet memos were communicated to elementary school and middle school principals regarding the need to cluster EL students at each grade level for elementary and in content classes at each grade level for middle school.

During 2020-2021, 43 percent of elementary school ESL teachers and 17 percent of middle school ESL teachers agreed that EL students were effectively clustered within teachers' classrooms at each grade level. Although there was an increase in the agreement percentage at the elementary school level (from 35% to 43%), there was a decrease in the agreement percentage at the middle school level (from 38% to 17%). The low ESL teacher agreement percentages may have been related to the challenges related to scheduling for 2020-2021 classes. Agreement percentages regarding this item ranged from 73 to 94 percent for elementary school and middle school classroom teachers and administrators. There were increases in agreement percentages for classroom teachers and administrators at both levels in comparison to 2019-2020 (see Table 15).

**Table 15: Staff Agreement Regarding Effective Clustering Within Teachers' Classrooms by School Level**

Group	2019-2020		2020-2021	
	ES	MS	ES	MS
ESL Teacher	35%	38%	43%	17%
Classroom Teacher	75%	69%	86%	73%
Administrator	94%	89%	94%	91%

Note: Survey item was not included in 2018-2019.

### *Pull-Out Model*

Since the 2019-2020 school year, the emphasis at the elementary school and middle school levels was to provide services through the "push-in" model, but it was recommended that ESL teachers also use a "pull-out" model as necessary based on students' needs. The "pull-out" model involves working with students outside of class to provide personalized instruction individually or with a small group of students. Students who were at lower performance levels (e.g., levels 1 and 2) may have required more services that could be provided through this model. Elementary school ESL teachers were advised that they could group students who were within three grade levels (i.e., K-2, 3-5). According to the ESL coordinator and instructional specialist, pull-out services involved focusing on oral language, survival English vocabulary, basic literacy skills, and/or key academic language. In general, ESL teacher instruction is provided in English; however, ESL teachers utilize bilingual dictionaries to support instruction. Additionally, ESL teachers may utilize pictures, flash cards, manipulatives, graphic organizers, sentence frames, and leveled readers to support instruction. During virtual instruction in 2020-2021, ESL teachers set up small group times with their EL students through virtual meetings.

### *High School ESL Courses*

At the high school level, in 2020-2021, the ESL courses that students could take at their home school included an ESL Effective Reading Skills course and an English as a Foreign Language (EFL) course. In previous years, an additional set of courses (i.e., English as a Second Language (ESL) courses) were taught that provided the same content as the EFL courses; however, this was not offered in 2020-2021 due to VDOE requiring that only one option (EFL or ESL courses) be offered.<sup>53</sup> Any EL high school student could have enrolled in the ESL Effective Reading Skills course, while students were enrolled in the EFL course based on their ACCESS or WIDA Screener score (see Table 16). The ESL Effective Reading Skills course is focused on English language vocabulary development, comprehension, reading, and writing through guided and independent reading and writing activities. The EFL courses are focused on acquiring communication skills and academic language necessary to

participate in the general classroom. Students who enroll in EFL courses can use these credits toward world languages requirements, while ESL Effective Reading courses may be taken as elective credits. As shown in Table 16, during 2020-2021, 103 students were enrolled in ESL Effective Reading Skills, 42 students were enrolled in EFL I, and 119 students were enrolled in EFL II.<sup>54</sup> High school scheduling during the 2020-2021 school year involved taking courses over two terms; however, students were required to enroll in the same ESL course for both semesters.<sup>55</sup>

**Table 16: High School ESL-Related Courses by Eligibility Score and Number of Enrolled Students**

Course Name	Eligible ACCESS or WIDA Screener Score	Number of Students Enrolled
ESL Effective Reading Skills	1.0 – 4.3	103
English as a Foreign Language I	1.0 – 2.5	42
English as a Foreign Language II*	2.6 – 4.3	119

Note: \*To take EFL II, students must have taken and passed EFL I and met the ACCESS score criteria for both courses.

One recommendation from the 2019-2020 evaluation focused on reviewing the high school model due to overall low agreement percentages found for high school staff, decreases in staff satisfaction, and the percentage of eligible EL students opting out of services. The ESL coordinator indicated that actions taken regarding this recommendation during 2020-2021 included developing curriculum committees for the high school ESL courses. In addition, in spring 2021, through a shared Google document, all teachers were asked to reflect on how the ESL program could better support them and their students. In April 2021, the ESL coordinator and instructional specialist met with high school ESL teachers to gather input regarding course offerings and materials needed for 2021-2022. Revisions were made to the 2021-2022 high school course offerings to include an additional English as a Foreign Language course (EFL III) and a new ESL Effective Reading course. EFL II and EFL III courses will be taught concurrently using the same but differentiated curriculum. The students will be able to take the EFL courses for world languages credit, while the Effective Reading course is an elective. Additional courses were added for the Newcomer Program at Landstown High School, including a Math Skills for ESL HS Newcomer Program course and ESL Accelerating Language Thru Content course, which are elective courses. Additionally, students in the Newcomer Program will be enrolled in EFL I, ESL Effective Reading, Health and PE, Spanish for Fluent Speakers, and two courses that will be co-taught with the ESL teacher: Environmental Science and Economics and Personal Finance.

### *Perceptions of Instructional Models*

When ESL teachers were asked whether they used certain instructional delivery models in their school, 67 percent of elementary school and all middle school ESL teachers reported using the push-in model, while all elementary school and 83 percent of middle school ESL teachers reported using the pull-out model (see Table 17). All high school ESL teachers indicated they used the high school elective, while low percentages indicated they used either the push-in (14%) or pull-out models (29%).

**Table 17: Percentages of ESL Teachers Who Reported Using Instructional Models by School Level**

Model	ES	MS	HS
Push-in	67%	100%	14%
Pull-out	100%	83%	29%
HS Elective	-	-	100%

Note: Due to the instructional models included on previous surveys having varied, comparison data are not provided.

When ESL teachers who indicated they used the instructional methods were asked about the effectiveness, all elementary school and middle school ESL teachers indicated the pull-out model was either very or somewhat effective (see Table 18). In addition, 88 percent of high school ESL teachers indicated the high school elective



was effective. Lower percentages of ESL teachers indicated the push-in model was very or somewhat effective (see Table 18).

**Table 18: Percentages of ESL Teachers Who Reported That the Instructional Models They Used Were Very or Somewhat Effective**

Model	ES	MS	HS
Push-in	79%	50%	-
Pull-out	100%	100%	-
HS Elective	-	-	88%

For the VDOE SRC, ESL teachers were asked to enter the primary mode of ESL service delivery (i.e., the LIEP in which the student receives the most ESL instructional minutes) although students may receive more than one method of instruction.<sup>56</sup> As shown in Table 19, 55 percent of elementary school students and 94 percent of high school students primarily received services through ESL instruction (i.e., pull-out model). At the middle school level, 83 percent of students primarily received services through content classes with integrated ESL support (i.e., push-in model). No students received services through the Newcomer Program during 2020-2021.

**Table 19: Percentages of Students Who Received Each LIEP**

Instructional Model	ES N = 1,213	MS N = 327	HS N = 227	Total N = 1,767
Content classes with integrated ESL support	45%	83%	6%	47%
English as a Second Language (ESL) or English Language Development (ELD)	55%	16%	94%	53%

Note: Students' LIEP from the SRC data were used. If students' LIEP from the SRC was missing, data from the data warehouse were used (n = 27). One student did not have any LIEP information.

### **Instructional Methods**

On the survey, ESL teachers were provided with general items regarding the instruction that ESL teachers provided to EL students. As shown in Table 20, high percentages of ESL teachers agreed that ESL teachers adapt their instruction to meet the needs of individual EL students; provide instruction to EL students that effectively integrates listening, speaking, reading, and writing in English; and provide EL students with opportunities to practice and display abilities to listen, speak, read, and write in English. There were increases in agreement percentages for these items in comparison to previous years' data, with the exception of ESL teachers adapting their instruction to meet EL students' needs, which has remained high (see Table 20).

**Table 20: ESL Teacher Agreement Percentages Regarding Students Receiving Instructional Methods**

Item	2018-2019	2019-2020	2020-2021
ESL teachers provide instruction to EL students that effectively integrates listening, speaking, reading, and writing in English.	88%	89%	97%
ESL teachers provide EL students with frequent opportunities to practice and display their abilities to listen, speak, read, and write in English.	76%	81%	94%
ESL teachers adapt their instruction to meet the needs of individual EL students.	96%	92%	97%

As shown in Table 21, classroom teachers also had high agreement rates regarding the instruction that content-area/classroom teachers provided when teaching EL students at their school. At least 93 percent of classroom teachers agreed that content-area/classroom teachers make use of visual aids during instruction,

appropriately integrate technology within lessons, use graphic organizers to help students understand relationships between concepts, and give students opportunities to engage in academic conversations. The agreement percentages for all items have remained high in comparison to previous years' data (see Table 21).

**Table 21: Classroom Teacher Agreement Percentages Regarding Students Receiving Instructional Methods**

Item	2018-2019	2019-2020	2020-2021
Make use of visual aids during instruction	92%	90%	93%
Appropriately integrate technology within lessons	95%	93%	97%
Use graphic organizers to help students understand relationships between concepts	90%	88%	94%
Give students opportunities to engage in academic conversations	92%	89%	95%

Through an open-ended survey item, staff were provided the opportunity to provide comments on what worked well and the challenges encountered related to providing instruction to EL students during the pandemic. Overall, a theme that emerged from ESL teachers was the difficulty in providing instruction to EL students both virtually and in person, including having different instructional plans for both groups and lack of time to transition between instruction. Other ESL teachers expressed specific challenges with teaching EL students virtually, including students having technological difficulties or trouble staying on task. Classroom teachers also indicated that technology difficulties for virtual EL students was a challenge as well as ensuring that EL students attended class and participated. In addition, classroom teachers noted that they would have liked to receive support in how to provide instruction to EL students virtually. Administrators also commented that ESL teachers had large caseloads and that there was a need for more ESL teachers.

### Opportunities Provided to EL Students

Overall, it is expected that EL students are provided with similar educational opportunities as other students throughout the division. For example, it is expected that EL students be provided with personalized learning opportunities, receive assistance with planning for their academics and career, opportunities to enroll in rigorous coursework and academy programs, and gain skills that prepare them for college and career.

One of the ESL program goals was related to opportunities provided to EL students: **“The ESL program will be student-centered and provide EL students with a variety of choices and opportunities to help students reach their goals.”** Objectives for this goal focused on (1) personalized learning opportunities, (2) academic/career planning process, (3) rigorous coursework, (4) academy program enrollment, and (5) college and career readiness skills. Survey data for this goal are only compared to 2019-2020 due to EL students not being surveyed in 2018-2019. Where appropriate, analyses are examined separately for current and former EL students to examine their participation in various educational opportunities for this program goal.

The personalized learning objective for the opportunity goal is **“EL students report that they were provided with personalized learning opportunities as measured by student survey responses.”** Overall, 92 percent of EL students agreed that they were learning and doing things in school that were matched to their needs and interests in 2020-2021. Comparisons by school level showed high agreement percentages across each school level (94% for elementary school, 91% for middle school, and 88% for high school students). Comparisons from 2019-2020 to 2020-2021 by school level showed that agreement increased notably for middle school EL students (from 77% to 91%), while the percentage remained the same for elementary school (94%) and high school EL students (88%).

The academic/career planning process objective for the opportunity goal is **“EL students report that the academic/career planning process helped them to make informed decisions about college, employment, or**



**military service as measured by student survey responses.”** At the elementary school level, 55 percent of students agreed that their teachers or counselors talked with them about their options after they graduate from high school. This percentage was lower than at the division level, with 67 percent of elementary school students divisionwide agreeing that they received assistance, resources, and information to help them make informed decisions about options after graduation. In addition, the percentage of elementary EL students agreeing with this item decreased slightly from 2019-2020 when 64 percent of elementary EL students agreed.

At the secondary level, 72 percent of EL students agreed that they received assistance, resources, and information at their school to help them make informed decisions about their options after they graduate from high school. Comparisons by school level showed that a lower percentage of middle school EL students (70%) agreed compared to high school EL students (76%). The percentage was lower than at the division level for middle school students (70% vs. 88%), while it was relatively similar for high school students (76% vs. 78%). In comparison to 2019-2020, a relatively similar percentage of secondary EL students agreed overall (72% vs. 74%).

The rigorous coursework objective for the opportunity goal is **“EL students in middle school and high school enroll in rigorous coursework as measured by the percentage of students enrolled in advanced or honors courses.”** Data for this objective followed rules established for students enrolled in rigorous coursework for the *Compass to 2020* Navigational Markers, which included students who were enrolled in an advanced course in February or earned a final grade in a rigorous course in the first semester.<sup>57</sup>

At the middle school level, 49 percent of current or former EL students were enrolled in an advanced course, while at the high school level, 34 percent of current or former EL students were enrolled in an advanced course. Examining results for current and former EL students separately showed that notably higher percentages of former EL students were enrolled in rigorous coursework than current EL students at both levels (see Table 22). In comparison to the division, the same percentage of middle school former EL students (68%) were enrolled in rigorous coursework during 2020-2021, while the percentage of high school former EL students enrolled in rigorous coursework was relatively similar to the division (59% compared to 61%). In comparison to previous years’ data, the percentage of former EL students at middle school who were enrolled in rigorous coursework has declined since 2018-2019, while the percentage of former EL students at high school has increased slightly since 2018-2019 (see Table 22).

**Table 22: Percentage of Students Enrolled in Rigorous Coursework**

Group	2018-2019			2019-2020			2020-2021		
	MS	HS	Total	MS	HS	Total	MS	HS	Total
Current and former EL students	56%	39%	49%	51%	34%	45%	49%	34%	43%
Current EL students	31%	21%	27%	25%	20%	23%	29%	17%	24%
Former EL students	76%	57%	69%	75%	52%	67%	68%	59%	65%
Division	70%	59%	64%	68%	60%	63%	68%	61%	64%

The academy program enrollment objective for the opportunity goal is **“EL students have opportunities to enroll in academy programs, the Advanced Technology Center, and the Technical and Career Education Center as measured by the percentage of EL students enrolled in each of these programs.”**

Of the former EL students at the secondary level, 5 percent were enrolled in an academy during the 2020-2021 school year. Results by level showed that 1 percent of middle school former EL students and 12 percent of high school former EL students were enrolled in an academy (see Table 23). At high school, where nearly all academy programs operate, there was a somewhat lower percentage of former EL students enrolled (12%)

compared to the division's students (15%). The percentages of former EL students enrolled in an academy in 2020-2021 remained relatively consistent from previous years' data.

**Table 23: Percentage of Students Enrolled in An Academy**

Group	2018-2019			2019-2020			2020-2021		
	MS	HS	Total	MS	HS	Total	MS	HS	Total
Current and former EL students	1%	4%	2%	< 1%	5%	2%	1%	5%	2%
Current EL students	0%	1%	< 1%	0%	0%	0%	0%	< 1%	< 1%
Former EL students	2%	8%	4%	< 1%	12%	4%	1%	12%	5%
Division	2%	15%	10%	3%	16%	11%	2%	15%	9%

As shown in Table 24, during 2020-2021, the percentage of former high school EL students who were enrolled at ATC was 1 percent and the percentage enrolled at TCE was 3 percent. In comparison to the division level, there was a similar percentage of former EL students enrolled at TCE (3%) and a slightly lower percentage of former EL students enrolled at ATC (3% compared to 1%). The percentage of former EL students enrolled at TCE has fluctuated in comparison to previous years' data with a decrease from 2019-2020 (from 6% to 3%), while the percentage enrolled at ATC has maintained the same.

**Table 24: Percentage of Students Enrolled in ATC and TCE**

Group	2018-2019		2019-2020		2020-2021	
	ATC	TCE	ATC	TCE	ATC	TCE
Current and former EL students	1.5%	1.5%	0.6%	2.7%	0.5%	1.9%
Current EL students	0.0%	1.0%	0.0%	0.5%	0.0%	0.9%
Former EL students	3.2%	2.2%	1.4%	5.5%	1.3%	3.3%
Division	2%	3%	2.3%	3.4%	2.6%	3.1%

The college and career readiness skills objective for the opportunity goal is **“EL students will demonstrate college- and career-readiness skills as measured by the percentage of students who earn industry certification, the percentage who complete a technical and career education program, and the percentage meeting college-readiness benchmarks on the SAT.”** Data collection for this objective was impacted by the COVID-19 pandemic. In 2019-2020 and 2020-2021, there were fewer opportunities and fewer students who took the SAT; therefore, SAT data for these years will not be reported. Eighteen current or former EL students took the SAT in 2020-2021, whereas 37 students took the SAT in 2018-2019. In addition, industry certification comparison data from 2019-2020 are not provided due to the impact of the pandemic that year.

Overall, the percentage of current or former high school EL students who earned an industry certification in 2020-2021 was 15 percent, which was lower than the percentage of high school students who earned an industry certification at the division level (31%). Examining results for current and former EL students separately showed that notably higher percentages of former EL students earned an industry certification than current EL students. In comparison to the division, a relatively similar percentage of former EL students earned an industry certification (33% compared to 31%). Comparisons by grade level showed that lower percentages of former EL students earned an industry certification than students at the division in grades 9 and 10, while higher percentages of former EL students earned an industry certification than students at the division in grades 11 and 12 (see Table 25). Therefore, former EL students may have been more likely to delay taking industry certifications until the later grades.

**Table 25: Percentages of Students Who Earned An Industry Certification**

Group	2018-2019					2020-2021				
	Grade 9	Grade 10	Grade 11	Grade 12	Total	Grade 9	Grade 10	Grade 11	Grade 12	Total
Current and Former EL Students	6%	22%	38%	60%	27%	1%	7%	35%	41%	15%
Current EL Students	3%	10%	15%	58%	14%	0%	1%	10%	14%	3%
Former EL Students	11%	37%	70%	60%	42%	2%	23%	63%	51%	33%
Division	9%	31%	63%	59%	40%	4%	27%	57%	38%	31%

For completion of a Career and Technical Education (CTE) Program, data for students who graduated in 2020-2021 were examined. Of the 47 current or former EL students who graduated in 2020-2021, 40 percent completed a CTE Program. Examining results for current and former EL students separately showed that 43 percent of the 35 former EL student graduates completed a CTE program and 33 percent of the 12 current EL student graduates completed a CTE program (see Table 26). A relatively similar percentage of former EL student graduates completed a CTE program in comparison to the division level (43% compared to 41%).

**Table 26: Percentages of Students Who Completed a CTE Program**

Group	2018-2019	2019-2020	2020-2021
Current and former EL students	34%	38%	40%
Current EL students <sup>58</sup>	36%	-	33%
Former EL students	33%	43%	43%
Division	41%	44%	41%

Note: In 2019-2020, less than 10 current EL students were graduates.

In summary, data related to the program's goal of providing opportunities for EL students to reach their goals showed that once EL students gain English proficiency and exit from the ESL program, EL students were provided with similar opportunities to non-EL students. In particular, similar percentages of former EL students were enrolled in rigorous courses and TCE as well as earned industry certifications and completed a CTE program. Slightly lower percentages of former EL students were enrolled in an academy (4 percentage point difference) and ATC (1 percentage point difference).

## ESL Staffing Processes and Staff Characteristics

### Responsibilities and Staff Selection

According to the ESL teacher job description from the Department of Human Resources, ESL teachers must possess a Virginia teaching license with an endorsement in ESL. They are expected "to provide instruction to English learners (ELs) at different grade levels with varying levels of English proficiency."<sup>59</sup> The ESL teachers are also expected to collaborate with classroom teachers of students with limited English proficiency and conduct staff development activities for individual teachers, grade levels, departments, and for staff at-large. Job responsibilities include the following: "assessment and appropriate placement of English learner students; intensive English language instruction for individual students, small groups, large groups, and whole classes; ongoing evaluation of receptive and expressive skills relative to English language acquisition; administration of the annual federal English language proficiency assessment; and input and maintenance of English learner student data in the school division's student information system, Synergy."<sup>60</sup>

According to the ESL coordinator, the staff selection process begins with a review of applications by the coordinator. When potential ESL teachers are identified, they are invited to interview with the ESL coordinator, instructional specialist for the ESL program, and a fluctuating third individual whose position is either a coordinator or instructional specialist in the Department of Teaching and Learning. After potential ESL teacher candidates have been approved by these individuals, they are entered into a pool of candidates that is provided to building principals whose school needs an ESL teacher. Principals conduct interviews and hire staff from this pool of candidates. According to the ESL coordinator, the process of interviewing potential ESL candidates for the following year typically begins around April and continues throughout the summer.

### ***ESL Teacher Assignments and Caseloads***

During the 2020-2021 school year, the ESL program was staffed with 44 full-time ESL teachers.<sup>61</sup> This total includes one Title I ESL teacher who provided supplemental services to ESL students at three Title I schools; however, this ESL teacher does not have a caseload of students. This was an increase of 12 ESL teacher allocations compared to the 2019-2020 school year. There were 26 full-time ESL teachers who taught exclusively at the elementary school level, 9 full-time ESL teachers who taught exclusively at the middle school level, and 9 ESL teachers who taught at the high school level. All elementary school and middle school ESL teachers were required to teach ESL students who were attending school in person and virtually. Two high school ESL teachers were designated as teaching virtual students only and the remaining ESL teachers taught the in-person students at their schools. At the elementary school level, most ESL teachers were assigned between two and four schools with the exception of four ESL teachers who taught at one school. At the middle school level, three ESL teachers were assigned one school, while six ESL teachers were assigned two schools. At the high school level, ESL teachers taught sections of ESL courses to students. Three teachers worked with students at one high school, while four teachers worked with students at two or three high schools. The two additional high school ESL teachers taught students exclusively online.

During the 2020 General Assembly, the governor approved an adjustment to the SOQ guidelines from 17 ESL teachers for every 1,000 students to 18.5 ESL teachers for every 1,000 students for the 2020-2021 school year and to 20 ESL teachers for every 1,000 students for the 2021-2022 school year.<sup>62</sup> These guidelines equate to a maximum of 54 students for one teacher in 2020-2021 and 50 students per teacher in 2021-2022.

The ESL teacher caseloads were examined at three time points during the 2020-2021 school year (October, February, and June) through Web-Reporting Services (WRS) reports run by the Department of Teaching and Learning. Caseloads for teachers who taught only the virtual high school students were included in the analysis. In October 2020, a total of 43 ESL teachers taught 1,620 students. The average caseload per teacher was 38 EL students, with a range of caseloads from 8 students to 62 students across the ESL teachers. As shown in Table 27, the number of EL students, average caseload, and range of caseloads decreased from October to February. By June 2021, there were 1,643 students resulting in a similar average caseload and range of caseloads to October.

**Table 27: ESL Teacher Caseloads and Total Students**

<b>Caseload Measure</b>	<b>October 2020</b>	<b>February 2021</b>	<b>June 2021</b>
Average Caseload	38	37	38
Range of Caseloads	8 to 62	6 to 59	3 to 62
Total Students	1,620	1,611	1,643

Based on the WRS reports, the group of students who opted out of services and were monitored quarterly included an additional 98 students in October, 130 students in February, and 140 students in June. The numbers of former EL students who were no longer eligible for services but were monitored biannually were 457 students in October, 437 students in February, and 438 students in June.

In comparison to the previous years, the average caseload and range of caseloads have decreased, while the total number of students have increased (see Table 28).

**Table 28: ESL Teacher Caseloads and Total Students From June 2019 to June 2021**

Caseload Measure	June 2019	June 2020	June 2021
Average Caseload	43	45	38
Range of Caseloads	13 to 65	20 to 69	3 to 62
Total Students	1,251	1,607	1,643

The ESL teachers and administrators were asked their agreement regarding whether ESL teachers' caseloads allowed them to teach EL students effectively. In 2020-2021, 51 percent of ESL teachers agreed, which was a notable increase in agreement from 12 percent of ESL teachers in 2019-2020 and 35 percent in 2018-2019 (see Table 29). In addition, 80 percent of administrators agreed that the size of the ESL teachers' caseloads allowed them to teach EL student effectively, which was also an increase from 59 percent in 2019-2020 and 64 percent in 2018-2019. Comparisons by school level showed that a higher percentage of high school ESL teachers agreed that their caseload size allowed them to teach effectively (63%) compared to elementary school (48%) and middle school (50%) levels in 2020-2021.

**Table 29: Staff Agreement Percentages Regarding ESL Teacher Caseload**

Item	2018-2019		2019-2020		2020-2021	
	ESL Teacher*	Admin	ESL Teacher*	Admin	ESL Teacher*	Admin
The size of the caseload allows the ESL teacher at my school to teach the EL students effectively.	35%	64%	12%	59%	51%	80%

Note: \*ESL teachers were asked their agreement regarding the size of their caseload allowing them to teach their EL students effectively.

Additionally, 46 percent of ESL teachers, 62 percent of classroom teachers, and 72 percent of administrators agreed that the ESL teacher is able to teach EL students frequently enough for instruction to be effective. There were also increases in agreement percentages from 2019-2020 and 2018-2019 for this item for all groups (see Table 30). Comparisons by school level showed that a higher percentage of high school ESL teachers (75%) agreed than elementary school (38%) and middle school (33%) ESL teachers in 2020-2021.

**Table 30: Staff Agreement Percentages Regarding Time for Instruction**

Item	2018-2019			2019-2020			2020-2021		
	ESL Teacher*	Classroom Teacher	Admin	ESL Teacher*	Classroom Teacher	Admin	ESL Teacher*	Classroom Teacher	Admin
The ESL teacher is able to teach EL students frequently enough for the instruction to be effective.	35%	48%	59%	19%	41%	52%	46%	62%	72%

Note: \*ESL teachers were asked their agreement regarding being able to teach their EL students frequently enough for the instruction to be effective.

In addition, overall, 73 percent of classroom teachers agreed that the ESL teacher(s) was available when needed which was a notable increase from 2019-2020 when 45 percent of classroom teachers agreed. Agreement varied minimally by school level in 2020-2021 with agreement ranging from 70 to 75 percent.

### **Staff Characteristics**

Demographic characteristics were examined for full-time ESL teachers in comparison to the division.<sup>63</sup> In 2020-2021, in comparison to all division instructional staff, there were higher percentages of female ESL teachers and ESL teachers who were Hispanic, while there were lower percentages of male ESL teachers and ESL teachers who were Caucasian (see Table 31). The average number of years teaching was slightly higher for ESL teachers in comparison to instructional staff throughout the division, while there was a higher percentage of ESL teachers who were new to the division in comparison to instructional staff throughout the division. These findings were consistent with comparisons in 2019-2020 and 2018-2019.

**Table 31: Staff Characteristics for ESL Teachers and All Instructional Staff**

<b>Staff Characteristic</b>	<b>ESL Teachers</b>	<b>Division Instructional Staff</b>
Female	93%	82%
Male	7%	18%
African American	9%	10%
Asian	4%	3%
Caucasian	78%	82%
Hispanic	7%	4%
Two or More Ethnicities	2%	1%
Other	0%	< 1%
Percentage New to the Division	13%	7%
Average Years' Experience	17	14

### **Resources and Professional Learning**

#### **ELT Handbook**

A primary resource provided to ESL teachers by the Department of Teaching and Learning is the ELT Handbook. In 2020-2021, one handbook was provided for all ESL teachers that was expanded from the previous year to include more details regarding relevant state and federal laws and regulations and revisions to details about the ELT meetings and LIEP plans, including posted deadlines. The handbook provides steps for EL student identification and the eligibility process as well as a review of the ELT process, forms to complete, and the necessary information to complete in Synergy for EL students. As shown in Table 32, ESL teachers and administrators had positive perceptions of the handbook with at least 85 percent agreement on items regarding the helpfulness and clarity of the handbook. Agreement percentages for both items and both groups have increased since 2018-2019 (see Table 32).

**Table 32: Staff Agreement Percentages Regarding Helpfulness and Clarity of ELT Handbook**

Item	2018-2019		2019-2020		2020-2021	
	ESL Teacher	Admin	ESL Teacher	Admin	ESL Teacher	Admin
The English Learner Team Handbook is a helpful resource.	88%	78%	96%	91%	91%	98%
The English Learner Team Handbook clearly articulates the procedures I must follow and the deadlines I must meet.	71%	83%	89%	90%	85%	98%

### **Instructional Materials**

While most staff perceived that the ELT Handbook was helpful and clear, lower percentages of ESL teachers and classroom teachers agreed that available instructional materials were appropriate. In 2019-2020 and 2018-2019, from 31 to 36 percent of ESL teachers and from 56 to 58 percent of classroom teachers agreed that the instructional materials available to them were appropriate for the EL students that they taught. One recommendation from the 2018-2019 and 2019-2020 evaluations was to expand the availability of ESL instructional materials and resources. The ESL coordinator indicated that actions taken regarding this recommendation during the 2019-2020 school year included forming a committee of ESL teachers to review possible resources and to make a recommendation for resources at each school level.<sup>64</sup> Instructional materials purchased included Learning A-Z resources and picture flashcards with words in multiple languages. During the 2020-2021 school year, all ESL teachers continued to have access to Learning A-Z Raz-Plus ELL Edition and Science A-Z.<sup>65</sup> In addition, the following instructional resources were purchased in November and December 2020: Lakeshore Vocab Dev Photo Card Libraries – Complete Set (Around our Community, Foods, School, All About Me, Animals), Desktop Stand with flip magnetic board/storage pockets, E-Z Read Plastic magnetic letters kit, Ballard & Tighe Theme Picture (sets one and two), Okiocam S USB (2-in-1 webcam and document camera), English for Everyone Teacher’s Guide and Student Workbooks, Continental Press TEAM Toolkit: Levels AA-B Kit (grades K-2), Continental Press TEAM Toolkit: Levels C-E (grades 3-5), Continental Press Picture Dictionaries, and Dry Erase Lapboards. Additionally, in April 2021, Saddle e-book versions of Teen Literacy Library and Welcome Newcomers were purchased. In May and June 2021, the following resources were purchased: Saddleback Teen Emergent Reader Library Phonics: Decode, Ballard & Tighe Carousel of Ideas Set 1, Continental Press Team Toolkit for Newcomers (secondary), and Continental Press On our Way kits (elementary).

In 2020-2021, 79 percent of ESL teachers and 69 percent of classroom teachers agreed that the available instructional materials were appropriate for their EL students. As shown in Table 33, in comparison to previous years, agreement percentages about instructional materials being appropriate increased notably for both groups (from 36% and 31% to 79% for ESL teachers; from 58% and 56% to 69% for classroom teachers). Comparisons of results by school level in 2020-2021 showed that middle school ESL teachers (33%) had a lower agreement percentage than elementary school (90%) or high school ESL teachers (88%). High school classroom teachers (61%) had a lower agreement percentage than elementary school (74%) and middle school classroom teachers (70%).

**Table 33: Teacher Agreement Regarding Instructional Materials Being Appropriate**

Group	2018-2019	2019-2020	2020-2021
ESL Teacher	36%	31%	79%
Classroom Teacher	58%	56%	69%



In 2020-2021, ESL teachers and classroom teachers were asked to provide comments regarding instructional materials. Most ESL teachers commented about how helpful the new instructional materials were, especially Learning A-Z. A few ESL teachers commented that a more structured curriculum would be more helpful than a variety of resources. Middle school ESL teachers commented that there was a need for more resources for newcomer and lower level EL students that were appropriate for a middle school maturity level. Most classroom teachers noted that they were not provided nor were aware of any ESL-related instructional materials that are provided to content-area or classroom teachers. Some classroom teachers noted that they sought out or created their own materials to support EL students.

## ***Professional Learning***

### ***Professional Learning for ESL Teachers***

During 2020-2021 in-service week, several professional learning sessions were offered to ESL teachers. Mandatory professional learning sessions covered topics related to using the Reading A-Z ELL edition resource and updates to ESL instruction and materials for all ESL teachers, including virtual learning expectations and resources to support remote learning. Additional mandatory sessions covered Seesaw features for elementary ESL teachers, Schoology features for elementary and middle school ESL teachers, and middle school ESL curriculum updates for middle school ESL teachers. Optional sessions for ESL teachers included: best practices for teaching EL students in the virtual environment as well as tips and strategies for communicating the ESL teacher's role with others. In addition, links for various webinars were provided to ESL teachers that covered best practices for virtual learning for EL students (see Appendix A for full list of webinars). Additionally, in 2020-2021, monthly mandatory three-hour professional learning sessions were provided to ESL teachers from October through May. This was a shift proposed by the director of K-12 and Gifted Programs from two-hour monthly sessions with only two sessions that were mandatory in 2019-2020. In addition, first-year teachers were provided with a mentor and additional time was allotted before each monthly meeting for first-year ESL teachers and their mentors. ESL teachers were also able to collaborate amongst each other through a group in Schoology where they could share materials and resources with one another. In response to a survey item, 80 percent of ESL teachers agreed that ESL teachers participated with their ESL counterparts at other schools in EL-related professional learning, which increased slightly from 77 percent in 2019-2020 and 71 percent in 2018-2019. In addition, 83 percent of ESL teachers agreed that the professional learning they received enabled them to meet the needs of their EL students, which improved from 77 percent in 2019-2020 and 68 percent in 2018-2019.

When asked which topics were provided for professional learning over the last three years, as shown in Table 34, the highest percentages of ESL teachers indicated they received professional learning related to regulations, documentation procedures/guidelines, and required VBCPS procedures (91%) as well as instructional models and methods (80%), and using technology, software, and internet resources for EL students (80%). In comparison to results from 2018-2019 and 2019-2020, there were increases in the percentages of ESL teachers who reported receiving professional learning in seven of the nine EL-related topic areas, especially assessment techniques; developing curricular and instructional materials; and technology, software, and internet resources (see Table 34).



**Table 34: Percentages of ESL Teachers Who Reported Receiving Professional Learning in Various Areas**

Item	2018-2019	2019-2020	2020-2021
Regulations, documentation procedures/guidelines, and required VBCPS procedures	88%	85%	91%
Instructional models and methods	76%	89%	80%
Using technology, software, and internet resources for EL students	64%	42%	80%
Assessment techniques	48%	62%	71%
Cultural awareness	68%	65%	60%
Data interpretation and use	72%	46%	57%
Learning progressions for EL students	40%	42%	54%
Developing curricular and instructional materials	28%	27%	51%
Peer coaching	12%	3%	20%

The goal related to ESL teacher and classroom teacher professional learning and collaboration is **“ESL teachers and classroom teachers participate in professional learning to understand the needs of English learners and collaborate to seek ways to best serve their EL students.”** Objectives for this goal focused on (1) ESL teacher professional learning, (2) classroom teacher professional learning, and (3) ESL teacher and classroom teacher collaboration.

The ESL teacher professional learning objective for the ESL teacher and classroom teacher professional learning and collaboration goal is **“ESL teachers participate in professional learning to increase their instructional effectiveness with EL students and report that it was effective as measured by ESL teacher and administrator survey responses.”**

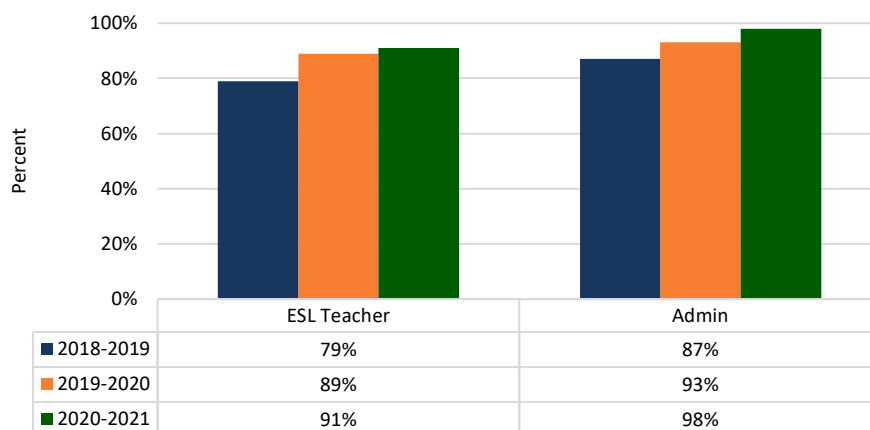
Nearly all ESL teachers (97%) agreed that they participated in professional learning during 2020-2021 to increase their instructional effectiveness with EL students. In addition, 89 percent of administrators agreed that ESL teachers participated in professional learning during 2020-2021 for this purpose. Agreement percentages for both groups have been relatively consistent since 2018-2019 (see Table 35).

**Table 35: Staff Agreement Percentages Regarding ESL Teacher Participating in Professional Learning to Increase Instructional Effectiveness**

Item	2018-2019		2019-2020		2020-2021	
	ESL Teacher	Admin	ESL Teacher	Admin	ESL Teacher	Admin
ESL teacher participated in professional learning to increase instructional effectiveness.	96%	89%	100%	93%	97%	89%

When asked about the effectiveness of the professional learning, 91 percent of ESL teachers and 98 percent of administrators agreed that the ESL teacher professional learning to increase instructional effectiveness with EL students was effective. In comparison to results from previous years, the percentages have increased (from 79% in 2018-2019 to 91% in 2020-2021) and increased for administrators (from 87% in 2018-2019 to 98% in 2020-2021) (see Figure 1).

**Figure 1: Staff Agreement Regarding PL Increasing ESL Teacher Instructional Effectiveness**



In response to an open-ended survey item, ESL teachers commented on additional EL-related professional learning topics that would be helpful. Themes reported by ESL teachers were related to providing instruction and support to dually identified students (i.e., special education and EL students); providing services more generally, including how to provide services while following the specified curriculum, techniques for small groups, and teaching writing; and working with classroom teachers, including assisting them with modifying instruction and how to provide them professional learning.

### *Professional Learning for Classroom Teachers*

During 2020-2021, professional learning sessions offered to content-area/classroom teachers were provided by the ESL coordinator, ESL teachers, and the ESL instructional specialist. Ten topics were covered during the professional learning sessions and were offered twice throughout the year. Topics included English learner SOL accommodations, supporting EL students in the content areas, differentiating language arts for EL newcomers, using technology to access EL students' knowledge, differences about teaching reading to English learners, academic vocabulary strategies for EL students, engaging EL students through interactive notebooks, facilitating literacy with English learner newcomers, and Model Performance Indicators (MPIs) of ESL. When asked about the professional learning they participated in during 2020-2021, from 33 to 40 percent of classroom teachers indicated they participated in EL-related professional learning in the areas of instructional effectiveness with EL students, assessment skills, cultural awareness, and knowledge of ESL program procedures/guidelines and regulations (see Table 36). There were decreases in the percentages of classroom teachers who indicated they participated in professional learning in each of these areas in comparison to 2019-2020 (see Table 36). These decreases may have been impacted by the operations during the pandemic and the focus of professional learning in other areas.

**Table 36: Percentage of Classroom Teachers Who Participated in EL-Related Professional Learning**

Item	2019-2020	2020-2021
Instructional effectiveness with EL students	39%	33%
Assessment skills	40%	34%
Cultural awareness	46%	40%
Knowledge of ESL program procedures/guidelines and regulations	42%	36%

Note: Classroom teachers were not provided this survey item in 2018-2019.

The classroom teacher professional learning objective for the ESL teacher and classroom teacher professional learning and collaboration goal is **“Classroom teachers participate in professional learning to increase their**

**understanding of and capacity to teach EL students and report that it was effective as measured by teacher and administrator survey responses.”**

Due to low percentages of classroom teachers indicating they participated in EL-related professional learning to improve their understanding of or capacity to teach EL students in 2019-2020 (from 40% to 42%) and 2018-2019 (22%), a recommendation area from the 2018-2019 and 2019-2020 evaluations focused on professional learning related to ESL instruction for classroom teachers of EL students. The recommendation focused on encouraging classroom teachers to participate in ESL-related professional learning. The ESL coordinator indicated that actions taken regarding this recommendation during 2019-2020 included providing ESL teachers the opportunity to submit proposals in March for presenting professional learning opportunities in ESL-related areas.<sup>66</sup> In addition, as mentioned, there were a variety of sessions on ESL-related topics that were offered to classroom teachers and publicized through a principals’ packet memo. Additionally, a proposal by the director of K-12 and Gifted Programs detailing proposed adjustments for the ESL program included a suggestion regarding professional learning.<sup>67</sup> The proposed professional learning specific to classroom teachers at the elementary and middle school levels designated as ESL cluster teachers included attending essential ESL professional learning sessions during the summer, which would include information about language acquisition and co-teaching strategies. Due to scheduling difficulties and the impact of the pandemic, training has not been offered specifically to ESL cluster teachers; however, various professional learning topics were offered to classroom teachers throughout the school year.<sup>68</sup>

Classroom teacher participation data obtained from the Office of Professional Growth and Innovation showed that a total of 34 classroom teachers participated in one of 14 EL-related professional learning sessions offered during the 2020-2021 school year.<sup>69</sup> Data showed that 11 classroom teachers participated in professional learning focused on academic vocabulary strategies, while 7 teachers participated in sessions focused the areas of: supporting EL students in the content areas and teaching reading to EL students. Four or fewer classroom teachers participated in professional learning in the areas of: differentiating language arts for EL newcomers, using technology to access EL student knowledge, engaging EL students through interactive notebooks, and literacy with EL newcomers. In comparison to classroom teacher participation data from 2019-2020, the number of classroom teachers who participated in an EL-related professional learning session decreased in 2020-2021 (from 51 to 34 total classroom teachers), although there were 16 EL-related professional learning sessions offered in 2019-2020. However, there was an increase from 2018-2019 when 16 total classroom teachers participated in one of four professional learning sessions.

Overall, 36 percent of classroom teachers indicated they participated in any EL-related professional learning, which decreased from 43 percent in 2019-2020. During 2020-2021, low percentages of classroom teachers who taught at least one EL student agreed that they participated in professional learning to increase their understanding of (35%) or capacity to teach EL students (34%) (see Table 37).

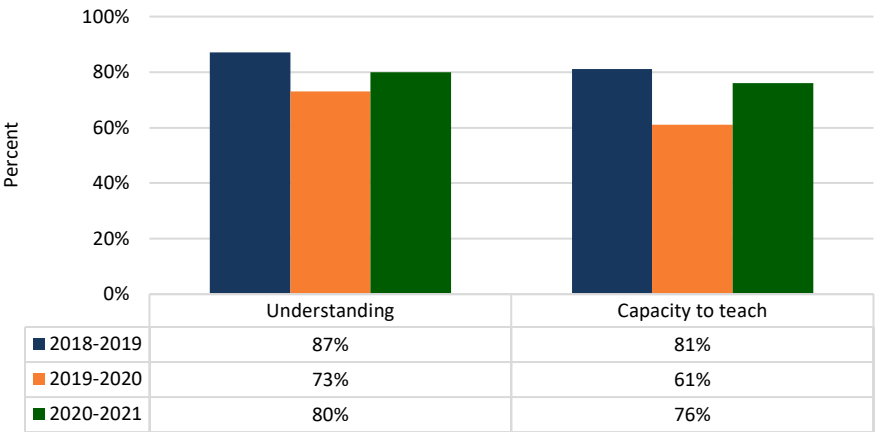
**Table 37: Percentages of Classroom Teachers Who Indicated Participating In Professional Learning**

Item	2018-2019	2019-2020	2020-2021
Understanding of EL Students	22%	42%	35%
Capacity to teach	22%	40%	34%

Of those who did participate in any EL-related professional learning, 74 percent agreed that the professional learning they received enabled them to meet the needs of their EL students, which increased from 54 percent in 2019-2020. In addition, of those classroom teachers who indicated they participated in professional learning in 2020-2021, 80 percent agreed that the professional learning increased their understanding of EL students and 76 percent agreed that the professional learning increased their capacity to teach EL students. Although the agreement percentages have fluctuated since 2018-2019, there were increases in the percentages who indicated the professional learning was effective from 2019-2020 to 2020-2021 (see Figure 2). Results in

2020-2021 by school level showed that higher percentages of elementary school classroom teachers agreed that professional learning increased their capacity to teach EL students and their understanding of EL students (from 82% to 87%) compared to middle school (from 71% to 78%) and high school classroom teachers (73%).

**Figure 2: Classroom Teacher Agreement Regarding PL Increasing Skills**



In response to an open-ended survey item, classroom teachers commented on additional EL-related professional learning topics that would be helpful. A major theme reported by classroom teachers was that they were unaware of any EL-related professional learning opportunities and that any topic would be helpful. Several classroom teachers noted that general ESL program information or processes would be helpful as well as information specific to teaching EL students within the content areas.

### *Professional Learning for Administrative Contacts*

Every school’s ESL administrative contact (i.e., an assistant principal) was also provided professional learning due to their involvement with assessments and ELT meetings. Professional learning for ESL administrative contacts included an essential professional learning session. These sessions focused on program updates and important information regarding Title III legislation as well as new ESL program guidelines, procedures, and federal information impacting schools and the division. Each year, returning ESL administrative contacts can complete the training through a webinar, while new ESL administrative contracts were required to sign up for a professional learning session. During 2020-2021, new ESL administrative contacts were required to sign up for a synchronous virtual learning session.<sup>70</sup>

### **Co-planning and Collaboration**

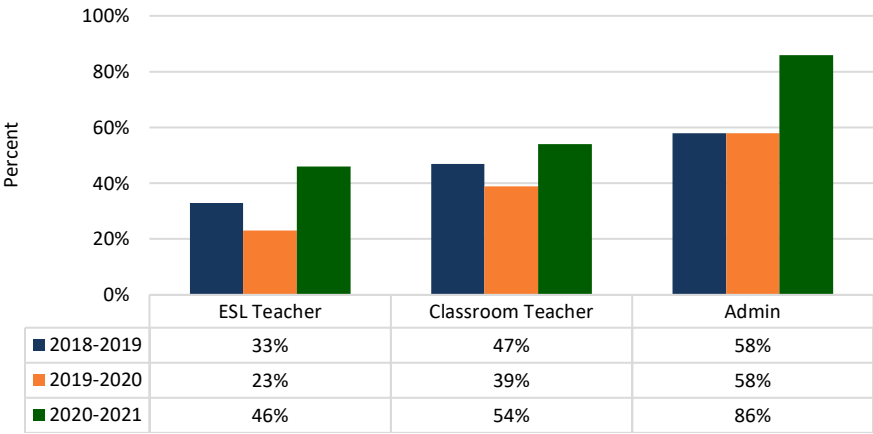
A key component of providing instruction to EL students is collaborating with content-area/classroom teachers. The collaboration objective for the ESL teacher and classroom teacher professional learning and collaboration goal is **“ESL teachers and classroom teachers collaborate to meet the needs of EL students as measured by staff survey responses.”**

In 2018-2019 and 2019-2020, low percentages of ESL teachers (from 23% to 33%) and classroom teachers (from 39% to 47%) agreed that ESL teachers and content-area/classroom teachers collaborate with each other to meet the needs of EL students. Due to the low agreement percentages, one recommendation from the 2018-2019 and 2019-2020 evaluation focused on communication and collaboration between ESL and classroom teachers. The recommendation focused on implementing new strategies to improve communication and collaboration between ESL and classroom teachers. The ESL coordinator indicated that actions taken during 2019-2020 regarding this recommendation included meeting with the chief academic officer to discuss implementation of the Ellevation data platform.<sup>71</sup> This platform allows ESL and classroom teachers to access EL

student data and collaborate virtually. During 2020-2021, the implementation of the Ellevation data platform began.<sup>72</sup> During the school year, students’ English language proficiency scores and other test data were uploaded. In addition, trainings for ESL teachers were held in February, March, and August 2021. In the 2021-2022 school year, general education teachers and administrators will have access to Ellevation and will be able to collaborate with ESL teachers regarding various EL student data, including student test scores and accommodations.

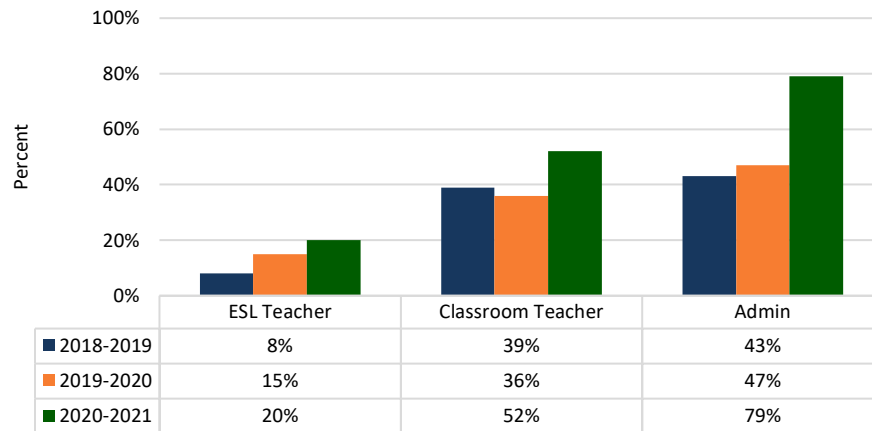
When asked about ESL and content-area/classroom teachers collaborating with each other to meet the needs of EL students, agreement percentages of ESL teachers (46%), classroom teachers (54%), and administrators (86%) increased in 2020-2021, although agreement remained relatively low for ESL teachers and classroom teachers (see Figure 3). Results for 2020-2021 by school level showed that a lower percentage of high school ESL teachers (25%) and classroom teachers (44%) agreed compared to elementary school and middle school ESL teachers (48% to 67%) and classroom teachers (56% to 58%).

**Figure 3: Staff Agreement Regarding ESL and Classroom Teachers Collaborating to Meet Students' Needs**



Regarding ESL teachers effectively collaborating and planning with content-area/classroom teachers, 20 percent of ESL teachers and 52 percent of classroom teachers agreed, while 79 percent of administrators agreed. In comparison to results from 2019-2020, the percentages of ESL teachers, classroom teachers, and administrators who agreed with this item increased in 2020-2021, although it remained very low for ESL teachers (see Figure 4). Results for 2020-2021 by school level showed that a *higher* percentage of high school ESL teachers agreed (25%) compared to elementary school (19%) and middle school ESL teachers (17%), while a *lower* percentage of high school classroom teachers agreed (46%) compared to elementary school (53%) and middle school (55%) classroom teachers.

**Figure 4: Staff Agreement Regarding ESL and Classroom Teachers Effectively Collaborating and Planning**



When asked about having time to collaborate and/or co-plan with classroom teachers, 23 percent of ESL teachers agreed that there was enough time for ESL teachers to collaborate and/or co-plan with classroom teachers and 20 percent agreed that ESL teachers were able to co-plan with classroom teachers frequently enough for instruction to be effective. From 38 to 39 percent of classroom teachers agreed with these items and 48 percent of administrators agreed that there was enough time for collaboration and/or co-planning (see Table 38). While there were increases in agreement percentages for all groups for these items in comparison to 2019-2020, the agreement percentages remained low.

**Table 38: Staff Agreement Regarding Time for Collaboration and Co-Planning**

Item	2019-2020			2020-2021		
	ESL Teacher	Classroom Teacher	Admin	ESL Teacher	Classroom Teacher	Admin
There is enough time for ESL teachers to collaborate and/or co-plan with classroom teachers.	0%	17%	19%	23%	39%	48%
ESL teachers are able to co-plan with classroom teachers frequently enough for instruction to be effective.	0%	21%	N/A	20%	38%	N/A

Note: Staff were not provided these survey items in 2018-2019.

The ESL teachers were also surveyed about the information they communicated to classroom teachers, while classroom teachers were asked about the types of ESL-related information they received and whether they knew where to find this information. Nearly all ESL teachers (97%) indicated they provided communication to classroom teachers about EL students' English performance/proficiency levels in 2020-2021 and that they provided information about the instructional services they provided, whereas 69 percent indicated they provided communication about assessment practices and 66 percent of ESL teachers indicated they provided communication about screening practices. There were increases from 2019-2020 in the percentages of ESL teachers who indicated they provided communication about instructional services (from 81% to 97%) as well as assessment practices (from 62% to 68%) and screening practices (from 62% to 69%).

Approximately 61 percent of classroom teachers who taught at least one EL student indicated they received information about their EL students' English performance/proficiency levels, while half (52%) indicated they knew where to find this information. Overall, half of classroom teachers or fewer indicated they received communication about or knew where to find information about instructional services provided, screening, or

assessment practices (see Table 39). Overall, 27 percent of classroom teachers indicated they did not receive any of this information and 41 percent indicated they did not know where to find any of the information. In comparison to 2019-2020, there were increases in the percentages of classroom teachers who indicated they received information about or knew where to find information about all of these areas (see Table 39).

**Table 39: Percentages of Classroom Teachers Who Indicated They Received Information About and Knew Where to Find EL-Related Information**

Item	2019-2020		2020-2021	
	Receive information about	Know where to find information about	Receive information about	Know where to find information about
EL students' English performance/proficiency levels	56%	41%	61%	52%
Instructional services provided to EL students	40%	29%	50%	40%
Screening practices	24%	16%	29%	24%
Assessment practices	27%	17%	28%	25%
None of the above	34%	55%	27%	41%

Note: Staff were not provided this survey item in 2018-2019.

Through an open-ended survey item, ESL teachers and classroom teachers were also provided the opportunity to provide comments about what worked well and challenges encountered related to communication and collaboration between ESL and classroom teachers during the pandemic. Many ESL teachers and classroom teachers commented that there was not enough time to communicate and/or plan, especially because the ESL teachers work with multiple schools and teachers. While some ESL teachers commented that virtual instruction made collaborating more difficult due to the inability to see teachers in person, other teachers commented that they were able to collaborate more with classroom teachers this year due to planning time on Mondays. Some classroom teachers commented that there was little communication between them and the ESL teacher over the school year.

### EL Student and Family Communication and Engagement

According to the Office for Civil Rights in the USED, divisions must provide information to parents in a language they can understand, including information related to registration and enrollment, report cards, and parent handbooks. On the survey, parents of EL students were asked whether they needed an interpreter or translator to communicate with staff at their child's school. Overall, 57 percent of parents indicated they did not, while 19 percent indicated they needed an interpreter or translator all or most of the time and 25 percent indicated they needed assistance to communicate some of the time. These percentages were consistent with findings from 2019-2020. A recommendation area from the 2018-2019 evaluation focused on developing a plan to provide translation and interpretation services when needed to communicate with parents and families of EL students due to division level communications being provided in English only at that time and any non-English communications being at the discretion of individual schools.

Beginning in spring 2020, translation and interpretation services were offered to VBCPS staff to use for communication with parents.<sup>73</sup> The translation services included translating documents, while interpretation services included access to a phone interpretation service called Voiance. Translated ESL documents, registration documents, and applications (e.g., gifted application) for parents were provided to staff through SharePoint sites in the four most frequent non-English languages, including Spanish, Tagalog, Vietnamese, and Traditional Chinese. Additionally, a cover letter that detailed how parents could request interpretation services was provided for school use in the ten most frequently used non-English languages, including Arabic, French, Italian, Japanese, Russian, Spanish, Tagalog, Traditional Chinese, Turkish, and Vietnamese. Principals were



instructed that the cover letter could be used to accompany any information sent home to families and that parents could complete the document to request an appointment to use phone interpretation services to explain the information received from the school. The phone interpretation services through Voiance could be utilized for any school-related purpose except special education or 504 meetings. Each schools' administrative contact received their individual school codes for the phone interpretation services. In addition, according to the ESL coordinator, the Talking Point phone application was used by ESL teachers during the 2020-2021 school year. The application allowed teachers to send text messages to parents that were translated into their home language.

Voiance translation and interpretation usage data were obtained for the 2020-2021 fiscal year. Overall, there were 22 projects that involved translating documents, which had a total cost of \$13,628. Projects included translating documents with information about summer school, ACCESS testing, EL parent communications (e.g., notification regarding child being a presumptive EL student), and winter break meals. Voiance phone interpretation usage data showed that overall, 82 percent of schools across the division used Voiance for at least one phone call during the 2020-2021 school year. Comparisons by level showed that 84 percent of elementary schools, 80 percent of middle schools, and 77 percent of high schools used Voiance at least once. Of the schools that used Voiance, there was a minimum of one phone call at the elementary and middle school levels and six phone calls at the high school level. There were maximums of 197 phone calls at the elementary school level, 120 at the middle school level, and 71 at the high school level during 2020-2021. In addition, Voiance was used for phone calls by four central office departments, including Title I, K-12 and Gifted Programs, Student Leadership, and the Department of Technology service desk. From July 2020 through June 2021, the cost of Voiance for phone interpretation by schools and the four departments included \$14,597. In addition, Voiance was used for interpreting in 29 different languages during these phone calls.

ESL teachers, classroom teachers, and administrators were asked their perceptions of the translation and interpretation services offered by VBCPS. Overall, nearly all ESL teachers (97%) and from 65 to 87 percent of classroom teachers and administrators indicated they had used the services (see Table 40). Of those who indicated they used translation and interpretation services, all ESL teachers, 75 percent of classroom teachers, and 98 percent of administrators agreed that the services to assist communication with EL students and their families were helpful resources. In comparison to 2019-2020, there were increases in the percentages of staff who used these services and agreement regarding finding the resources helpful for all staff groups (see Table 40).

**Table 40: Staff Agreement Regarding Use and Helpfulness of Translation and Interpretation Services**

Item	2019-2020			2020-2021		
	ESL Teacher	Classroom Teacher	Admin	ESL Teacher	Classroom Teacher	Admin
Used translation and interpretation services.	58%	61%	77%	97%	65%	87%
Translation and interpretation services offered to assist communication with EL students and their families are helpful resources.	100%	69%	84%	100%	75%	98%

Note: Staff were not provided this survey item in 2018-2019.

When asked whether school staff can communicate with EL students and their families in a manner they can understand, from 84 to 85 percent of ESL and classroom teachers agreed (see Table 41). When asked about effectively communicating, 56 percent of ESL teachers and 82 percent of classroom teachers agreed that staff communicate effectively with EL students' family members, while from 87 to 88 percent agreed that staff communicate effectively with EL students. At least 90 percent of administrators agreed with these items. In



comparison to 2019-2020, there were increases in the agreement percentages for all items for all staff groups (see Table 41).

**Table 41: Staff Agreement Regarding Staff Communicating With EL Students and Families in a Manner They Can Understand**

Item	2018-2019			2019-2020			2020-2021		
	ESL Teacher	Classroom Teacher	Admin	ESL Teacher	Classroom Teacher	Admin	ESL Teacher	Classroom Teacher	Admin
School staff can communicate with EL students and family members in a manner they can understand (e.g., through interpretation or translation services).*	N/A	N/A	N/A	65%	68%	83%	85%	84%	97%
School staff communicate effectively with the family members of EL students.	54%	75%	85%	42%	66%	78%	56%	82%	90%
School staff communicate effectively with EL students.	80%	83%	91%	80%	76%	93%	88%	87%	97%

Note: \*Staff were not provided this survey item in 2018-2019.

From the EL parents' perspective, overall, 97 percent of parents of EL students who responded to the parent survey agreed that they could communicate with the staff at their child's school when needed, which remained consistent with the percentage in 2019-2020. When students were surveyed, overall, 97 percent of EL students agreed that they can communicate with their ESL teachers and 95 percent agreed that they can communicate with their classroom teachers (see Table 42). In comparison to 2019-2020, the overall agreement percentages of EL students at each school level either increased or remained relatively consistent (see Table 42). There were notable increases at the high school level regarding communication with their ESL teacher (from 85% to 95%) and at the middle school and high school levels regarding communication with their classroom teacher (from 84% to 94% at middle school; from 81% to 93% at high school).

**Table 42: Student Agreement Percentages Regarding Communicating With Teachers**

Item	2019-2020				2020-2021			
	ES	MS	HS	Total	ES	MS	HS	Total
I can communicate with my ESL teacher.	98%	92%	85%	92%	97%	97%	95%	97%
I can communicate with my classroom teachers.	96%	84%	81%	88%	96%	94%	93%	95%

The goal related to EL parent support is **"The parents of EL students will be provided with supports and services to enable them to support and participate in their child's education."** Objectives for this goal focused on (1) notice of student progress, (2) division communication, and (3) division event, program, and resource involvement and satisfaction.

The notice of student progress objective for the EL parent support goal is **"The parents of EL students receive timely notice of their child's English language and academic progress and status in a form and manner that they can understand as measured by parent and staff survey responses."**

Parents of EL students were surveyed about whether they received timely notice of their child's English language and academic progress and status in a manner they could understand. Overall, 88 percent of parents

of EL students agreed their child's school keeps them informed about their child's progress in learning English, and 94 percent agreed their child's school keeps them informed about their child's academic progress in his/her courses (see Table 43). At least 80 percent of parents of EL students at each school level agreed with these items. When parents were asked whether they were able to understand the information the school provided about their child's progress, 73 percent indicated they understood all or most of the time, while 24 percent indicated they understood some of the time and 2 percent indicated they did not understand the information. The percentage of parents who indicated they understood the information all or most of the time was relatively consistent across the school levels (from 74% to 76%). In comparison to 2019-2020, there was a decrease in the agreement percentages regarding being kept informed about their child's progress in learning English for middle school (from 93% to 80%) and high school parents (from 97% to 88%). There were increases in the percentages of middle school (from 70% to 75%) and high school parents (from 61% to 74%) who indicated they were able to understand the information the school provided all or most of the time.

**Table 43: EL Parent Agreement Regarding Being Informed About Child's Progress**

Item	2019-2020				2020-2021			
	ES	MS	HS	Total	ES	MS	HS	Total
My child's school keeps me informed about my child's progress in learning English.	90%	93%	97%	92%	91%	80%	88%	88%
My child's school keeps me informed about my child's academic progress in his/her courses.	96%	93%	94%	95%	93%	95%	95%	94%
Yes, I am able to understand the information the school provides about my child's progress <b>all or most of the time.</b>	74%	70%	61%	72%	76%	75%	74%	73%

In addition, ESL teachers, classroom teachers, and administrators were surveyed about parents of EL students receiving timely notice of their child's progress. As shown in Table 44, at least 88 percent of classroom teachers and nearly all administrators (at least 98%) agreed that parents of EL students received timely notice of their child's English language performance/progress and academic progress, while 76 percent of ESL teachers agreed regarding their English language performance/progress and 91 percent agreed regarding their academic progress. While 86 percent of classroom teachers and 96 percent of administrators agreed that parents received their child's academic information in a manner they could understand, 44 percent of ESL teachers agreed. In comparison to results from previous years, there were increases in agreement percentages for classroom teachers and administrators for all items and for ESL teachers regarding receiving information in a manner they could understand, while agreement percentages regarding receiving timely notice of progress for ESL teachers have been more variable (see Table 44).

**Table 44: Staff Agreement Regarding Parents Receiving Information About Child's Progress**

Item Parents of EL students receive...	2018-2019			2019-2020			2020-2021		
	ESL Teacher	Classroom Teacher	Admin	ESL Teacher	Classroom Teacher	Admin	ESL Teacher	Classroom Teacher	Admin
Timely notice of their child's English language performance/progress.	71%	82%	99%	92%	75%	93%	76%	88%	98%
Timely notice of their child's academic performance/progress.	92%	88%	97%	96%	82%	96%	91%	91%	99%
Information about their child's academic performance/progress in a manner they can understand.	29%	76%	77%	23%	70%	79%	44%	86%	96%

The division communication objective for the EL parent support goal is **“Parents of EL students receive school division communications in a form and manner that they can understand as measured by parent survey responses.”**

Overall, 97 percent of parents of EL students agreed that they can understand the information they receive from the school division, with at least 93 percent agreeing at each school level (see Table 45). The overall agreement percentage remained consistent with results from 2019-2020.

**Table 45: EL Parent Agreement Regarding Understanding Information From Division**

Item	2019-2020				2020-2021			
	ES	MS	HS	Total	ES	MS	HS	Total
I can understand the information I receive from the school division.	97%	96%	97%	97%	98%	98%	93%	97%

The objective for the EL parent support goal focused on division event, program, and resource involvement and satisfaction is **“Parents of EL students attend and express satisfaction with events, programs, and resources provided for parents to support students as measured by parent survey responses.”**

Parents of EL students were surveyed about whether they attended division-sponsored events or programs to support students and their satisfaction with events, programs, and resources provided by VBCPS. As shown in Table 46, overall, 11 percent of parents of EL students indicated they attended an event or program in 2020-2021 with the highest reported attendance at middle school and the lowest at high school. This was a decrease from results in 2019-2020; however, this was likely impacted by the COVID-19 pandemic. Overall, 96 percent of parents of EL students were satisfied with events, programs, or resources provided by VBCPS, with at least 90 percent of parents indicating they were satisfied at each school level, which was consistent with or higher than the percentage at the division level (90%).

**Table 46: Percentage of Parents Who Attended Events or Programs and Satisfaction**

Item	2019-2020				2020-2021			
	ES	MS	HS	Total	ES	MS	HS	Total
Attended any school division-sponsored family events or programs this year.	54%	47%	30%	49%	12%	19%	5%	11%
Satisfied with events, programs, or resources provided by VBCPS*	97%	94%	97%	96%	98%	90%	92%	96%

Note: \*Responses exclude parents who indicated they did not attend events or programs or use resources.

Another area addressed through the surveys was related to establishing a welcoming environment for EL students and their families. Although 97 percent of EL parents agreed that they felt welcome at their child's school, lower percentages of ESL teachers (from 53% to 59%) agreed that school staff have established practices for welcoming and integrating EL students and their families into the school community (see Table 47). From 79 to 83 percent of classroom teachers and 90 to 96 percent of administrators agreed that there were practices for welcoming and integrating EL students and their families. Agreement percentages for all groups have increased somewhat since 2018-2019 (see Table 47).

**Table 47: Staff Agreement Regarding Communication With EL Families**

Item	2018-2019			2019-2020			2020-2021		
	ESL Teacher	Classroom Teacher	Admin	ESL Teacher	Classroom Teacher	Admin	ESL Teacher	Classroom Teacher	Admin
School staff have established practices for welcoming and integrating EL students into the school community.	56%	75%	91%	54%	72%	91%	59%	83%	96%
School staff have established practices for welcoming and integrating the families of EL students into the school community.	46%	70%	81%	54%	67%	86%	53%	79%	90%

Through an open-ended survey item, ESL teachers, classroom teachers, and administrators were also provided the opportunity to comment about what worked well and challenges encountered related to communicating with EL students and their families during the pandemic. Most ESL teachers and some administrators and classroom teachers commented about how helpful the translation and interpretation services were for communicating with parents of EL students. In addition, although ESL teachers identified these services as a major benefit, some expressed that other staff were not aware of these platforms and they should be utilized by other staff more frequently. A few ESL teachers noted that it was difficult to communicate with parents because many EL families do not have email addresses. Some classroom teachers and administrators also commented in general about the difficulty communicating with students and families when they were virtual due to not seeing them in person.

## Characteristics of Students in ESL Program

The second evaluation question addressed the characteristics of students in the ESL program, including students who received services, students who opted out of receiving services, and students who were

monitored or tracked throughout the four years after exiting the program. As detailed in the Evaluation Design and Data Collection section of the report, students who received services during 2020-2021 were identified as those who received services as reported to VDOE through the SRC at the end of the year. In addition, using those rules, students who would have been identified as receiving services at other points in the year were also included even though they were not enrolled at the end of the school year.

### Student Demographic Characteristics

A total of 1,768 students were identified as having received ESL services during the 2020-2021 school year, which was an increase of 44 students from 2019-2020 when 1,724 received ESL services. Comparisons across school levels showed that 69 percent of EL students who received services were in elementary school, while 19 percent of students were in middle school and 13 percent of students were in high school (see Table 48). The EL students made up approximately 4 percent of all elementary school students, 2 percent of all middle school students, and 1 percent of all high school students. Similar trends were found during 2019-2020 and 2018-2019.

**Table 48: Numbers and Percentages of EL Students Who Received Services**

School Level	Students Receiving Services	Percent of All ELs	EL Students Percent of All VBCPS	VBCPS Student Total*
Elementary	1,213	69%	4%	29,730
Middle	328	19%	2%	15,734
High	227	13%	1%	20,985
Total	1,768	100%	3%	66,449

Note: \*VBCPS student information included all students enrolled at any point during 2020-2021 obtained from the data warehouse.

Demographic characteristics of EL students who received services during 2020-2021 are shown in Table 49. At each school level, the highest percentage of EL students who received services were Hispanic, followed by Asian at the elementary school and high school levels. Additionally, depending on level, from 40 to 47 percent of EL students were economically disadvantaged. Overall, two-thirds (66%) of EL students were attending school in person, while one-third (34%) of EL students were attending school virtually during 2020-2021. Compared to the division, there was a higher percentage of EL students who were economically disadvantaged (46% compared to 38%) and lower percentages of EL students who were identified as special education (7% compared to 11%) and gifted students (5% compared to 18%). Regarding instructional setting, in comparison to the division, a similar percentage of elementary school students were attending school in person (67% vs. 65%), while higher percentages of middle school and high school EL students were attending school in person compared to the division (66% vs. 53%; 61% vs. 46%).

**Table 49: Demographic Characteristics of EL Students Who Received Services**

Student Characteristic	ES	MS	HS	Total
Female	44%	45%	46%	44%
Male	56%	55%	54%	56%
African American	2%	2%	4%	3%
American Indian	< 1%	0%	0%	< 1%
Asian	27%	20%	26%	25%
Caucasian	17%	20%	7%	16%
Hispanic	50%	55%	63%	53%
Native Hawaiian/Pacific Islander	< 1%	0%	< 1%	< 1%
Two or More Races	3%	2%	< 1%	2%
Economically Disadvantaged	47%	40%	43%	46%
Special Education	8%	10%	3%	7%
Gifted	6%	2%	0%	5%
Military/Government Connected	21%	23%	7%	20%
In Person	67%	66%	61%	66%
Virtual	33%	34%	39%	34%

Note: Ten presumptive EL students are not included in demographic characteristics.

### Special Categories

#### Opt-Out Students

As previously mentioned, another category of EL students consisted of students who were eligible for ESL services but whose parents opted them out. There was a total of 157 students who opted out of receiving services during 2020-2021, which is relatively similar to the number from 2019-2020 when 162 students' parents opted them out of receiving services. Consistent with 2019-2020 and 2018-2019, most students whose parents opted them out of receiving services were at the high school level in 2020-2021. As shown in Table 50, 32 percent of all eligible students at the high school level opted out of receiving services, whereas the percentages were 3 percent at the elementary school level and 4 percent at the middle school level. At the high school level, there was a slight decrease in the percentage of eligible EL students who were opted out of services in comparison to 39 percent in 2019-2020. A potential reason for a parent to opt their child out of services, particularly at the high school level, may be related to parents wanting their children to accrue course credits in academic classes essential for high school graduation that could not be accrued while taking the ESL-related courses due to some ESL courses counting as electives.<sup>74</sup>

**Table 50: Numbers and Percentages of EL Students Who Opted Out of Services**

School Level	Number of Opt-Out Students	Percent of Eligible ELs	Number of Eligible ELs (Opt-Out and Served)
Elementary	35	3%	1,248
Middle	13	4%	341
High	109	32%	336
Total	157	8%	1,925

#### Former EL Students and Students in Monitoring

Another category of EL students included former EL students who were classified as having attained or exceeded the proficient level for English language development according to their score on the WIDA ACCESS test. The total number of former EL students was 726 students, which was an increase from 666 students in

2019-2020 (see Table 51). Approximately 64 percent of these students were being monitored (i.e., one to two years since attaining English proficiency) and 36 percent were being tracked (i.e., three to four years since attaining English proficiency). These former EL students made up approximately 1 percent of all elementary school students, 2 percent of all middle school students, and approximately 1 percent of all high school students. In comparison to 2019-2020, there was an increase in the percentage of former EL students who were being monitored (from 53% to 64%).

**Table 51: Numbers and Percentages of Former EL Students**

School Level	Number of Monitored Students (Post Program Years 1-2)	Number of Tracked Students (Post Program Years 3-4)	Number of Total Former EL Students (Post Program Years 1-4)	Total Former Students Percent of All VBCPS	VBCPS Student Total
Elementary	236	32	268	1%	29,730
Middle	162	146	308	2%	15,734
High	68	82	150	1%	20,985
Total	466	260	726	1%	66,449

Demographics for these categories of EL students are shown in Appendix B. Findings showed that higher percentages of former students were gifted and Asian compared to current EL students, while there was a lower percentage of former students who were Hispanic. There was a higher percentage of opt out students who were identified as special education students compared to current EL students.

### ***Students With Limited or Interrupted Formal Education (SLIFE)***

A final category of students included students whose experiences before entering a Virginia Beach school had a potential impact on their English learning experience. English learners who enter school with little to no formal schooling are known as SLIFE. They must not only learn English and adapt to local culture but also catch up as quickly as possible with respect to acclimating to school culture and to acquiring academic content. Beginning in the 2018-2019 school year, ESL teachers were required to identify whether a student was considered as being SLIFE. However, data were only entered for new students who entered the school system in 2018-2019, 2019-2020, and 2020-2021. Overall, there were 19 students who were identified as being SLIFE during the 2018-2019 school year, 25 students identified during 2019-2020, and 9 students identified during 2020-2021. Across the three years, a total of 53 students were identified as SLIFE (33 in high school, 14 in elementary school, and 6 in middle school). There were 38 students who had been identified as SLIFE at any point enrolled during the 2020-2021 school year. Of these 38 students, the majority (95%) were receiving services during the 2020-2021 school year.

## **Progress Toward Meeting Outcome Goals and Objectives**

The third evaluation question focused on progress made toward meeting the program's outcome goals and objectives. The following data included perception data from EL students, parents of EL students, ESL teachers, classroom teachers, and administrators. Additional outcome data included absence rates, enrollment data, ACCESS scores, and VDOE on-time graduation rates.

### **Goal 1: The ESL program will foster EL students' social and emotional development to support students as they become confident learners who feel part of their school community.**

Goal 1 focused on the ESL program fostering EL students' confidence in class, collaboration with peers, participation in extracurricular activities, attendance, development of positive relationships, sense of belongingness, and feeling welcomed.



**Objective 1:** *EL students demonstrate confidence by participating in class and collaborating during group work as measured by student and staff survey responses.*

Overall, 75 percent of EL students agreed that they participated in class by sharing their thoughts and 82 percent of EL students agreed that they collaborated with other students during group work. Comparisons by school level showed that highest student agreement regarding demonstrating confidence by participating in class was at the elementary school and high school levels (79%), while highest agreement regarding demonstrating confidence by collaborating with other students was at the elementary school level (88%).

The agreement percentages of EL students overall were similar to those at the division-level with 77 percent of all students agreeing that they participated in class by sharing their thoughts and 83 percent of all students agreeing that they collaborate with other students during group work.

In comparison to 2019-2020, there was a slight increase in the percentage of EL students who agreed that they participated in class (from 72% to 75%), while there was a decrease in the percentage of EL students who agreed that they collaborated with other students during group work (from 88% to 82%), which could have been related to instructional adjustments due to the COVID-19 pandemic (see Table 52).

**Table 52: EL Student Agreement Regarding Demonstrating Confidence**

Item	2019-2020				2020-2021			
	ES	MS	HS	Total	ES	MS	HS	Total
EL students demonstrate confidence by participating in class.	85%	55%	70%	72%	79%	68%	79%	75%
EL students demonstrate confidence by collaborating with other students during group work.	93%	82%	88%	88%	88%	78%	77%	82%

Teachers and administrators were also surveyed about whether EL students demonstrated confidence in the classroom by participating in class and collaborating with other students during group work. From 78 to 89 percent of ESL teachers, classroom teachers, and administrators agreed that EL students demonstrated confidence by participating in class and from 74 to 92 percent agreed that EL students demonstrated confidence by collaborating during group work (see Table 53). Overall, comparisons by school level showed that highest agreement percentages for all staff groups were at the elementary school level (from 85% to 100%) compared to the middle school (from 67% to 84%) and high school levels (from 29% to 82%).

**Table 53: Staff Agreement Percentages Regarding Students Demonstrating Confidence in Class**

Item	2019-2020			2020-2021		
	ESL Teacher	Classroom Teacher	Admin	ESL Teacher	Classroom Teacher	Admin
EL students demonstrate confidence by participating in class.	72%	69%	85%	88%	78%	89%
EL students demonstrate confidence by collaborating with other students during group work.	77%	75%	87%	74%	77%	92%

**Objective 2:** *EL students participate in athletics, clubs, and other extracurricular activities as measured by student survey responses.*



The EL students were surveyed about their participation in athletics, clubs, and other extracurricular activities at their school during the school year. Overall, 20 percent of EL students indicated they participated in extracurricular activities, clubs, or athletics through their school in 2020-2021. There was little variation by school level with percentages ranging from 18 percent at high school to 20 percent at elementary school and middle school. A lower percentage of EL students agreed that they participated in comparison to the students in the division (34%). In comparison to 2019-2020, there was a decrease in the percentages of students who indicated they participated (from 43% to 20%), which was likely due to impacts of the pandemic.

**Objective 3:** *EL students consistently attend school as measured by the percentage of students who are absent less than 10 percent of the school year (i.e., not chronically absent) and by the percentage who have fewer than six unexcused/unverified absences.*

The percentages of EL students receiving services who consistently attended school (i.e., attended more than 90 percent of the school year) and had few unexcused absences (i.e., fewer than six) were also examined. Analyses were limited to students who were enrolled for at least seven days during 2020-2021 (n = 1,765). During 2020-2021, 80 percent of EL students had an attendance rate of over 90 percent of the school year, which was lower than the percentage of all VBCPS students who had an attendance rate over 90 percent of the school year (88%). The percentage of EL students who had fewer than six unexcused absences was 66 percent, which was lower than the percentage at the division level (77%). In comparison to previous years' data, there were decreases in the percentages of EL students who had an attendance rate over 90 percent and who had fewer than six unexcused absences (see Table 54).

**Table 54: Percentages of Students With Attendance Rate over 90 Percent and Fewer than 6 Unexcused Absences**

Attendance Measure	2018-2019		2019-2020		2020-2021	
	EL Students	Division	EL Students	Division	EL Students	Division
Attendance Rate over 90%	87%	90%	85%	89%	80%	88%
Fewer than 6 Unexcused Absences	84%	85%	89%	90%	66%	77%

**Objective 4:** *EL students report positive relationships with peers, teachers, and administrators as measured by student survey responses.*

The EL students were surveyed about having positive relationships with peers, teachers, and administrators. Overall, 87 percent of EL students agreed they had positive relationships with other students, 94 percent agreed they had positive relationships with teachers, and 85 percent agreed they had positive relationships with principals or assistant principals. Comparisons by school level showed that elementary school EL students had the highest agreement percentages (from 90% to 97%) (see Table 55). Similar percentages of students at the division level agreed with these items (peers: 88%; teachers: 94%; administrators: 85%). Agreement percentages regarding having positive relationships with teachers and administrators increased in comparison to 2019-2020, while agreement regarding positive relationships with peers remained the same (see Table 55).

**Table 55: EL Student Agreement Regarding Positive Relationships**

Item	2019-2020				2020-2021			
	ES	MS	HS	Total	ES	MS	HS	Total
Positive relationships with peers	91%	86%	86%	88%	92%	84%	84%	87%
Positive relationships with teachers	93%	78%	81%	85%	97%	94%	90%	94%
Positive relationships with administrators	86%	69%	70%	76%	90%	85%	75%	85%

**Objective 5:** *EL students report a sense of belonging to their school as measured by student survey responses.*

The EL students were surveyed about having a sense of belonging to their school. Overall, 89 percent of EL students agreed that they felt a sense of belonging at their school. Comparisons by school level showed that elementary school EL students had the highest agreement regarding having a sense of belonging at their school (91%), followed by middle school (88%) and then high school EL students (84%). EL students' agreement was higher than the percentage of students divisionwide who agreed that they felt a sense of belonging at their school (81%). There was also an increase in the percentage of EL students who agreed with this item in comparison to 2019-2020 when 83 percent of EL students agreed.

**Objective 6:** *EL students and their parents report that their school is a welcoming place to learn as measured by student and parent survey responses.*

The EL students and parents of EL students were surveyed about feeling their school was a welcoming place to learn. Overall, 96 percent of EL students agreed that their school is a welcoming place to learn (see Table 56). EL students' agreement was slightly higher than the division percentage of 93 percent of students who agreed that their school provides a welcoming place for them to learn. In comparison to 2019-2020, there were increases in EL student agreement percentages at the secondary levels (see Table 56). Overall, 98 percent of parents of EL students agreed that their child's school provided a welcoming place to learn, which was similar to the percentage of parents divisionwide (96%). In addition, the overall parent agreement percentage remained consistent in comparison to 2019-2020.

**Table 56: EL Student and Parent Agreement Regarding School Providing a Welcoming Place to Learn**

Item	2019-2020				2020-2021			
	ES	MS	HS	Total	ES	MS	HS	Total
Student - School is a welcoming place to learn.	96%	87%	89%	92%	96%	95%	96%	96%
Parent – My child's school provides a welcoming place to learn.	98%	96%	97%	98%	99%	95%	93%	98%

## **Goal 2: EL students will attain English proficiency in listening, speaking, reading, and writing.**

Goal 2 focused on the progress of EL students in attaining English proficiency, including EL student progress on the ACCESS, reaching proficiency within five years, and high school graduation rates.

**Objective 1:** *EL students will make adequate progress in English language development as measured by the percentage of students who demonstrate the required composite proficiency level gains on the ACCESS test as defined by the VDOE depending on the students' previous year's proficiency level and current grade level.*

When EL students were asked to rate their progress learning English in the ESL program, 89 percent rated their progress as either excellent or good, while 11 percent rated their progress as either fair or poor. In addition, 84

percent of parents rated their child's progress learning English as being either excellent or good, while 16 percent rated their progress as either fair or poor. These percentages were consistent with percentages from the 2019-2020 school year.

As part of Goal 2, students' progression in English language development was examined based on students' scores on the ACCESS test. As part of Virginia's ESSA State Plan, VDOE provided required proficiency level gains on the ACCESS test depending on students' previous year's ACCESS proficiency level and current grade level (see Table 57).<sup>75</sup> Within the plan, VDOE provided targets for the percentages of EL students who should meet the required proficiency level gains by school year (see Appendix C).<sup>76</sup>

**Table 57: Required Proficiency Level Gains on ACCESS**

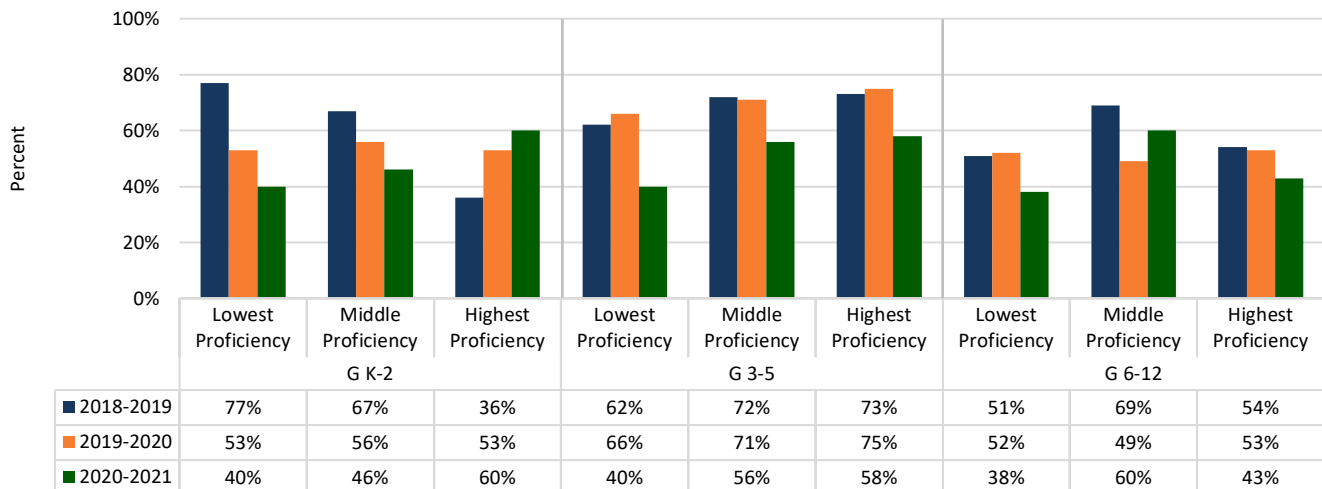
Proficiency Level (Previous ACCESS Score)	Required Proficiency Level Gains		
	Grades K – 2	Grades 3 – 5	Grades 6 – 12
1.0 – 2.4	1.0	0.7	0.4
2.5 – 3.4	0.4	0.4	0.2
3.5 – 4.4	0.2	0.2	0.1

The EL students who received services and had an ACCESS score from both 2019-2020 and 2020-2021 were included in this analysis (n = 966). Overall, 50 percent of EL students who received services met the required proficiency level gains in 2020-2021 across all grade levels and proficiency levels. This nearly met the target set by VDOE for the 2020-2021 school year, which was 52 percent. The percentage of students who demonstrated the required proficiency level gains on the ACCESS test by grade level and prior proficiency level are shown in Table 58. In grades K-2 and 3-5 at the highest proficiency level and grades 3-5 and 6-12 at the middle proficiency level, from 56 to 60 percent of students showed the required improvement. From 38 to 46 percent of students in the other grades and other proficiency levels showed improvement (see Table 58).

**Table 58: Numbers and Percentages of Students Demonstrating Required Proficiency Level Gains in 2020-2021**

Proficiency Level (ACCESS Score) in 2019-2020	Grades K – 2		Grades 3 – 5		Grades 6 – 12	
	N	% Meeting Level Gains	N	% Meeting Level Gains	N	% Meeting Level Gains
1.0 – 2.4	134	40%	55	40%	104	38%
2.5 – 3.4	108	46%	115	56%	89	60%
3.5 – 4.4	52	60%	212	58%	97	43%

There were decreases in the percentages of all students who met the required proficiency level gains across grade levels and proficiency levels in comparison to 2019-2020 (60%) and 2018-2019 (66%). Results by grade and proficiency level group showed an increase in the percentage of students in grades K-2 at the highest proficiency level who showed improvement (from 36% in 2018-2019 and 53% in 2019-2020 to 60% in 2020-2021). There was also an increase in the percentage of students in grades 6-12 at the middle proficiency level in comparison to 2019-2020 (from 49% to 60%). There were decreases in the percentages of students in the other grade and proficiency levels who showed gains in comparison to 2019-2020 and 2018-2019, especially students who were in the lowest proficiency level groups (see Figure 5). The decreases were likely due to the impact of the pandemic resulting in remote instruction as well as potentially being impacted by the testing method during 2020-2021. Reflective of the challenges experienced during the pandemic, the USED waived the ESSA accountability of meeting the targets set by VDOE.<sup>77</sup> A comparison of student growth by instructional setting showed that 51 percent of EL students who received instruction in person in 2020-2021 showed the required gains, while 46 percent of EL students who received instruction virtually in 2020-2021 showed the required gains.

**Figure 5: Percentages of Students Demonstrating Required Proficiency Level Gains on ACCESS**

**Objective 2:** EL students achieve English proficiency within five years, as measured by the percentage of students attaining an ACCESS composite score of 4.4 or higher.

The percentage of students considered to be long-term EL students as calculated by VDOE was examined.<sup>78</sup> Long-term EL students are defined as those students receiving services for at least five years. In 2017-2018 and 2018-2019, 3 percent of EL students were considered to be long-term EL students, which was notably lower than the state level for both years (12% and 13%) (see Table 59). Although anticipated in January 2022, the percentage for 2020-2021 was not available from the VDOE as of the time this report was finalized. The percentage was not calculated by VDOE for the 2019-2020 school year.

**Table 59: Percentages of EL Students Considered to Be Long-Term EL Students**

Student Group	2017-2018	2018-2019	2020-2021
VBCPS	3%	3%	Not available as of Feb 7
Virginia	12%	13%	Not available as of Feb 7

**Objective 3:** EL students will graduate from high school on time as measured by the VDOE on-time graduation rate.

The percentage of students who graduated from high school on time as measured by the VDOE on-time graduation rate was examined. Of the students who were identified as EL in 2020-2021 through the VDOE report, approximately 91 percent graduated on time, which was lower than the division percentage (95%). These results were consistent with findings from the previous two years. Of the students who were identified as EL at any time during high school, 92 percent graduated on time, which is an increase in comparison to 2019-2020 and 2018-2019 (see Table 60).

**Table 60: VDOE On-Time Graduation Rates**

Student Group	2018-2019	2019-2020	2020-2021
EL Student in Current Year	90%	90%	91%
EL Student Anytime in HS	85%	87%	92%
Division	94%	94%	95%

## Stakeholder Perceptions

### Overall Perceptions

Staff were asked additional survey items related to the program's overall effectiveness. In particular, staff were asked whether EL students received all the services they needed and whether they received services for as long as they needed. While 72 percent of classroom teachers and 83 percent of administrators indicated that EL students received all the services they needed, 39 percent of ESL teachers responded yes to this statement (see Table 61). Higher percentages of staff indicated that EL students received services for as long as they needed with from 76 to 95 percent of staff agreeing. In comparison to 2019-2020, percentages of all staff groups indicating yes increased regarding EL students receiving services for as long as they needed. In addition, percentages of classroom teachers and administrators who indicated EL students received all the services they needed increased; however, the percentages of ESL teachers who responded yes to this item has remained the same since 2018-2019. Results by school level showed that lower percentages of high school ESL teachers (17%), classroom teachers (65%), and administrators (78%) agreed that students received all the services they needed compared to elementary school and middle school ESL teachers (from 33% to 48%), classroom teachers (74%) and administrators (from 82% to 88%).

**Table 61: Staff Perceptions Regarding EL Students Receiving Services**

Item	2018-2019			2019-2020			2020-2021		
	ESL Teacher	Classroom Teacher	Admin	ESL Teacher	Classroom Teacher	Admin	ESL Teacher	Classroom Teacher	Admin
EL students receive all needed services.	39%	64%	67%	39%	50%	63%	39%	72%	83%
EL students receive services for as long as needed.	74%	87%	87%	65%	72%	89%	76%	84%	95%

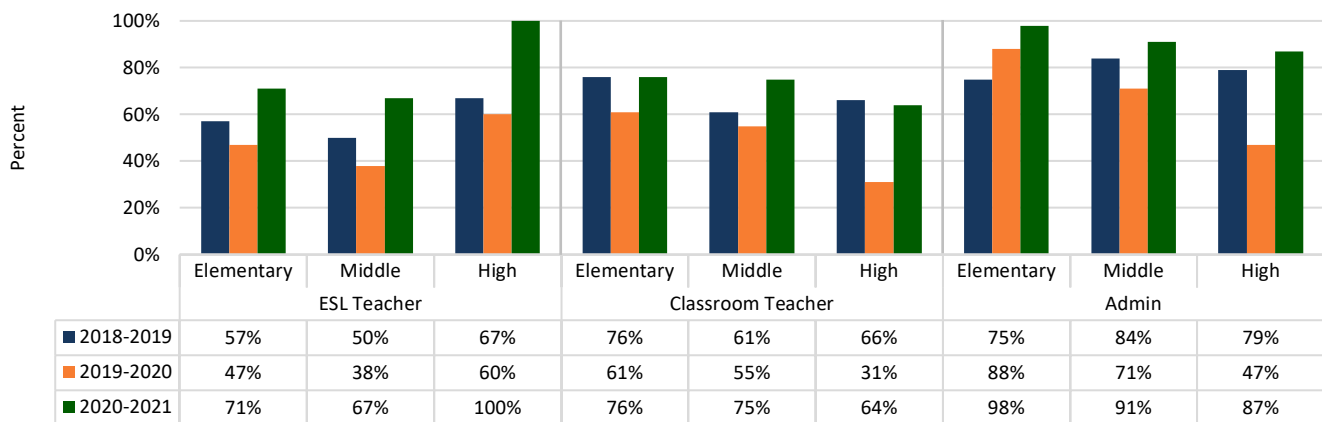
Staff who responded that students did not receive all the services they needed or did not receive services for as long as they needed were also provided the opportunity to explain their response. Many ESL teachers, classroom teachers, and administrators responded that the frequency of and length of instruction are too limited and that ESL teachers' caseloads and limited time impact students' ability to receive services.

When EL students and parents of EL students were asked a survey item about general program effectiveness, overall, 93 percent of students agreed that they received the help they needed to understand information presented in class, and 94 percent of parents of EL students agreed that their child received the help he/she needed to understand information presented in class. At least 86 percent of students and parents at each school level agreed with these items (see Table 62). In comparison to 2019-2020, student agreement percentages at all levels increased, while parent agreement percentages remained relatively consistent for elementary school and high school parents, but decreased for middle school parents (from 91% to 86%).

**Table 62: Student and Parent Agreement Percentages Regarding Student Receiving Needed Help**

Item	2019-2020				2020-2021			
	ES	MS	HS	Total	ES	MS	HS	Total
Student - I receive the help I need to understand information presented in class.	90%	76%	87%	85%	94%	93%	93%	93%
Parent - My child receives the help he/she needs to understand information presented in class.	96%	91%	97%	94%	96%	86%	95%	94%

Staff, students, and parents were also asked to indicate their overall level of satisfaction with the ESL program. Overall, 75 percent of ESL teachers, 73 percent of classroom teachers, and 94 percent of administrators were satisfied with the program (see Figure 6). Compared to 2019-2020, there were large increases in staff satisfaction for all levels and all staff groups (increases of 10 to 40 percentage points). Most notably, satisfaction increased by 40 percentage points for high school ESL teachers and administrators and by 33 percentage points for high school classroom teachers.

**Figure 6: Staff Satisfaction**

Overall, 96 percent of students and 89 percent of parents of EL students indicated they were satisfied with the ESL program. Examination by school level showed that at least 94 percent of students and 80 percent of parents at each school level were satisfied with the program (see Table 63).

**Table 63: Student and Parent Satisfaction**

School Level	2019-2020		2020-2021	
	Student	Parent	Student	Parent
Elementary	94%	94%	96%	91%
Middle	94%	84%	94%	80%
High	93%	94%	97%	88%
Total	94%	91%	96%	89%

### Program Strengths and Areas for Improvement

Open-ended survey items provided the opportunity for staff to comment about the program's strengths and areas for improvement. Several themes emerged from responses about the strengths of the ESL program. For all staff groups, a major theme of the program's strength focused on characteristics of the ESL teachers, including their dedication, support they provide to students, and their knowledge. In addition, the ESL teachers

identified support from central office and the collaboration amongst the ESL staff during 2020-2021 as strengths. Some ESL teachers noted that the additional instructional resources and the new ESL staffing positions were strengths.

Regarding areas for improvements, across staff groups, a frequently identified area for improvement included the need for more ESL teachers and providing professional learning, particularly for classroom teachers. Some ESL teachers also identified the need for more efficient clustering of students in classrooms, including at the high school level. Administrators and classroom teachers commented on the need for more time for planning and collaboration between ESL and classroom teachers. Classroom teachers also indicated the desire for more communication with the ESL teacher.

EL students and parents of EL students were also provided the opportunity to include comments about the ESL program on the surveys. Themes that emerged from the student comments included that the program has been helpful, good overall, and that it has helped them learn English. Some students specifically mentioned they liked their ESL teacher. Some students commented that they felt that they needed more help or more time working on ESL. Themes from the parent comments included feeling satisfied with the program and thankful to the program or teachers. Some parents commented that they would like better communication regarding the program and their child's progress.

## Summary

The purpose of the VBCPS ESL program is to prepare EL students to be college and career ready by developing their conversational and academic English language proficiency through integrated content-based language instruction so that the students will have access to the same educational opportunities as all students. The program is aligned with standards provided by the WIDA Consortium and follows EL-related federal and state regulations and policies. The plan for the ESL program evaluation included a three-year process with a focus on implementation for the first two years (2018-2019 and 2019-2020) and student outcomes for the final year (2020-2021).

Overall, 44 full-time ESL teachers provided services to 1,768 EL students in kindergarten through grade 12 and monitored an additional 726 former EL students (i.e., having received services within the past four years) as well as 157 students whose parents opted them out of EL services. At the high school level, 32 percent of eligible EL students opted out of receiving services. In comparison to 2019-2020, there was an increase of 12 ESL teacher allocations. Examination of ESL teacher caseload reports showed that in June 2021, the average caseload for one ESL teacher was 38 students, while ESL teachers' caseloads ranged from 3 to 62 students. In comparison to the previous two years, the average caseload and range of caseloads have decreased, while the total number of students receiving services have increased. When ESL teachers were surveyed about their caseloads and time, 51 percent agreed that the size of their caseload allowed them to teach EL students effectively and 46 percent agreed that they were able to teach EL students frequently enough for instruction to be effective. In comparison to 2019-2020 survey data, the agreement percentages increased notably for both survey items (from 12% to 51% regarding caseloads allowing effective teaching; from 19% to 46% regarding frequency of instruction).

At the elementary and middle school levels, ESL teachers predominantly provided ESL services through a "push-in" model, which involved supporting instruction provided by classroom teachers. To facilitate push-in services, EL students should be clustered within classrooms by grade level. One recommendation from the year-two evaluation was to ensure EL students are clustered in classrooms at the elementary school and middle school levels, although scheduling and clustering options were impacted by the COVID-19 pandemic and the virtual learning option. In 2020-2021, 43 percent of elementary school ESL teachers and 17 percent of middle school ESL teachers agreed that EL students were effectively clustered within classrooms. When



deemed appropriate, ESL teachers were expected to also use a “pull-out” model to provide individualized instruction to a small group of students at the elementary school and middle school levels. During virtual instruction in 2020-2021, ESL teachers set up small group times with their EL students through virtual meetings. When ESL teachers were asked about the effectiveness of instructional methods, all elementary school and middle school ESL teachers indicated the pull-out model was either very or somewhat effective, while 79 percent of elementary school and 50 percent of middle school ESL teachers indicated the push-in model was very or somewhat effective. At the high school level, students received services through ESL courses in 2020-2021. Two ESL teachers taught all virtual high school students throughout the division, while in-person students were taught by the ESL teachers at their home school. When surveyed about the effectiveness of the high school level, 88 percent of high school ESL teachers indicated it was very or somewhat effective. Another recommendation from the year-two evaluation was to continue to expand appropriate EL instructional materials for ESL teachers and classroom teachers. In 2020-2021, 79 percent of ESL teachers and 69 percent of classroom teachers agreed that the available materials were appropriate for the EL students they taught. In comparison to 2019-2020, agreement percentages about instructional materials being appropriate increased notably for both groups (from 31% to 79% for ESL teachers; 56% to 69% for classroom teachers).

ESL program goals focused on the program’s opportunities for students, professional learning for ESL teachers and classroom teachers, staff collaboration, and parent involvement. Two related recommendations from the year-two evaluation focused on classroom teacher professional learning and staff collaboration and communication.

Data were examined for opportunities provided to students, particularly for former EL students. In comparison to the division, similar percentages of former EL students were enrolled in rigorous coursework at the secondary level (65% vs. 64%), enrolled in TCE in high school (1% vs. 3%), earned an industry certification in high school (33% vs. 31%), and graduated in 2020-2021 with completion of a CTE program (43% vs. 41%). There were somewhat lower percentages of former EL high school students enrolled in an academy compared to the division (12% vs. 15%) and enrolled at ATC (1% vs. 3%).

Regarding professional learning, 91 percent of ESL teachers who participated in professional learning on instructional effectiveness agreed that it was effective, and 83 percent agreed that professional learning enabled them to meet the needs of their EL students. The percentage of ESL teachers who agreed that professional learning on instructional effectiveness was effective remained relatively consistent (from 89% to 91%) in comparison to 2019-2020, while the percentage who agreed that professional learning enabled them to meet their EL students’ needs increased (from 77% to 83%). In addition, although steps were taken to provide professional learning for classroom teachers, in 2020-2021, low percentages of classroom teachers indicated they participated in professional learning to increase their understanding of (33%) or capacity to teach EL students (34%). However, 76 percent of those who participated viewed this professional learning as effective. In addition, although steps were taken to begin to address improving strategies for collaboration between ESL teachers and classroom teachers, in 2020-2021, 46 percent of ESL teachers and 54 percent of classroom teachers agreed the ESL teachers and content-area/classroom teachers collaborate to meet the needs of EL students.

Regarding parent involvement, high percentages of parents agreed that their child’s school kept them informed about their child’s progress in English (88%) and academic progress (94%) as well as that they understood the information they received from the school division (98%). Since 2019-2020, translation and interpretation services have been offered for staff to use when communicating with families. Analyses of Voiance phone interpretation usage data showed that 82 percent of schools throughout the division used Voiance for at least one phone call during the 2020-2021 school year for interpretation in 29 different languages. In addition, when surveyed about their perceptions of the translation and interpretation services



offered by VBCPS, nearly all ESL teachers (97%) and from 65 to 87 percent of classroom teachers and administrators indicated they had used the services. Of those who indicated they used translation and interpretation services, all ESL teachers, 75 percent of classroom teachers, and 84 percent of administrators agreed that the services to assist communication with EL students and their families were helpful resources.

Two ESL program outcome goals focused on students' social and emotional development and students' attainment of English proficiency. Data related to the social-emotional goal showed relatively high percentages of EL students agreed that they demonstrated confidence by participating in class (75%) or working in a group (82%); had positive relationships with peers (87%), teachers (94%), and administrators (85%); had a sense of belonging to their school (89%); and that their school is a welcoming place to learn (96%). Examining students' progression in the English language showed that, in comparison to 2019-2020 and 2018-2019, there was a decrease in the overall percentage of EL students who met the required proficiency level gains as defined by VDOE (from 66% in 2018-2019 and 60% in 2019-2020 to 50% in 2020-2021). The decreases were likely due to the impact of the pandemic resulting in remote instruction as well as potentially being impacted by the testing method during 2020-2021. In addition, a low percentage of ESL teachers (39%) indicated that the EL students received all needed services, which could contribute to the percentages of students meeting the required gains.

Overall, high percentages of EL students (96%) and parents of EL students (89%) indicated they were satisfied with the ESL program. In addition, 75 percent of ESL teachers, 73 percent of classroom teachers, and 94 percent of administrators indicated they were satisfied with the program. In comparison to 2019-2020, there were notable increases in staff satisfaction for all levels and all staff groups.

## Recommendations and Rationale

### **Recommendation #1: Continue the ESL program with modifications noted in recommendations 2 and 3. (*Responsible Group: Department of Teaching and Learning*)**

**Rationale:** The first recommendation is to continue the ESL program 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 program without modifications, continue the program with modifications, expand the program, or discontinue the program. Because the ESL program is federally required, the recommendation to continue the program with modifications is made to enhance continuous improvement efforts toward meeting standards for ESL programs.

### **Recommendation #2: Continue working on recommendations from the year-two evaluation focused on clustering EL students in classrooms at the elementary school and middle school levels, communication and collaboration between ESL and classroom teachers, and professional learning for classroom teachers of EL students. (*Responsible Group: Department of Teaching and Learning*)**

**Rationale:** Recognizing that the school division continues to experience the impact of the COVID-19 pandemic, evaluation recommendations may take multiple years to address. Therefore, the second recommendation is to continue working on specific areas within recommendations from the year-two evaluation based on data from the current evaluation. One recommendation from the year-two evaluation included ensuring EL students are clustered in classrooms at the elementary school and middle school levels. Overall, 43 percent of elementary school ESL teachers and 17 percent of middle school ESL teachers agreed that EL students were effectively clustered within teachers' classrooms at each grade level. Clustering EL students helps to reduce the number of classrooms the ESL teacher has to work between, which could in turn support communication, co-teaching, and collaboration between ESL teachers and classroom teachers. In 2020-2021, 20 percent of ESL teachers and 52 percent of classroom teachers agreed that ESL teachers effectively collaborate and plan with content-area/classroom teachers to teach lessons. Another recommendation from the year-two evaluation included continuing to work on communication and collaboration between ESL and classroom teachers and professional learning for classroom teachers of EL students. Regarding communication and collaboration between ESL and classroom teachers, 46 percent of ESL teachers and 54 percent of classroom teachers agreed ESL teachers and content-area/classroom teachers collaborated with each other to meet the needs of EL students. In addition, from 40 to 61 percent of classroom teachers indicated they either received information about or knew where to find information about their EL students' performance/proficiency levels or the instructional services they are provided. Additional collaboration between ESL and classroom teachers could provide opportunities for EL students to receive more targeted assistance and support to enable students to meet standards for proficiency gains. Regarding professional learning, 36 percent of classroom teachers indicated they participated in EL-related professional learning, which was a decrease from 43 percent in 2019-2020. Increasing the percentage of classroom teachers who participate in ESL professional learning could support students in providing them with needed strategies and services to meet standards for proficiency gains.

**Recommendation #3: Conduct an evaluation update during 2021-2022 focused on progress of EL student English language development, academic performance of former EL students compared to non-EL peers, and progress related to the comprehensive evaluation recommendations. (Responsible Group: Office of Planning, Innovation, and Accountability – Office of Research and Evaluation)**

**Rationale:** The final recommendation is to conduct an evaluation update during 2021-2022 focused on progress of EL student English language development, academic performance of former EL students compared to non-EL peers, and progress related to the comprehensive evaluation recommendations. Overall, half of EL students (50%) who received services during 2020-2021 showed the required proficiency level gains as established by VDOE. In comparison to results from 2019-2020 and 2018-2019, there was a decrease in the percentage of all students who met the required proficiency level gains across grade levels and proficiency levels in comparison to 2019-2020 (60%) and 2018-2019 (66%). The decrease was likely due to the impact of the pandemic resulting in remote instruction as well as potentially being impacted by the testing method during 2020-2021. In addition, the division nearly met the VDOE established target for 2020-2021 for ESSA accountability, which was set at 52 percent. Reflective of the challenges experienced during the pandemic, the USED waived the ESSA accountability of meeting the targets set by VDOE.<sup>79</sup> It is recommended to continue to monitor the progress of EL students' English language development during the 2021-2022 school year. Additionally, in the ESL evaluation readiness plan, a proposed evaluation question focused on how former EL students performed academically when compared with their non-EL peers, which will be addressed during 2021-2022. In addition, the evaluation update will monitor the progress related to the recommendation areas, including clustering EL students in classrooms at the elementary school and middle school levels, communication and collaboration between ESL teachers, and professional learning for classroom teachers of EL students. Progress toward the recommendations will be evaluated through ESL teacher and classroom teacher perceptions.

## Appendices

### Appendix A: Webinars Offered to ESL Teachers During 2020-2021

- *Distance Learning for Multilingual Learners*
- *Ellevation-Lessons on Remote Learning*
- *Ellevation-Online Instruction Tips for Els*
- *SupportEd (Multiple webinars) –*
  - *Supporting Els in 2020-21: Looking Back and Looking Ahead*
  - *Practical Strategies & Resources for EL Distance Learning*
  - *Making Text Accessible for Els*
  - *The Best Collaborative and Instructional Strategies for Supporting Our Els*
  - *How Teachers Can Advocate for Els*
  - *The Five Pillars of Equitably Grading Els*
  - *Effectively Supporting Students with Limited or Interrupted Formal Education (SLIFE) in your Schools*
  - *Embedding Academic Language for English Learners*

## Appendix B: Demographics for Categories of EL Students

Characteristic	Current EL Students Receiving Services	Opt-Outs Total	Monitored Students (Years Post Program 1 – 2)	Tracked Students (Years Post Program 3 – 4)	Former EL (Years Post Program 1 – 4) Total	VBCPS Total
Female	44%	43%	50%	47%	49%	49%
Male	56%	57%	50%	53%	51%	51%
African American	3%	4%	3%	3%	3%	23%
American Indian/Alaska Native	< 1%	0%	0%	0%	0%	< 1%
Asian	25%	27%	32%	50%	38%	6%
Caucasian	16%	20%	26%	13%	21%	46%
Hispanic	53%	46%	35%	31%	33%	13%
Native Hawaiian/Pacific Islander	< 1%	1%	1%	0%	< 1%	< 1%
Two or More Races	2%	1%	4%	3%	4%	10%
Economically Disadvantaged	46%	43%	46%	55%	49%	38%
Special Education	7%	15%	2%	3%	3%	11%
Gifted	5%	3%	18%	20%	18%	18%
Military/Government Connected	20%	24%	28%	10%	22%	21%
In Person	66%	52%	53%	38%	48%	56%
Virtual	34%	48%	47%	62%	52%	44%

**Appendix C: English Learner Progress Targets Accountability Years 2018-2019 through 2024-2025**

Category	Baseline	Year 1 Targets	Year 2 Targets	Year 3 Targets	Year 4 Targets – Current Year	Year 5 Targets	Year 6 Targets	Year 7 Targets – Long Term Goal
Assessment Year	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Accountability Year	-	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
English Learner Progress Target	44	46	48	50	52	54	56	58

## Endnotes

- <sup>1</sup> English as a Second Language Virginia Beach City Public Schools SharePoint site
- <sup>2</sup> <https://wida.wisc.edu/memberships/consortium>
- <sup>3</sup> <https://wida.wisc.edu/teach/standards/eld>
- <sup>4</sup> <https://wida.wisc.edu/assess>
- <sup>5</sup> Virginia Compliance with Title III Requirements document. Obtained from [http://www.doe.virginia.gov/federal\\_programs/esea/title3/index.shtml](http://www.doe.virginia.gov/federal_programs/esea/title3/index.shtml)
- <sup>6</sup> Virginia Compliance with Title III Requirements document. Obtained from [http://www.doe.virginia.gov/federal\\_programs/esea/title3/index.shtml](http://www.doe.virginia.gov/federal_programs/esea/title3/index.shtml)
- <sup>7</sup> <https://www2.ed.gov/policy/elsec/leg/essa/essatitleiiienglishlearners92016.pdf> (See p. 30).
- <sup>8</sup> [http://www.doe.virginia.gov/testing/english\\_language\\_proficiency\\_assessments/index.shtml](http://www.doe.virginia.gov/testing/english_language_proficiency_assessments/index.shtml)
- <sup>9</sup> [http://www.doe.virginia.gov/administrators/superintendents\\_memos/2017/168-17.shtml](http://www.doe.virginia.gov/administrators/superintendents_memos/2017/168-17.shtml) and [http://www.doe.virginia.gov/administrators/superintendents\\_memos/2017/194-17.shtml](http://www.doe.virginia.gov/administrators/superintendents_memos/2017/194-17.shtml)
- <sup>10</sup> Virginia Department of Education (April 24, 2018). Revised State Template for the Consolidated State Plan The Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act. Richmond, VA; p. 19.
- <sup>11</sup> Virginia Compliance with Title III Requirements document. Obtained from [http://www.doe.virginia.gov/federal\\_programs/esea/title3/index.shtml](http://www.doe.virginia.gov/federal_programs/esea/title3/index.shtml)
- <sup>12</sup> [http://www.doe.virginia.gov/federal\\_programs/esea/title3/index.shtml](http://www.doe.virginia.gov/federal_programs/esea/title3/index.shtml)
- <sup>13</sup> <https://www2.ed.gov/documents/essa-act-of-1965.pdf>
- <sup>14</sup> [http://www.doe.virginia.gov/administrators/superintendents\\_memos/2018/215-18.shtml](http://www.doe.virginia.gov/administrators/superintendents_memos/2018/215-18.shtml)
- <sup>15</sup> [http://www.doe.virginia.gov/federal\\_programs/esea/title3/index.shtml](http://www.doe.virginia.gov/federal_programs/esea/title3/index.shtml)
- <sup>16</sup> Nineteen envelopes were returned due to not being deliverable as addressed.
- <sup>17</sup> [http://www.doe.virginia.gov/federal\\_programs/esea/title3/index.shtml](http://www.doe.virginia.gov/federal_programs/esea/title3/index.shtml)
- <sup>18</sup> Three students who were included in the EOY SRC count for EL students receiving services were not included in this evaluation report due to not being included in the data from the data warehouse.
- <sup>19</sup> Four of these 27 students were identified in the Fall SRC as presumptive EL students.
- <sup>20</sup> Twelve students who were included in the Fall SRC as former EL students were not included in this report due to their records from the data warehouse indicating that they were not considered former EL students in 2019-2020. An additional student who was identified in the Fall SRC as an opt-out student was not included in this report due to his/her records from the data warehouse indicated that he/she was not eligible for ESL services.
- <sup>21</sup> Data available from the VBCPS data warehouse showed that two of these six students were determined to not be eligible for services upon screening.
- <sup>22</sup> [http://www.doe.virginia.gov/administrators/superintendents\\_memos/2017/194-17.shtml](http://www.doe.virginia.gov/administrators/superintendents_memos/2017/194-17.shtml) and English Learner Team Handbook for Elementary Schools (August 16, 2018).
- <sup>23</sup> VBCPS Home Language Survey.
- <sup>24</sup> K-WAPT Scoring. August 31, 2018. Information distributed to ESL teachers via VBCPS SharePoint site.
- <sup>25</sup> For the K-WAPT, VDOE recommends using raw scores to determine English proficiency due to the K-WAPT raw scores not being mapped to a specific proficiency level. The Department of Teaching and Learning provides ESL teachers with a conversion chart to convert students' raw scores to performance levels, which are consistent with the raw score criteria recommended by VDOE. For kindergarten students in their first semester, an oral raw score of 28 is equivalent to proficiency. For kindergarten students in their second semester and first-grade students in their first semester, raw scores of 28 on the oral portion, 14 on the reading portion, and 17 on the writing portion are equivalent to proficiency.
- <sup>26</sup> [http://www.doe.virginia.gov/administrators/superintendents\\_memos/2017/194-17.shtml](http://www.doe.virginia.gov/administrators/superintendents_memos/2017/194-17.shtml)
- <sup>27</sup> Source: K. Cahoon-Newchok, personal communication, November 16, 2021.
- <sup>28</sup> Source: Continued Restructuring of the English as a Second Language (ESL) Model. Memorandum, November 15, 2019.
- <sup>29</sup> Source: K. Cahoon-Newchok, personal communication, November 16, 2021.
- <sup>30</sup> [http://www.doe.virginia.gov/administrators/superintendents\\_memos/2017/194-17.shtml](http://www.doe.virginia.gov/administrators/superintendents_memos/2017/194-17.shtml)
- <sup>31</sup> Source: K. Cahoon-Newchok, personal communication, August 19, 2020.
- <sup>32</sup> Source: K. Cahoon-Newchok, personal communication, December 10, 2020.

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- <sup>33</sup> <https://wida.wisc.edu/assess/kwapt>
- <sup>34</sup> English Learner Team Handbook for Elementary Schools (August 16, 2018).
- <sup>35</sup> The full descriptions of the WIDA proficiency levels were obtained from <https://wida.wisc.edu/teach/early>.
- <sup>36</sup> <https://wida.wisc.edu/teach/can-do/descriptors>
- <sup>37</sup> Source: K. Cahoon-Newchok, personal communication, November 16, 2021.
- <sup>38</sup> English Learner Team Handbook for Elementary and Secondary Schools. August 2020.
- <sup>39</sup> English Learner Team Handbook for Elementary and Secondary Schools. August 2020.
- <sup>40</sup> <https://wida.wisc.edu/memberships/consortium/va>
- <sup>41</sup> Source: K. Cahoon-Newchok, personal communication, November 16, 2021.
- <sup>42</sup> Twenty-two students who had a reason for not completing the ACCESS had an ACCESS score from the data warehouse. Therefore, their refusal reason data were not included.
- <sup>43</sup> Source: D. Bradshaw, personal communication, December 8, 2021.
- <sup>44</sup> [http://www.doe.virginia.gov/administrators/superintendents\\_memos/2017/168-17.shtml](http://www.doe.virginia.gov/administrators/superintendents_memos/2017/168-17.shtml) and English Learner Team Handbook for Elementary Schools (August 16, 2018).
- <sup>45</sup> Twelve students who completed the ACCESS had a score that suggested a data entry error (i.e., their score included a letter) or their score was unavailable. These students were not included in the analyses provided here.
- <sup>46</sup> <https://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/chap8.pdf>
- <sup>47</sup> <https://www2.ed.gov/about/offices/list/ocr/docs/dcl-factsheet-el-students-201501.pdf>
- <sup>48</sup> English as a Second Language (ESL) Changes Regarding the Joint Guidance From the Department of Education and the U.S. Department of Justice. Virginia Beach City Public Schools. Principals' Packet Memo, July 23, 2015.
- <sup>49</sup> R. Collier, Communication to ESL teachers, October 16, 2018.
- <sup>50</sup> 2021-2022 Scheduling Considerations for English Learners (EL). April 29, 2021. Principals' Packet Memo. Middle School Principals.
- <sup>51</sup> 2020-2021 Elementary Grade Level Clustering of English Learners (ELs). VBCPS Principals Packet Memo. April 30, 2020. 2020-2021 Middle Grade Level Clustering of English Learners (ELs). VBCPS Principals Packet Memo. April 30, 2020.
- <sup>52</sup> 2020-2021 Elementary Grade Level Clustering of English Learners (ELs). VBCPS Principals Packet Memo. April 30, 2020. 2020-2021 Middle Grade Level Clustering of English Learners (ELs). VBCPS Principals Packet Memo. April 30, 2020.
- <sup>53</sup> Source: K. Cahoon-Newchok, personal communication, December 14, 2021.
- <sup>54</sup> An additional 19 EL students were enrolled in at least one ESL high school course in term 1 but opted out of receiving services during term 2; therefore, they are not included in the totals presented here.
- <sup>55</sup> Source: K. Cahoon-Newchok, personal communication, January 28, 2022.
- <sup>56</sup> R. Collier, ESL Program Update, March 22, 2019.
- <sup>57</sup> Data for 2018-2019 and 2019-2020 were reanalyzed to include four middle school advanced courses that had not previously been included (i.e., Advanced Math 6, Advanced Math 7, Advanced Math 8, and Algebra I in middle school). Advanced courses included a course that had been designated as advanced for a given grade level within the four core subject areas and world languages.
- <sup>58</sup> In 2019-2020, there were fewer than 10 current EL student graduates; therefore, they were not examined.
- <sup>59</sup> Source: 2021-2022 General Posting – English as a Second Language Teacher, Virginia Beach City Public Schools.
- <sup>60</sup> Source: 2021-2022 General Posting – English as a Second Language Teacher, Virginia Beach City Public Schools.
- <sup>61</sup> The total number of ESL teachers excludes one teacher who was on leave from the division.
- <sup>62</sup> HB 975 – Standards of Quality; state funding; ratios of teachers to English language learners. <https://lis.virginia.gov/cgi-bin/legp604.exe?201+cab+SC10305HB0975+RCHB3>
- <sup>63</sup> Four part-time temporary ESL teachers were excluded.
- <sup>64</sup> Source: K. Cahoon-Newchok, personal communication, June 25, 2020. Actions taken regarding recommendations.
- <sup>65</sup> Source: K. Cahoon-Newchok, personal communication, June 11, 2021. Actions taken regarding recommendations.
- <sup>66</sup> Source: K. Cahoon-Newchok, personal communication, June 25, 2020. Actions taken regarding recommendations.
- <sup>67</sup> Continued Restructuring of the English as a Second Language (ESL) Model. Memorandum, November 15, 2019.
- <sup>68</sup> Source: K. Cahoon-Newchok, personal communication, September 8, 2020 and December 14, 2021.
- <sup>69</sup> The total was calculated based on the numbers of classroom teachers who participated in each session. Therefore, it is possible that this total may include a duplicated count of teachers who participated in more than one session.



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<sup>70</sup> Essential Federal Professional Learning for English as a Second Language (ESL) Administrative Contacts. August 13, 2020. Principals Packet Memo.

<sup>71</sup> Source: K. Cahoon-Newchok, personal communication, June 25, 2020. Actions taken regarding recommendations.

<sup>72</sup> Source: K. Cahoon-Newchok, personal communication, June 11, 2021. Actions taken regarding recommendations.

<sup>73</sup> Translation and Interpretation Services. VBCPS Principals Packet Memo. February 2, 2020.

<sup>74</sup> Source: R. Collier, personal communication, September 13, 2018.

<sup>75</sup> Virginia Department of Education (April 24, 2018). Revised State Template for the Consolidated State Plan The Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act. Richmond, VA; p. 19.

<sup>76</sup> The data provided here do not reflect data used by VDOE for ESSA accountability calculations due to sample restrictions, such as only including EL students who received services.

<sup>77</sup> Source: K. Cahoon-Newchok, personal communication, December 14, 2021.

<sup>78</sup> Both the U.S. Department of Education and the Virginia Department of Education require local school divisions that are receiving Title III subgrants to biannually report the number and percentage of ELs who have not yet attained English proficiency within five years of initial classification as an EL and first enrollment in the LEA. Sources: U.S. Department of Education: Non-Regulatory Guidance: English Learners and Title III of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds ACT (ESSA). Washington, DC, September 23, 2016 and Virginia Department of Education: Every Student Succeeds Act of 2015: Title III Changes and Additions. Richmond, VA.

<sup>79</sup> Source: K. Cahoon-Newchok, personal communication, December 14, 2021.

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February 2022



## VIRGINIA BEACH CITY PUBLIC SCHOOLS CHARTING THE COURSE

### PLANNING, INNOVATION, AND ACCOUNTABILITY Office of Research and Evaluation

#### English as a Second Language Program (K-12): Comprehensive Evaluation

The table below indicates the proposed recommendations resulting from the **English as a Second Language Program (K-12): Comprehensive 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 2020-2021 Program Evaluation	Administration's Recommendations
<u>Information</u> February 22, 2022  <u>Consent</u> March 8, 2022	English as a Second Language Program (K-12): Comprehensive Evaluation	<ol style="list-style-type: none"><li>1. Recommendation #1: Continue the ESL program with modifications noted in recommendations 2 and 3. (Responsible Group: Department of Teaching and Learning)</li><li>2. Recommendation #2: Continue working on recommendations from the year-two evaluation focused on clustering EL students in classrooms at the elementary school and middle school levels, communication and collaboration between ESL and classroom teachers, and professional learning for classroom teachers of EL students. (Responsible Group: Department of Teaching and Learning)</li><li>3. Recommendation #3: Conduct an evaluation update during 2021-2022 focused on progress of EL student English language development, academic performance of former EL students compared to non-EL peers, and progress related to the comprehensive evaluation recommendations. (Responsible Group: Office of Planning, Innovation, and Accountability – Office of Research and Evaluation)</li></ol>	The administration concurs with the recommendations from the program evaluation.



**Subject:** Student Response Teams (SRT): Outcome Evaluation **Item Number:** 13D

**Section:** Information **Date:** February 22, 2022

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

**Prepared by:** Allison M. Bock, 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):** Allison M. Bock, Ph.D., Program Evaluation Specialist  
Office of Planning, Innovation, and Accountability

**Recommendation:**

That the School Board receive the Student Response Teams (SRT): Outcome Evaluation Report and the administration's recommendations.

**Background Summary:**

The purpose of the SRT initiative is to assist students in being successful in the general education classroom through developing, implementing, and monitoring interventions for students in need of support primarily in the areas of academics, behavior, and attendance. 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." After being selected for evaluation by the Program Evaluation Committee, the School Board approved the SRT initiative for an evaluation readiness report on September 6, 2017. A two-year evaluation plan for SRT was developed during 2017-2018, including the goals and objectives that would be assessed. The implementation evaluation was conducted during 2018-2019, and the recommendations were approved November 12, 2019. The outcome evaluation 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. Therefore, a status update was provided to the School Board in December 2020 for the 2019-2020 school year, and the outcome evaluation was postponed to 2020-2021. The outcome evaluation during 2020-2021 focused on the extent to which the established goals and objectives were met, but also addressed the operational components of the initiative, characteristics of the students who were referred and served by the SRT, stakeholder perceptions, and the additional cost of SRT to the school division. In addition, the evaluation included information about actions taken regarding the recommendations from the implementation evaluation and how the COVID-19 pandemic impacted the initiative's operation. Recommendations were also included based on the results of the evaluation.

**Source:**

School Board Policy 6-26  
School Board Minutes September 6, 2017  
School Board Minutes November 12, 2019

**Budget Impact:**



# Student Response Teams (SRT): *Outcome Evaluation Report*

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

February 2022



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

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# Introduction

## Background

The purpose of the Student Response Teams (SRT) initiative is to “assist students in being successful in the general education classroom” through developing, implementing, and monitoring interventions for students in need of support in the areas of academics, behavior, and attendance.<sup>1</sup> The initiative involves staff collaboration and using data to make decisions within a multi-tiered system of supports. Students are referred to their school’s SRT if they demonstrate a need for further interventions after 4-6 weeks of interventions and strategies have been attempted in the classroom.<sup>2</sup> Following referral to SRT, the school’s SRT lead administrator composes a team of staff who represent multiple roles and are appropriate depending on the needs of that student. An initial meeting is held during which SRT members review data and discuss appropriate interventions and strategies. Following the meeting, interventions and strategies are implemented and the plan is monitored for effectiveness. Follow-up meetings are held as needed to review the progress and determine whether adjustments are needed. SRT has its roots in the Student Support Team (SST) initiative that was first developed by the Office of Programs for Exceptional Children. The SRT was initially designed to streamline the Student Support Team process. Under the new strategic plan, *Compass to 2025*, the SRT initiative supports Goal 1: Educational Excellence and Goal 2: Student Well-being. The Office of Student Support Services provided a manual to schools to guide SRT implementation. This guide has been revised as needed over the years to support schools and enhance the SRT process.

The School Board approved the SRT initiative for an evaluation readiness report on September 6, 2017. During the 2017-2018 school year, the evaluation plan was developed, including the goals and objectives that would be assessed. The evaluation readiness report was presented to the School Board August 28, 2018, including the evaluation plan and recommendations that SRT undergo an implementation evaluation in 2018-2019 and an outcome evaluation in 2019-2020. The recommendations were approved September 11, 2018. The implementation evaluation was presented to the School Board October 22, 2019. The recommendations from the implementation evaluation were to review the current data log system and investigate the feasibility of alternative methods for collecting SRT data divisionwide to allow for more efficient and effective means of monitoring students’ progress and determining the initiative’s effectiveness; improve the consistency of SRT processes and practices at the high school level; and ensuring the professional learning opportunities related to interventions and data monitoring as part of the SRT process are provided and are effective, especially for high schools and non-instructional/professional staff who are involved with SRT. The School Board approved the recommendations November 12, 2019. The outcome evaluation 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. Instead of the outcome evaluation, a status update was provided to the School Board in December 2020 for the 2019-2020 school year, and the outcome evaluation was postponed to 2020-2021.

A recommendation area from the 2018-2019 evaluation focused on improving the consistency of practices at the high school level. It was recommended to improve the consistency of high school SRT processes and practices, including involvement of teachers, the process of referring students to SRT, and data monitoring. The director of student services indicated that actions taken regarding this recommendation included creating a workgroup to review SRT paperwork/forms and general SRT processes to improve consistency. The workgroup met at least bimonthly beginning in June 2020 to discuss Tiered Systems of Support processes. As a result of the workgroup, the Office of Student Support Services made revisions to the SRT processes to enhance the effectiveness and consistency of school SRTs.<sup>3</sup> SRT was reintroduced to school staff as SRT 2.0 during the summer of 2021. SRT 2.0 represents a tiered system of support that also includes Positive Behavioral Interventions and Supports (PBIS). Final revisions to the manual and forms were made during summer 2021. Following professional learning on the new processes in summer 2021, school staff were expected to implement the new processes during 2021-2022.

## Purpose of Program Evaluation

This outcome evaluation provides the School Board, Superintendent, and program managers with information about the initiative during 2020-2021. The evaluation focused on the extent to which the established goals and objectives were met, but also addressed the operational components of the initiative, characteristics of the students who were referred and served by the SRT, stakeholder perceptions, and the additional cost of SRT to the school division. The evaluation also includes information about actions taken regarding the recommendations from the implementation evaluation and the impact of the COVID-19 pandemic on the initiative's operation during 2020-2021.

## Program Goals and Objectives

Goals and objectives for this evaluation were developed through the evaluation readiness process and in collaboration with the director of student services. The goals focused on implementation in the areas of 1) SRTs collaborating to meet students' needs, 2) monitoring and reviewing of data, 3) implementation of strategies and interventions, and 4) staff professional learning. A student outcome goal was also developed as part of the evaluation readiness process focused on student improvement within the referred area of concern (i.e., academic, behavior, attendance) for students who were served through the SRT process. Specific implementation or operational objectives are addressed in the related sections, and outcome objectives are addressed in the section entitled Progress Toward Meeting the Student Outcome Goal and Objectives.

## 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. Qualitative data were collected through discussions with the program manager, document reviews, and open-ended survey questions. Quantitative data were gathered through the VBCPS data warehouse where needed and through closed-ended survey questions. The Office of Research and Evaluation used the following data collection methods:

- Administered surveys to staff, parents of all students referred to SRT in quarters 1 and 2, and students referred to SRT in quarters 1 and 2 in grades 8 through 12.
- Communicated with the director of student services regarding initiative components.
- Gathered and analyzed data from the VBCPS data warehouse related to student demographics and student progress (e.g., enrollment, academic performance, discipline, attendance).
- Collected cost information from the Office of Student Support Services.

### Surveys

The Office of Research and Evaluation invited building administrators, classroom teachers, and other non-instructional or professional staff who may have been involved with SRT during 2020-2021 to complete an online survey regarding their perceptions. In addition, students in grades 8 through 12 and parents of students in kindergarten through grade 12 whose names were included in a school's SRT data log as having been referred during the first and second quarter were invited to participate in a survey.

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). Comparison of survey results to results from 2018-2019 are highlighted where notable (i.e., a change of at least 5 percentage points). Open-ended comments were analyzed for common themes. Staff were asked whether they were involved with

the SRT during 2020-2021 in some capacity. Unless otherwise noted, survey questions were provided only to staff who indicated they were involved with SRT.

### Staff Surveys

Staff received an email invitation to participate in the online survey. Of 5,626 staff members who were invited to take the survey, 2,197 staff members (39%) completed the survey. Staff were asked to indicate their job category, including administrator, classroom teacher, other teacher, school counselor or professional instructional staff, or other (e.g., attendance officer, school nurse). There were 155 administrators, 1,479 classroom teachers, 311 other teachers, 191 professional instructional staff, and 61 other staff who completed the survey. To allow for efficient examination of survey results by position, the teacher groups were combined and instructional professional staff and other staff were combined. As shown in Table 1, in total, there were 155 administrators, 1,790 teachers, and 252 other staff who responded to the survey. Response rates were approximated by school level for administrators and teachers and are also shown in Table 1.

**Table 1: Number of Staff Survey Respondents and Response Rates by School Level**

School Level	Administrator		Teacher		Other Staff	
	# of Respondents	Response Rate	# of Respondents	Response Rate	# of Respondents	Response Rate
Elementary	84	74%	796	35%	121	n/a
Middle	31	60%	471	45%	72	n/a
High	40	56%	523	39%	59	n/a
<b>Total</b>	<b>155</b>	<b>66%</b>	<b>1,790</b>	<b>38%</b>	<b>252</b>	<b>38%</b>

Note: Response rates by school level were not approximated for other staff due to inability to obtain the school level for all staff in other positions who were invited to participate in the survey.

### Student Surveys

Students in grades 8 through 12 who had been referred to SRT during the first two quarters of the 2020-2021 school year were added to a temporary, private Schoology course that was used to communicate with students about completing the survey. Students were sent a Schoology message through the course with survey information and a link to the survey. In addition, an application was added to these students' ClassLink LaunchPad where students could access the survey. Of the 387 students in grades 8 through 12 who were referred to SRT during the first two quarters of the 2020-2021 school year, 54 students (14%) completed the survey.<sup>4</sup> This was an increase from 2018-2019 when 3 percent of students in grades 5 through 12 completed a student survey via a communication through parents.

### Parent Surveys

Parents of students who had been referred to SRT during the first two quarters of the 2020-2021 school year received an email invitation to participate in the online survey. A total of 1,183 parents whose child was referred to SRT received an email. Parents without valid email addresses received a printed copy of the survey through the postal mail (n = 27). However, there were no returned printed surveys. Overall, of the 1,210 parents who were invited to take the survey, 123 parents completed the survey (10%). By level, there were 70 responses from elementary school parents, 15 responses from middle school parents, and 38 responses from high school parents.

### SRT Data Logs

Student Response Team data logs were submitted by each school to the Office of Student Support Services in the Department of Teaching and Learning as part of the SRT implementation process. The data logs contained

student referral information, including student identification information, referral reason and source, date and result of initial meeting, and intervention selected. Schools submitted data logs after each quarter, and the director of student services reviewed schools' data logs for adherence to the process. The director of student services contacted the Department of School Leadership each quarter regarding the percentage of schools that submitted data logs and the number of meetings held at each school. Through their submitted data logs, two elementary schools indicated that no meetings were held during the 2020-2021 school year.

For analyses included in the evaluation, individual school data logs were downloaded from individual school folders on the VBCPS SharePoint website and compiled into one file. During data compilation and analysis, several steps were taken to ensure the integrity of student identification data. If students' permanent identification number, student state testing ID, or first and last name were missing or did not match, students' information from the VBCPS data warehouse was examined further. Upon investigation, there were 12 referrals whose student records were unable to be found due to limited or incorrect information; therefore, they were not included in any further analyses. In addition, 12 students had a referral date and meeting date prior to the 2020-2021 school year; therefore, they were not included in the analyses for the report due to not receiving support during the 2020-2021 school year.

Additional coding of the data was conducted to include determining the final status of referrals (e.g., completed SRT process, follow up in 2021-2022, actively receiving support, or referred to another service) and whether the student was served by the SRT (i.e., the student received an intervention or strategy). When there were missing data, records were attempted to be coded based on other information in the data file. For example, the ORE staff attempted to code missing SRT status information when possible based on information provided within other columns of the data file, such as within the description of the meetings (e.g., completed SRT status was coded if it was noted that no further intervention was needed). To examine the possible impact of the COVID-19 pandemic and virtual instruction, reference to students switching their instructional setting option (i.e., virtual and in-person learning) or issues related to technology or virtual instruction (e.g., difficulties with internet) were coded. Overall, there were 9 referrals that did not include a referral date (< 1%), 43 referrals that did not have an initial meeting date (2%), and 1,213 referrals that did not have an exit date (61%). Approximately half of elementary school referrals did not have an exit date (48%), while three-quarters of middle school referrals (75%) and approximately two-thirds of high school referrals (63%) did not.

A recommendation area from the 2018-2019 evaluation focused on the current data log system. It was recommended to review the current data log system and investigate the feasibility of alternative methods for collecting SRT data divisionwide to allow for more efficient and effective means of monitoring students' progress and determining the initiative's effectiveness. The director of student services indicated that actions taken regarding this recommendation included researching various data platforms. In particular, staff in the Office of Student Support Services participated in a demonstration of the Multi-tiered Systems of Support (MTSS)/Response to Intervention (RTI) platform in Synergy (i.e., the division's Student Information System) in May 2020. In addition, in December 2020, staff in the Office of Student Support Services met with staff in the Department of Technology to discuss a student data dashboard to support SRT that could be customized and created through the Department of Technology. Additionally, in February 2021, another data platform, Unified Insights, was explored and central office staff, including the Office of Student Support Services, participated in a demonstration. As of March/April 2021, the division purchased the reporting module within Unified Insights. In addition, the Intervention module within Unified Insights was purchased by the Office of Student Support Services to support the work of SRT. As of January 2022, the division is continuing to work with Unified Insights on preparing the platform for the release. However, according to the director of student services, it is unclear at this time whether Unified Insights will replace the current data log system.

## ***SRT Data Log Analysis***

Consistent with the student outcome data analysis from the implementation evaluation, when student outcome data were analyzed, students' data from 30 school days prior to the initial SRT meeting date were compared to students' data from 30 school days following the initial SRT meeting date due to the majority of referral records not including an exit date. Compiling data from 30 days prior to and following the initial meeting data was determined to be the optimal timeframe because six weeks (i.e., 30 school days) is offered as a recommendation for the maximum amount of time used to determine whether a chosen intervention has been successful, according to the SRT school guide. Although this is a suggested timeframe for interventions and strategies prior to referral, it was determined to be a helpful guide for determining success of interventions implemented by the SRT as well. In addition, the initial meeting was chosen as the date to use because intervention plans are selected during this meeting and interventions should begin implementation soon after. Statistically significant results from paired samples t-tests are reported with the criterion of  $p < .05$ .

## **Evaluation Questions**

Evaluation questions for this report were created by the evaluators with feedback from the director of student services. The evaluation questions established for the evaluation follow.

- 1. What are the operational components of SRT and what progress was made toward meeting related goals and objectives?**
  - a. To what extent were staff members familiar with SRT and understand the purpose of SRT?
  - b. How are SRT members selected and what are the responsibilities of SRT members and the SRT lead administrator?
  - c. What is the process for referring students to SRT?
  - d. What is the process for monitoring student data?
  - e. What is the process for choosing interventions/strategies?
  - f. What professional learning opportunities were provided for staff on SRT?
- 2. What were the characteristics of the students referred to and served by SRT?**
  - a. How many students were referred to SRT? How many students were served by SRT?
  - b. What were the demographic characteristics (e.g., grade, gender, ethnicity, socioeconomic status, special education, gifted status) for students who were referred and served by the SRT process?
- 3. To what extent were the SRT student outcome goal and objectives met?**
- 4. What were the stakeholders' perceptions of SRT (i.e., administrators, teachers, other staff, students, and parents)?**
- 5. What was the additional cost of SRT to the school division?**

## **Evaluation Results and Discussion**

### **Operational Components and Related Goals and Objectives**

The first evaluation question focused on the operational components of SRT, which included information about staff familiarity with SRT; the SRT member selection process; responsibilities of SRT members and SRT lead administrators; the referral, data monitoring, and intervention processes involved in SRT; and professional learning opportunities for staff. Information related to goals and objectives, actions taken regarding recommendations from the implementation evaluation in 2018-2019, and adjustments due to the pandemic are integrated within the operational components section of the report where applicable.

## Staff Familiarity and Involvement With SRT Process

All staff who responded to the survey were asked to indicate whether they were familiar with the SRT process and agreement regarding their understanding of SRT's purpose. At all levels, nearly all administrators and at least 88 percent of other staff indicated they were familiar with SRT (see Table 2). For teachers, 95 percent of elementary school and 88 percent of middle school teachers indicated they were familiar with SRT, while 83 percent of high school teachers indicated they were. Overall, percentages of staff who were familiar with SRT remained relatively consistent for all staff groups at all levels in comparison to percentages in 2018-2019.

**Table 2: Staff Agreement Regarding Familiarity With SRT**

School Level	2018-2019			2020-2021		
	Administrator	Teacher	Other Staff	Administrator	Teacher	Other Staff
Elementary	100%	97%	91%	100%	95%	88%
Middle	100%	87%	92%	100%	88%	89%
High	100%	85%	92%	98%	83%	92%

Regarding understanding the purpose of SRT, all administrators and at least 87 percent of teachers and 90 percent of other staff agreed they understood the purpose of SRT (see Table 3). Overall, agreement percentages remained relatively consistent in comparison to agreement percentages in 2018-2019, though there was an increase in the agreement percentage of other staff at the high school level (from 88% to 93%).

**Table 3: Staff Agreement Regarding Understanding Purpose of SRT**

School Level	2018-2019			2020-2021		
	Administrator	Teacher	Other Staff	Administrator	Teacher	Other Staff
Elementary	100%	97%	95%	100%	95%	94%
Middle	100%	89%	88%	100%	91%	90%
High	97%	84%	88%	100%	87%	93%

Staff were also asked about whether they had any involvement with SRT during the 2020-2021 school year. Involvement was defined as serving as a lead SRT administrator or SRT member as well as referring students to the SRT, collaborating with the SRT, or assisting with implementing interventions. At least 90 percent of administrators and 63 percent of other staff at all levels indicated they were involved with SRT in some way (see Table 4). In addition, 60 percent of elementary school teachers, 46 percent of middle school teachers, and 38 percent of high school teachers indicated they were involved with SRT. In comparison to 2018-2019 survey data, the percentage of other staff at the high school level who indicated involvement increased (from 72% to 81%), while the percentages of high school administrators and elementary school and middle school teachers and other staff decreased (from 5 to 13 percentage point declines) (see Table 4).

**Table 4: Percentage of Staff Who Indicated Involvement With SRT**

School Level	2018-2019			2020-2021		
	Administrator	Teacher	Other Staff	Administrator	Teacher	Other Staff
Elementary	93%	66%	76%	95%	60%	63%
Middle	97%	55%	74%	97%	46%	69%
High	97%	40%	72%	90%	38%	81%

Not surprisingly, agreement percentages regarding SRT familiarity and understanding the purpose of SRT varied slightly based on whether staff indicated they had been involved with SRT. As shown in Table 5, at least 97 percent of staff who were involved with SRT agreed with both items. Of the staff who were not involved



with SRT, 82 percent agreed that they were familiar with SRT and 84 percent agreed that they understood the purpose of SRT.

**Table 5: Staff Agreement Regarding Familiarity by Involvement With SRT**

Item	2018-2019		2020-2021	
	SRT Involvement	No SRT Involvement	SRT Involvement	No SRT Involvement
Familiar with SRT	98%	82%	97%	82%
Understood purpose	97%	84%	97%	86%

### SRT Composition

A major component of the SRT process is collaboration amongst staff who represent multiple roles (e.g., teacher, school social worker, school nurse, reading specialist). The composition of the team for any given student should depend on the needs of the individual student. The SRT school guide provides recommendations on team composition based on students' areas of concern (i.e., academic, behavioral, attendance concerns). For example, regarding attendance concerns, it is recommended that the SRT include the administrator, teacher, parent/guardian, student, school social worker, school counselor, and school nurse.<sup>5</sup> However, the team composition is at the discretion of the school's SRT lead administrator, who leads the SRT at each school site. Since the 2017-2018 school year, it was advised that the SRT lead administrator be an assistant principal.<sup>6</sup> It is also recommended that parents/guardians be involved with the SRT and involve the referred students as appropriate.

One of the SRT goals was related to SRT composition: **"Multidisciplinary SRTs, led by an SRT administrator, will collaborate during the SRT process to meet students' needs."** Objectives for this goal focused on (1) multidisciplinary team, (2) identification of SRT lead administrator, (3) staff collaboration prior to referral, (4) intervention input, (5) parent involvement, and (6) student involvement.

The multidisciplinary team objective for the SRT composition goal is **"SRT members will vary based on the needs of the students and will represent multiple disciplines (e.g., teacher, school social worker, therapist, reading specialist, etc.) as measured by teacher, staff, and administrator survey responses."**

At least 88 percent of administrators, teachers, and other staff at all levels agreed that members on the SRTs varied based on student needs and at least 80 percent agreed that SRT members represented multiple disciplines (see tables 6 and 7). Overall, the agreement percentages for both items remained relatively consistent for staff groups at most levels in comparison to 2018-2019, with the exception of other staff agreement at the high school level regarding members representing multiple disciplines, which decreased from 90 percent in 2018-2019 to 85 percent in 2020-2021. In addition, there were increases in the agreement percentages for elementary school teachers (from 88% to 94%) regarding members varying and for other staff at the elementary school level (from 90% to 97%) regarding members representing multiple disciplines.

**Table 6: Staff Agreement Regarding SRT Members Varying Based on Student Needs**

School Level	2018-2019			2020-2021		
	Administrator	Teacher	Other Staff	Administrator	Teacher	Other Staff
Elementary	98%	88%	91%	99%	94%	94%
Middle	100%	89%	89%	97%	91%	91%
High	97%	90%	85%	94%	92%	88%

**Table 7: Staff Agreement Regarding SRT Members Representing Multiple Disciplines**

School Level	2018-2019			2020-2021		
	Administrator	Teacher	Other Staff	Administrator	Teacher	Other Staff
Elementary	97%	94%	90%	100%	96%	97%
Middle	96%	96%	89%	97%	96%	87%
High	93%	95%	90%	97%	98%	80%

Overall, of all staff who responded to the survey, between 26 and 39 percent of administrators and between 8 and 18 percent of teachers indicated they were involved in SRT as an SRT member, depending on level (see Table 8). At the elementary school level, 34 percent of other staff (e.g., school counselor, nurse) indicated they were involved in the SRT as an SRT member, while from 51 to 64 percent of other staff at the secondary levels indicated involvement as an SRT member, which suggests that multiple disciplines were represented, especially at the secondary levels. In comparison to 2018-2019, the percentage of other staff at the high school level involved with SRT as a member increased from 47 to 64 percent. However, there were decreases in the percentages of other staff at elementary school (from 46% to 34%), middle school teachers (from 22% to 16%), and high school administrators (from 51% to 35%) who indicated involvement as SRT members.

**Table 8: Percentage of Staff Who Indicated Involvement With SRT as SRT Member**

School Level	2018-2019			2020-2021		
	Administrator	Teacher	Other Staff	Administrator	Teacher	Other Staff
Elementary	27%	17%	46%	26%	18%	34%
Middle	41%	22%	52%	39%	16%	51%
High	51%	9%	47%	35%	8%	64%

Another objective for the SRT composition goal was that **“Teachers, staff, and administrators will be able to identify the SRT lead administrator as measured by teacher, staff, and administrator survey responses.”** Of all staff who responded to the survey regardless of involvement with SRT, most administrators and at least 76 percent of other staff at all school levels indicated they knew who served as the SRT lead administrator at their school (see Table 9). For teachers, 87 percent of elementary school teachers indicated they knew who served as their SRT lead administrator, while from 48 to 55 percent of secondary teachers indicated they knew. In comparison to 2018-2019, there were increases in the percentages of middle school administrators (from 93% to 100%) and other staff at the high school who indicated they knew their SRT lead administrator (from 71% to 80%) (see Table 9).

**Table 9: Staff Who Indicated They Knew Their School's SRT Lead Administrator**

School Level	2018-2019			2020-2021		
	Administrator	Teacher	Other Staff	Administrator	Teacher	Other Staff
Elementary	100%	90%	85%	99%	87%	80%
Middle	93%	61%	72%	100%	55%	76%
High	97%	47%	71%	98%	48%	80%

As would be expected, higher percentages of staff who indicated they were involved in SRT also reported knowing who served as the SRT lead administrator compared to those who were not involved in SRT (see Table 10). For those who were involved in SRT, agreement percentages for teachers and other staff were 81 and 88 percent, respectively, whereas approximately half of those who were not involved with SRT indicated knowing their SRT lead administrator. Similar results were found in 2018-2019, although the percentage of other staff who indicated they were not involved but knew their school's lead administrator increased from 46 percent in 2018-2019 to 57 percent in 2020-2021.

**Table 10: Staff Agreement Regarding Knowing Their School's SRT Administrator by SRT Involvement**

Group	2018-2019		2020-2021	
	Of Those Who Were Involved	Of Those Who Were Not Involved	Of Those Who Were Involved	Of Those Who Were Not Involved
Administrators	98%	n/a*	99%	n/a*
Teachers	83%	55%	81%	53%
Other Staff	89%	46%	88%	57%

Note: \*Due to most administrators being involved with SRT, this was not examined.

Consistent with the guideline that an assistant principal should serve as a school's SRT lead administrator, staff most often indicated that their school's SRT lead administrator was an assistant principal (82%). Some staff indicated their school's SRT lead administrator was a school counselor (11%), teacher (2%), or had another role (4%). In addition, of all building administrators who responded to the survey, which included both principals and assistant principals, from 33 to 50 percent indicated they were involved with SRT as the SRT lead administrator, depending on level (see Table 11). Consistent with the SRT school guide guideline, low percentages of teachers and other staff reported that they were their school's SRT lead administrator.

**Table 11: Percentage of Staff Who Indicated Involvement With SRT as SRT Administrator**

School Level	2018-2019			2020-2021		
	Administrator	Teacher	Other Staff	Administrator	Teacher	Other Staff
Elementary	59%	1%	5%	50%	1%	4%
Middle	48%	< 1%	12%	42%	1%	6%
High	40%	1%	3%	33%	< 1%	7%

### ***SRT Administrator and SRT Member Responsibilities***

According to the SRT school guide, SRT lead administrators' responsibilities included reviewing each student referral to the SRT, determining the appropriate members of the SRT depending on the referral concern, scheduling the initial SRT meeting, and beginning to consider interventions to address the area of concern.<sup>7</sup> Additionally, SRT lead administrators were responsible for documenting the initial and follow-up meetings on forms provided in the SRT school guide as well as inviting parents to meetings. The SRT lead administrators were also expected to provide coaching and support to teachers as needed.<sup>8</sup>

Responsibilities of SRT members included meeting as a group to discuss student strengths and weaknesses and analyze all data and previously attempted interventions.<sup>9</sup> SRT members were expected to select and develop plans for appropriate interventions and/or accommodations, including assigning staff to implement the strategies and monitor progress. When needed, SRT members were expected to take part in follow-up meetings to continue to address students' needs.

After the SRT lead administrator determines the appropriate SRT members, an initial meeting with the members is held. During the initial meeting, the SRT members collaborate to review the data and select appropriate interventions. Following the initial meeting, the assigned staff members should deliver the intervention and monitor the effectiveness of the plan. Follow-up meetings are held as needed to review the progress of the plan and student data to determine whether adjustments to the plan are needed, whether students require more support, or if students no longer need support.

When staff who indicated they were involved with SRT as SRT members were surveyed about understanding their responsibilities and role, at least 86 percent of staff across all staff groups at all levels agreed that they understood their responsibilities and role in the SRT process (see Table 12). In comparison to 2018-2019,

agreement percentages either remained high or increased, most notably at the high school level (from 82% to 100% for administrators, from 89% to 98% for teachers, and from 76% to 95% for other staff).

**Table 12: Staff Agreement Regarding SRT Members Understanding Their Responsibilities and Role**

School Level	2018-2019			2020-2021		
	Administrator	Teacher	Other Staff	Administrator	Teacher	Other Staff
Elementary	98%	94%	86%	100%	97%	90%
Middle	100%	89%	70%	100%	95%	86%
High	82%	89%	76%	100%	98%	95%

Staff who were involved with SRT were also asked specifically about key responsibilities of SRT members, including general collaboration as well as collaborating prior to referring students and when planning interventions or strategies for students during the SRT process. When surveyed generally about SRT members working collaboratively to address students' needs, at least 82 percent of staff across all staff groups at all levels agreed (see Table 13). In comparison to 2018-2019, agreement percentages remained high, with the exception of other staff at the middle school level, which decreased from 87 percent in 2018-2019 to 82 percent in 2020-2021.

**Table 13: Staff Agreement Regarding SRT Members Working Collaboratively to Address Students' Needs**

School Level	2018-2019			2020-2021		
	Administrator	Teacher	Other Staff	Administrator	Teacher	Other Staff
Elementary	97%	90%	92%	100%	93%	99%
Middle	96%	92%	87%	100%	95%	82%
High	93%	89%	93%	97%	93%	90%

An objective for the SRT composition goal focused on staff collaboration prior to referral is that **“Staff will collaborate to discuss strategies to address concerns prior to referring a student to the SRT as measured by teacher, staff, and administrator survey responses.”** At all levels, at least 93 percent of administrators and 85 percent of teachers agreed that staff collaborated to address concerns prior to referring a student to the SRT (see Table 14). While 92 percent of other staff at the elementary school level agreed that staff collaborated before referring a student to SRT, lower percentages of other staff at the middle school and high school levels agreed (from 68% to 76%). In comparison to 2018-2019, there were increases in agreement percentages for high school administrators (from 86% to 94%), high school teachers (from 77% to 85%), and other staff at elementary school (from 79% to 92%).

**Table 14: Staff Agreement Regarding Staff Collaboration Prior to SRT Referral**

School Level	2018-2019			2020-2021		
	Administrator	Teacher	Other Staff	Administrator	Teacher	Other Staff
Elementary	95%	87%	79%	95%	90%	92%
Middle	100%	88%	76%	93%	90%	68%
High	86%	77%	79%	94%	85%	76%

The intervention input objective for the SRT composition goal is **“All SRT members will provide input to develop interventions as measured by teacher, staff, and administrator survey responses.”** As shown in Table 15, at least 85 percent of staff across all staff groups at all levels agreed that SRT members collaboratively provided input to develop strategies and interventions. In comparison to 2018-2019, agreement percentages either remained high or increased, most notably for other staff at the elementary school (from 89% to 99%) and middle school levels (from 78% to 85%).

**Table 15: Staff Agreement Regarding SRT Members Providing Input for Interventions**

School Level	2018-2019			2020-2021		
	Administrator	Teacher	Other Staff	Administrator	Teacher	Other Staff
Elementary	97%	90%	89%	98%	94%	99%
Middle	96%	94%	78%	97%	94%	85%
High	97%	90%	90%	97%	94%	90%

### **Parent Involvement**

According to a new Virginia law effective July 1, 2020, school divisions are required to provide parents with timely notification if their child was screened for response to intervention (RTI) purposes and determined to need additional services (i.e., “does not meet the benchmark on any assessment used to determine at-risk learners”).<sup>10</sup> The notification would include any screening or assessment-related information and intervention plans. According to the director of student services, SRT is the school division’s process for providing RTI screening and services. In September 2021, the VBCPS School Board adopted a corresponding policy stating that “the Superintendent will develop procedures for providing timely and written notification to adult students or parent/legal guardians of minor students who: undergo literacy and Response to Intervention screening and services; and do not meet the benchmark on any assessment used to determine at-risk learners in preschool through grade 12. Such notification shall include all such assessment scores and subscores and intervention plans that results from such assessment scores or subscores.”<sup>11</sup> During the SRT process, parents whose child is referred to the SRT are provided a notification and invitation to the initial meeting of the SRT for the student. According to the director of student services, staff in the Department of Teaching and Learning are working on other procedures related to this policy.<sup>12</sup>

The parent involvement objective for the SRT composition goal is **“Parents of students involved with the SRT process will understand the purpose of the SRT; be encouraged to attend all meetings; and indicate that they know where to find resources to address various areas of concern as measured by parent, teacher, staff, and administrator survey responses.”**

At the elementary school level, at least 78 percent of parents whose child was referred to SRT and responded to the survey agreed that they understood the purpose of SRT, were encouraged to attend meetings, and knew where to find resources (see Table 16). Lower percentages of secondary parents whose child was referred to SRT and responded to the survey agreed that they understood the purpose (from 55% to 60%), were encouraged to attend meetings (from 36% to 60%), and knew where to find resources (from 50% to 54%), with lowest agreement percentages at the high school level. In addition, most agreement percentages at the secondary levels decreased in 2020-2021 from 2018-2019 (see Table 16).

**Table 16: Parent Agreement Regarding Involvement With SRT**

Item	2018-2019			2020-2021		
	Elementary	Middle	High	Elementary	Middle	High
Understood purpose	90%	73%	75%	87%	60%	55%
Encouraged to attend meetings	86%	55%	67%	90%	60%	36%
Knew where to find resources	79%	64%	65%	78%	54%	50%

Additionally, approximately three-fourths of parents at the elementary school level indicated that they received information that their child was referred to SRT, while 47 percent of middle school and 35 percent of high school parents indicated that they had (see Table 17). In addition, 27 percent of middle school parents and 35 percent of high school parents indicated they did not know whether they received this information.

**Table 17: Parent Responses to Whether They Received Information That Their Child Was Referred to SRT**

Parent Responses	2018-2019			2020-2021		
	Elementary	Middle	High	Elementary	Middle	High
Yes	77%	59%	75%	76%	47%	35%
No	13%	9%	21%	15%	27%	29%
Don't Know	10%	32%	4%	10%	27%	35%

Parents were also surveyed in 2020-2021 about SRT meetings, including whether they received notification about meetings, attended any meetings, and received information about the outcome. Overall, 77 to 79 percent of elementary school parents indicated they received notification of the meetings and attended meetings, while from 53 to 60 percent of middle school parents indicated they had (see Table 18). Lower percentages of high school parents indicated they were notified (32%) and attended meetings (26%). Regarding receiving information about the outcome of meetings, 66 percent of elementary school parents, 47 percent of middle school parents, and 24 percent of high school parents indicated they did.

**Table 18: Parent Responses to SRT Meeting Related Questions**

Parent Responses	Received Notification			Attended			Received Outcome Information		
	Elementary	Middle	High	Elementary	Middle	High	Elementary	Middle	High
Yes	77%	53%	32%	79%	60%	26%	66%	47%	24%
No	11%	33%	44%	16%	40%	62%	26%	47%	56%
Don't Know	11%	13%	24%	5%	0%	12%	8%	7%	21%

Additional analyses focused exclusively on the 68 parents who indicated on the survey their child received support through the SRT for either academic, attendance, and/or behavioral reasons (63% of all parent respondents). Overall, 91 percent of these parents agreed that they understood the purpose of SRT and that they were encouraged to attend meetings. Additionally, 80 percent of these parents agreed that they knew where to find resources and 75 percent indicated they received information that their child was referred. Responses by level showed that at least 71 percent of parents at all levels agreed that they understood the purpose, were encouraged to attend meetings, and knew where to find resources (see Table 19). At least 75 percent of elementary school and middle school parents indicated they received information that their child was referred, notified about SRT meetings, attended SRT meetings, and received information about the outcome, while 62 percent of high school parents agreed with these items.

**Table 19: Parent Agreement Percentages Regarding Involvement With SRT Of Parents Who Indicated Their Child Received Support**

Item	Elementary	Middle	High
Understood purpose	93%	88%	83%
Encouraged to attend meetings	96%	88%	75%
Knew where to find resources	83%	71%	75%
Received information that child was referred	81%	75%	54%
Notified about SRT meetings	85%	75%	62%
Attended SRT meetings	89%	88%	62%
Received information about SRT meeting outcome	79%	75%	62%

When staff were surveyed about parent involvement, at least 84 percent of staff across all staff groups at all levels indicated that parents understood the purpose of SRT, and at least 96 percent indicated that parents were encouraged to attend SRT meetings. Lower percentages of staff agreed that parents knew where to find resources (from 64% to 85%) (see tables 20, 21, and 22). In comparison to 2018-2019, agreement percentages

remained relatively high or increased, with notable increases for middle school and high school teachers and high school administrators regarding parents understanding the purpose of SRT and knowing where to find resources (from 5 to 12 percentage point increases).

**Table 20: Staff Agreement Regarding Parents Understanding the Purpose of SRT**

School Level	2018-2019			2020-2021		
	Administrator	Teacher	Other Staff	Administrator	Teacher	Other Staff
Elementary	98%	88%	88%	94%	91%	91%
Middle	96%	86%	82%	100%	91%	84%
High	86%	85%	90%	97%	94%	88%

**Table 21: Staff Agreement Regarding Parents Being Encouraged to Attend Meetings**

School Level	2018-2019			2020-2021		
	Administrator	Teacher	Other Staff	Administrator	Teacher	Other Staff
Elementary	100%	97%	98%	99%	99%	99%
Middle	100%	97%	98%	100%	97%	96%
High	96%	93%	98%	100%	99%	98%

**Table 22: Staff Agreement Regarding Parents Knowing Where to Find Resources**

School Level	2018-2019			2020-2021		
	Administrator	Teacher	Other Staff	Administrator	Teacher	Other Staff
Elementary	83%	77%	76%	82%	81%	77%
Middle	77%	73%	84%	76%	84%	64%
High	67%	78%	68%	79%	85%	70%

### **Student Involvement**

Another important component of the SRT is involving students in the SRT process. According to the director of student services, students should be invited to SRT meetings as deemed appropriate depending on grade level. Generally, students at the secondary levels are more likely to be invited. The student objective for the SRT composition goal is **“Students will be considered and included throughout the SRT process as measured by student, parent, teacher, staff, and administrator survey responses.”**

Overall, 44 percent of eighth through twelfth grade students who were referred to SRT and responded to the survey indicated they did not receive extra support or help through the SRT at their school during 2020-2021, and 28 percent indicated they did not know whether they did. This suggests that the majority of students may not have been aware that they were referred to receive extra support through the SRT process.

When students were surveyed about their involvement with the SRT process, overall, the majority of eighth through twelfth grade students who responded to the survey indicated that they did not know whether they were involved throughout the SRT process (57%) or whether their needs were considered throughout the SRT process (58%) (see Table 23). In addition, the majority of eighth through twelfth grade students indicated that they did not attend any SRT meetings (67%).



**Table 23: Student Responses Regarding Involvement, Needs Being Considered, and Attending SRT Meetings**

Student Responses	SRT Involvement	Needs Considered	Attended SRT Meetings
Agree	25%	27%	9%
Disagree	18%	15%	67%
Don't Know	57%	58%	24%

Additional analyses focused exclusively on the 16 students who indicated that they were referred to the SRT for either academic, attendance, and/or behavioral reasons (30% of all student respondents). The majority of these students agreed that they were involved throughout the SRT process (67%) and that their needs were considered (63%), but a lower percentage (31%) of these students indicated that they attended an SRT meeting during 2020-2021 (see Table 24). Half of these students (50%) indicated they did not know whether they attended a meeting.

**Table 24: Student Responses Regarding Involvement, Needs Being Considered, and Attending SRT Meetings For Students Who Indicated They Were Referred**

Student Responses	SRT Involvement	Needs Considered	Attended SRT Meetings
Agree	67%	63%	31%
Disagree	13%	13%	19%
Don't Know	20%	25%	50%

Parents of students who were referred to SRT were also surveyed about their child's involvement with SRT. In comparison to student responses, a higher percentage of parents were aware of the student being referred to SRT. Overall, 63 percent of parents who responded to the survey indicated that their child received support through the SRT for academic, attendance, and/or behavioral reasons at their school during 2020-2021, while 17 percent of parents indicated their child did not receive extra support through the SRT and 19 percent indicated they did not know whether their child did.

Overall, 73 percent of parents who responded to the survey agreed that their child's needs were considered throughout the SRT process, and 54 percent agreed that their child was involved. As shown in Table 25, 88 percent of elementary school parents agreed that their child's needs were considered through the SRT process, while 62 percent of middle school parents and 48 percent of high school parents agreed. Regarding their child being involved throughout the SRT process, 69 percent of middle school parents agreed, while 57 percent of elementary school and 42 percent of high school parents agreed.

**Table 25: Parent Agreement Regarding Student Involvement with SRT**

Item	2018-2019			2020-2021		
	Elementary	Middle	High	Elementary	Middle	High
My child's needs were considered.	84%	73%	77%	88%	62%	48%
My child was involved.	66%	57%	77%	57%	69%	42%

Additional analyses focused exclusively on the 68 parents who indicated their child received support through the SRT for either academic, attendance, and/or behavioral reasons (63% of all parent respondents) (see Table 26). Overall, 94 percent of these parents agreed that their child's needs were considered, and 78 percent agreed that their child was involved. Responses by school level showed that at least 86 percent of parents at

all levels agreed that their child's needs were considered, and all secondary parents agreed that their child was involved, while 69 percent of elementary school parents agreed.

**Table 26: Parent Agreement Regarding Student Involvement with SRT Of Parents Who Indicated Their Child Received Support**

Item	Elementary	Middle	High
My child's needs were considered.	93%	86%	100%
My child was involved.	69%	100%	100%

When staff were surveyed regarding students being considered and involved throughout the process, across all staff groups, at least 90 percent of high school staff, 82 percent of middle school staff, and 79 percent of elementary staff agreed that students were considered and involved (see Table 27).

**Table 27: Staff Agreement Regarding Students Being Considered and Involved**

School Level	2018-2019			2020-2021		
	Administrator	Teacher	Other Staff	Administrator	Teacher	Other Staff
Elementary	86%	79%	77%	84%	83%	79%
Middle	92%	80%	85%	97%	87%	82%
High	100%	88%	90%	100%	97%	90%

### SRT Referral Process

According to the SRT school guide, students should be referred to the SRT if their academic performance, attendance, or behavior interferes with their academic progress.<sup>13</sup> If there is a concern for a student, a student may be referred to SRT by any of the following individuals: teacher, group of teachers/team, parent/guardian, counselor, specialist, administrator, district support staff, or outside agency. Additionally, students should only be referred after prereferral steps have been taken, which include four to six weeks of interventions that have been determined not to be successful through data monitoring. To refer students to the SRT, a referral form should be completed by the referring individual and provided to the SRT lead administrator. This form includes details such as the reason for referral, the specific challenges being observed, areas of strength and concern, and previous interventions that have been attempted.

According to schools' SRT data logs, referrals at the elementary school level were most often made by teachers (68%), whereas school counselors most often made referrals at the middle school (68%) and high school levels (70%). Additional data showed that approximately 22 percent of elementary school referrals were by administrators, 5 percent were by parents, and 2 percent were by school counselors. At the secondary levels, approximately 13 percent of middle school and 14 percent of high school referrals were by teachers and 15 percent of middle school and 7 percent of high school referrals were by administrators. Survey results from staff aligned with these referral patterns from the SRT data logs overall. Additionally, less than 1 percent of middle school referrals and 2 percent of high school referrals were made by parents. A somewhat higher percentage of referrals at the high school level were made by social workers or psychologists (7%) compared to referrals made by social workers at the elementary (1%) and middle (3%) school levels. Across all levels, less than 3 percent of referrals were made by specialists, SRTs, SEC, or other positions.

Staff who were involved with the SRT process were also asked about specific details related to the referral process, including whether there was a method to refer students as well as whether the process was clear and whether forms could be completed in a reasonable amount of time. Of the staff who were involved with SRT, at least 82 percent of administrators and teachers at all levels agreed that staff consistently used an established method for referring students to SRT (see Table 28). Lower percentages of other staff at all levels agreed (from 61% to 77%). In comparison to 2018-2019, agreement percentages increased 6 percentage

points for middle school and high school teachers and other staff at the elementary school level. In addition, a notable increase was seen for high school administrators (from 67% to 91%).

**Table 28: Staff Agreement Regarding Staff Consistently Using an Established Method for How to Refer to SRT**

School Level	2018-2019			2020-2021		
	Administrator	Teacher	Other Staff	Administrator	Teacher	Other Staff
Elementary	90%	86%	71%	90%	90%	77%
Middle	96%	78%	61%	93%	85%	61%
High	67%	76%	59%	91%	82%	63%

Overall, regarding the SRT referral process being clear, at least 86 percent of administrators and 73 percent of teachers at all levels as well as 71 percent of other staff at the elementary and high school levels agreed (see Table 29). A lower percentage of other staff at the middle school level agreed that the SRT referral process was clear (62%). In comparison to 2018-2019, agreement percentages increased from 5 to 8 percentage points for elementary school administrators and other staff and secondary teachers. In addition, notable increases of 10 to 25 percentage points were seen for high school administrators (from 66% to 91%) and other staff (from 61% to 71%).

**Table 29: Staff Agreement Regarding SRT Referral Process Being Clear**

School Level	2018-2019			2020-2021		
	Administrator	Teacher	Other Staff	Administrator	Teacher	Other Staff
Elementary	88%	81%	70%	93%	83%	76%
Middle	85%	70%	66%	86%	78%	62%
High	66%	65%	61%	91%	73%	71%

At least 79 percent of administrators and 84 percent of teachers at all levels as well as 92 percent of other staff at elementary school agreed that SRT forms can be completed in a reasonable amount of time, while from 56 to 60 percent of other staff at the secondary levels agreed (see Table 30). In comparison to 2018-2019, agreement percentages increased for nearly all staff groups at all levels. There were notable increases for middle school and high school administrators (from 73% to 86% and from 52% to 79%, respectively) as well as other staff at the elementary school level (from 78% to 92%).

**Table 30: Staff Agreement Regarding Forms Being Completed in a Reasonable Amount of Time**

School Level	2018-2019			2020-2021		
	Administrator	Teacher	Other Staff	Administrator	Teacher	Other Staff
Elementary	82%	79%	78%	88%	85%	92%
Middle	73%	76%	56%	86%	86%	60%
High	52%	79%	61%	79%	84%	56%

Through an open-ended survey item, staff were provided the opportunity to comment on referring students to the SRT and/or holding SRT meetings during virtual learning. Several administrators, teachers, and other staff commented that the paperwork was lengthy and cumbersome to complete. A few administrators noted that teachers have difficulty completing the necessary steps prior to referring a student, such as attempting an intervention in the classroom. Teachers commented that the process prior to referral often takes too long and that the guidelines and criteria for referring students were unclear. Some teachers also expressed frustration that the strategies recommended at meetings may be strategies that were previously attempted. Some other staff noted that the necessary staff members are not always being involved and invited to the meetings.

Overall, some administrators, teachers, and other staff commented that the SRT process at their school was working well.

### Data Monitoring

Throughout the SRT process, data must be continuously collected to inform decision making regarding referrals and interventions. Prior to referring students to the SRT, if a staff member has a concern regarding student performance, the staff member should gather data, use the data collected to work with other staff to develop strategies to support the student, implement the strategy for four to six weeks, and continuously monitor student progress.<sup>14</sup> This process ensures that interventions have been attempted prior to an SRT referral and data support the referral. According to the SRT school guide, students should only be referred when they continue to show they are not meeting standards as documented by progress monitoring.

The SRT school guide provides general information regarding processes for determining which students may need support through SRT, such as using a universal screening tool to identify students in need and considering that between 15 and 20 percent of students may require this level of support. According to School Board Policy 5-17.1, there are division guidelines for when students should be referred to SRT for attendance concerns; however, there are no specific divisionwide guidelines regarding how to identify students for referral to SRT for academic or behavioral concerns.

School Board policy 5-17.1 states that when a student reaches six unexcused absences “within 10 school days, the principal or designee shall schedule a conference with the Student Support Team (SST) and the student, his/her parent/guardian, and school personnel.”<sup>15</sup> In addition, the meeting should be held no later than 15 school days after the sixth absence and the SRT can make recommendations for intervention within the classroom or for services within the school and appoint a case manager to follow the case and communicate with the parent/guardian and student. According to school board policy, with continued absences (seven unexcused absences), the principal or designee will refer the student to Juvenile Intake for an interview and the social worker or principal may file a CHINS (Child in Need of Services) petition with the court system if the absences continue. Additional guidance about enforcing this policy during the 2020-2021 school year was provided to principals through a March 4, 2021 principals’ packet memo. Teachers were informed that students who received instruction in person should be marked absent if they were not physically present, which included if the student was participating virtually. Principals were also advised that they may initiate moving a face-to-face student to a virtual setting as part of the SRT process (on the twelfth unexcused absence) if deemed necessary by the SRT to address frequent unexcused absences.<sup>16</sup>

After referral to the SRT and the initial meeting has been held, to inform decisions regarding ongoing interventions and strategies, it is expected that individualized progress monitoring for each student occurs regularly. The SRT school guide suggests that data should be collected at least weekly to determine the effectiveness of interventions.<sup>17</sup> The goal of progress monitoring is to gauge whether students are improving or not making adequate progress. The school guide provides an intervention program monitoring form that facilitates progress monitoring by documenting each date the intervention was implemented, data that were collected, and the outcome.

The SRT goal related to data monitoring is **“Data will be monitored and reviewed throughout the SRT process.”** Objectives for this goal focused on (1) prereferral data monitoring, (2) referral reason, (3) when to refer, (4) individualized goals and outcomes aligned with interventions, (5) data collection, and (6) use of referral information and data.

The prereferral data monitoring objective for the data monitoring goal is **“Teachers will collect and analyze data on areas of concern prior to referring a student to the SRT as measured by teacher, staff, and**

**administrator survey responses.”** At least 86 percent of elementary school staff across all staff groups, 90 percent of middle school administrators and teachers, and 93 percent of high school teachers agreed that teachers collected and analyzed data prior to referring students to SRT (see Table 31). Lower agreement percentages were found for high school administrators (79%) and other staff at the secondary levels (from 68% to 76%). In comparison to 2018-2019, overall, agreement percentages remained high or relatively consistent. Agreement percentages increased notably for other staff at the elementary school (from 75% to 86%) and middle school (from 69% to 76%) levels and high school teachers (from 82% to 93%).

**Table 31: Staff Agreement Regarding Collecting and Analyzing Data Prior to SRT Referral**

School Level	2018-2019			2020-2021		
	Administrator	Teacher	Other Staff	Administrator	Teacher	Other Staff
Elementary	97%	92%	75%	91%	95%	86%
Middle	89%	91%	69%	90%	96%	76%
High	82%	82%	66%	79%	93%	68%

The referral reason objective for the data monitoring goal is **“Students will be referred to the SRT when data show that concerns have not been resolved following classroom interventions as measured by teacher, staff, and administrator survey responses.”** As shown in Table 32, at least 85 percent of staff across all staff groups at all levels agreed that students were referred to SRT when data showed concerns were not resolved following classroom interventions with the exception of other staff at secondary levels (from 76% to 78%). In comparison to 2018-2019, most agreement percentages remained relatively high. There were notable increases for teachers (from 85% to 92%) and other staff at the high school level (from 64% to 76%).

**Table 32: Staff Agreement Regarding Students Referred When Concerns Not Resolved After Classroom Interventions**

School Level	2018-2019			2020-2021		
	Administrator	Teacher	Other Staff	Administrator	Teacher	Other Staff
Elementary	95%	94%	81%	95%	95%	86%
Middle	92%	90%	80%	97%	95%	78%
High	83%	85%	64%	85%	92%	76%

The objective for the data monitoring goal focused on when to refer students is **“Each school will consistently use established indicators for when to refer students to the SRT and an established method for monitoring the progress of interventions as measured by teacher, staff, and administrator survey responses.”** As shown in Table 33, at least 79 percent of administrators and teachers at all levels agreed that staff consistently used established indicators for when to refer students to SRT. Lower percentages of other staff at all levels agreed that staff consistently used indicators for referring students (from 62% to 71%). In comparison to 2018-2019, there were notable increases in the agreement percentages for all staff groups at the high school level and other staff at the elementary school level (from 10 to 18 percentage point increases) (see Table 33).

**Table 33: Staff Agreement Regarding Consistent Use of Indicators for When to Refer**

School Level	2018-2019			2020-2021		
	Administrator	Teacher	Other Staff	Administrator	Teacher	Other Staff
Elementary	83%	80%	60%	81%	81%	70%
Middle	92%	77%	70%	86%	85%	62%
High	69%	68%	53%	79%	82%	71%

Regarding using an established method for monitoring the progress of interventions, at least 71 percent of administrators and teachers at all levels agreed. While 83 percent of other staff at elementary school agreed

that there was an established method for monitoring the progress of interventions, 60 percent of other staff at middle school and 68 percent of other staff at high school agreed (see Table 34).

**Table 34: Staff Agreement Regarding Using Established Method for Monitoring Progress of Interventions**

School Level	Administrator	Teacher	Other Staff
Elementary	89%	87%	83%
Middle	86%	82%	60%
High	71%	86%	68%

Note: This item was not provided on the 2018-2019 staff survey.

Another objective for the data monitoring goal focused on individualized goals and outcomes being aligned with interventions and states **“Measurable goals and outcomes will be monitored using data that are individualized for each student and aligned with the intervention as measured by teacher, staff, and administrator survey responses.”** As shown in Table 35, at least 77 percent of staff across all staff groups at all levels agreed that measurable goals and outcomes were monitored using data that were individualized for each student. In comparison to 2018-2019, there were increases in agreement percentages for middle school and high school administrators and teachers and other staff at the high school level (from 6 to 10 percentage point increases).

**Table 35: Staff Agreement Regarding Measurable Goals and Outcomes Being Monitored Using Data That Are Individualized**

School Level	2018-2019			2020-2021		
	Administrator	Teacher	Other Staff	Administrator	Teacher	Other Staff
Elementary	97%	92%	81%	94%	94%	95%
Middle	85%	81%	84%	93%	89%	77%
High	78%	78%	72%	85%	88%	78%

In addition, at least 81 percent of staff across all staff groups at all levels agreed that goals and outcomes were aligned with interventions for students during the SRT process (see Table 36). In comparison to 2018-2019, there were increases in agreement percentages for other staff at the elementary school (from 80% to 94%) and middle school levels (from 83% to 90%).

**Table 36: Staff Agreement Regarding Goals and Outcomes Being Aligned With Interventions**

School Level	2018-2019			2020-2021		
	Administrator	Teacher	Other Staff	Administrator	Teacher	Other Staff
Elementary	100%	92%	80%	94%	96%	94%
Middle	96%	86%	98%	89%	91%	81%
High	85%	88%	83%	85%	91%	90%

The data collection objective for the data monitoring goal is **“Data will be collected at least weekly when monitoring students’ progress after the implementation of a strategy or intervention as measured by teacher, staff, and administrator survey responses.”** At least 84 percent of elementary school staff across all staff groups agreed that data were collected at least weekly when monitoring students’ progress (see Table 37). At the secondary levels, from 83 to 86 percent of middle school administrators and teachers and from 76 to 77 percent of high school administrators and teachers agreed that data were collected at least weekly. Lower percentages of other staff at the middle school (69%) and high school levels (59%) agreed. In comparison to 2018-2019, there were increases in agreement percentages for teachers at all levels, secondary administrators, and other staff at the elementary school level (from 5 to 17 percentage point increases).



**Table 37: Staff Agreement Regarding Weekly Data Collection**

School Level	2018-2019			2020-2021		
	Administrator	Teacher	Other Staff	Administrator	Teacher	Other Staff
Elementary	91%	87%	76%	92%	92%	84%
Middle	73%	70%	65%	86%	83%	69%
High	59%	65%	60%	76%	77%	59%

The use of referral information and data objective for the data monitoring goal is **“SRTs will use referral information and pre- and postreferral monitoring data to make decisions regarding appropriate interventions and adjustments to interventions (including adding Tier 3 level supports) as measured by teacher, staff, and administrator survey responses.”** Staff were asked to select which types of information were used to make decisions regarding selecting appropriate interventions as well as making needed adjustments to interventions. At least 92 percent of administrators, 76 percent of teachers, and 78 percent of other staff indicated that referral information was used to make decisions related to interventions (see Table 38). In comparison to 2018-2019, while the percentages of administrators at all levels remained relatively high, there were decreases in the percentages of teachers and other staff at all levels who indicated use of referral information for decision making (from 11 to 21 percentage point decreases).

**Table 38: Staff Agreement Regarding Using Referral Information for Decision Making**

School Level	2018-2019			2020-2021		
	Administrator	Teacher	Other Staff	Administrator	Teacher	Other Staff
Elementary	100%	96%	93%	98%	82%	82%
Middle	100%	98%	96%	93%	79%	78%
High	93%	95%	100%	92%	76%	79%

The percentages of staff who selected using pre- and postreferral monitoring data to make decisions regarding interventions were lower and depended on school level and position (see tables 39 and 40). At least 70 percent of elementary school staff across staff groups and 80 percent of middle school administrators indicated that prereferral monitoring data were used to inform intervention planning. From 59 to 67 percent of middle school teachers and other staff and from 47 to 69 percent of high school staff across staff groups indicated that prereferral monitoring data were used. Regarding use of postreferral monitoring data, 83 percent of elementary school administrators and 80 percent of middle school administrators indicated that postreferral monitoring data were used. Lower percentages were seen for high school administrators (61%) as well as teachers (from 48% to 67%) and other staff at all levels (from 32% to 63%). In comparison to 2018-2019, there were increases of high school administrators who indicated use of prereferral data (from 64% to 69%) and middle school administrators who indicated use of postreferral data (from 69% to 80%). However, there were decreases of elementary school administrators and teachers, middle school administrators and other staff, and high school teachers and other staff who indicated use of prereferral data (from 5 to 17 percentage point decreases). There were also decreases of staff across all staff groups at the elementary school level and teachers and other staff at the high school level who indicated use of postreferral data (from 6 to 19 percentage point decreases).

**Table 39: Staff Agreement Regarding Using Prereferral Monitoring Data for Decision Making**

School Level	2018-2019			2020-2021		
	Administrator	Teacher	Other Staff	Administrator	Teacher	Other Staff
Elementary	90%	82%	66%	85%	76%	70%
Middle	85%	71%	68%	80%	67%	59%
High	64%	69%	64%	69%	60%	47%



**Table 40: Staff Agreement Regarding Using Postreferral Data for Decision Making**

School Level	2018-2019			2020-2021		
	Administrator	Teacher	Other Staff	Administrator	Teacher	Other Staff
Elementary	90%	74%	69%	83%	67%	63%
Middle	69%	64%	52%	80%	63%	49%
High	61%	55%	51%	61%	48%	32%

### Intervention/Strategy Planning

According to the SRT school guide, appropriate interventions and strategies are chosen and planned as a team.<sup>18</sup> To facilitate this planning, SRT lead administrators may invite staff members with expertise in the area of concern as “intervention consultants.” In addition, according to the director of student services, to assist SRTs with choosing appropriate interventions, each school SRT lead administrator was provided a copy of the Prereferral Intervention Manual (PRIM) in 2018-2019, which is a published book that provides research-based interventions across the areas of academics, attendance, and behavior.<sup>19</sup> The book is organized by student area of concern and by grade level to facilitate selecting appropriate interventions. It was expected that SRT lead administrators and SRT members would reference the PRIM prior to and/or during meetings to plan appropriate interventions based on students’ needs.

Of all staff who responded to the survey, at least 48 percent of other staff at all levels indicated that they collaborated with the SRT, which supports the idea that staff from multiple disciplines worked with a school’s SRT. At the elementary school level, higher percentages of teachers and other staff indicated they implemented interventions, while higher percentages of other staff and administrators indicated they implemented interventions at the middle school and high school levels (see Table 41).

**Table 41: Percentages of Staff Who Indicated Specific Types of Involvement with SRT - 2020-2021**

Type of Involvement	School Level	2018-2019			2020-2021		
		Administrator	Teacher	Other Staff	Administrator	Teacher	Other Staff
Collaborated with SRT	Elementary	66%	26%	51%	58%	34%	48%
	Middle	79%	36%	55%	61%	29%	55%
	High	63%	21%	52%	60%	22%	67%
Implemented Intervention	Elementary	30%	36%	31%	19%	39%	34%
	Middle	45%	30%	40%	42%	30%	48%
	High	49%	16%	44%	45%	21%	57%

The SRT goal related to strategies and interventions is **“Specific strategies and interventions related to an area of concern (e.g., academic, behavioral, attendance) will be implemented as part of the SRT process.”**

Objectives for this goal focused on (1) prereferral interventions, (2) individualized, research-based interventions, and (3) tiered support.

The prereferral intervention objective for the strategies and interventions goal is **“Teachers will implement a strategy or intervention for 4-6 weeks in the classroom prior to referring a student to the SRT as measured by teacher, staff, and administrator survey responses.”** As shown in Table 42, at least 83 percent of elementary school and middle school administrators and teachers agreed that teachers implemented strategies to address students’ needs prior to referring students to SRT. Lower agreement percentages were seen at the high school level for all staff groups (from 58% to 79%) and other staff at the elementary school (75%) and middle school levels (67%). In comparison to 2018-2019, agreement percentages increased for middle school and high school teachers (7 percentage point increases) and other staff at the elementary school level (12 percentage point increase (see Table 42).

**Table 42: Staff Agreement Regarding Use of Interventions Prior to SRT Referral**

School Level	2018-2019			2020-2021		
	Administrator	Teacher	Other Staff	Administrator	Teacher	Other Staff
Elementary	85%	88%	63%	84%	92%	75%
Middle	89%	84%	76%	83%	91%	67%
High	75%	72%	63%	58%	79%	59%

The objective about individualized, research-based interventions for the strategies and interventions goal is **“The SRT will develop individualized, research-based intervention plans for each student during the initial SRT meeting as measured by teacher, staff, and administrator survey responses.”** All staff agreement percentages were at least 93 percent regarding individualized intervention plans being developed during the initial meeting (see Table 43). In comparison to 2018-2019, agreement percentages remained relatively high overall. There were notable increases for high school administrators (from 78% to 94%) and teachers (from 89% to 96%).

**Table 43: Staff Agreement Regarding Individualized Intervention Plans Being Developed During Initial Meeting**

School Level	2018-2019			2020-2021		
	Administrator	Teacher	Other Staff	Administrator	Teacher	Other Staff
Elementary	97%	91%	91%	100%	94%	97%
Middle	100%	90%	98%	96%	94%	95%
High	78%	89%	90%	94%	96%	93%

Regarding selected intervention plans being research-based, at least 89 percent of administrators and teachers at all levels agreed. For other staff, 89 percent of elementary staff and 81 percent of middle school staff agreed that intervention plans were research-based, while 75 percent of high school other staff agreed (see Table 44). In comparison to 2018-2019, agreement percentages remained relatively high or increased. There were notable increases for teachers and other staff at all levels (from 8 to 16 percentage point increases).

**Table 44: Staff Agreement Regarding Intervention Plans Being Research Based**

School Level	2018-2019			2020-2021		
	Administrator	Teacher	Other Staff	Administrator	Teacher	Other Staff
Elementary	95%	82%	77%	97%	93%	89%
Middle	92%	82%	71%	89%	90%	81%
High	85%	79%	59%	91%	93%	75%

The tiered support objective for the strategies and interventions goal is **“Interventions utilized by the SRT will be classified as a Tier 2 or a Tier 3 level of support as measured by teacher, staff, and administrator survey responses.”** At least 83 percent of all staff at all levels indicated that the interventions utilized by the SRT were classified as Tier 2 or Tier 3 levels of support (see Table 45). In comparison to 2018-2019, agreement percentages remained relatively high or increased. There were notable increases for high school administrators, secondary teachers, and other staff at all levels (from 5 to 19 percentage point increases).

**Table 45: Staff Agreement Regarding Interventions Being Tier 2 or Tier 3**

School Level	2018-2019			2020-2021		
	Administrator	Teacher	Other Staff	Administrator	Teacher	Other Staff
Elementary	95%	84%	77%	90%	89%	92%
Middle	89%	78%	78%	89%	91%	83%
High	78%	83%	70%	94%	90%	83%

Overall, lower percentages of staff agreed the tiered system was clear (see Table 46). From 75 to 82 percent of administrators, 77 to 82 percent of teachers, and 60 to 73 percent of other staff agreed that the tiered system was clear. However, agreement levels improved in 2020-2021 for nearly all groups at all levels.

**Table 46: Staff Agreement Regarding The Tiered System Being Clear**

School Level	2018-2019			2020-2021		
	Administrator	Teacher	Other Staff	Administrator	Teacher	Other Staff
Elementary	81%	71%	54%	81%	77%	73%
Middle	65%	58%	50%	82%	78%	66%
High	63%	72%	44%	75%	77%	60%

Through an open-ended survey item, staff were provided the opportunity to comment on implementing strategies and interventions and/or data monitoring for students referred to the SRT during virtual learning. Several administrators commented about the difficulties dealing with the high number of students requiring assistance during the pandemic, including data monitoring, keeping track of referrals, and holding follow up meetings. A theme that emerged from comments by administrators, teachers, and other staff was the need for more consistency with interventions and data monitoring across the division. Administrators indicated that there is a lack of research-based interventions, while teachers also commented that there often is little follow up after a student has an initial meeting for SRT. A few teachers commented about the difficulties experienced with virtual learning, including that the typical interventions and strategies were not appropriate.

### **Professional Learning for SRT Lead Administrators and Members**

According to the director of student services, during the 2020-2021 school year, professional learning sessions related to the SRT process were provided for all schools in October 2020 with more detailed professional learning offered to new administrators.<sup>20</sup> Through a Schoology course, new administrators were provided with links to the professional learning videos provided to schools in the 2018-2019 and 2019-2020 school years. These videos were recordings narrated by the director of student services with PowerPoint slides. The content included an overview of SRT processes and purpose as well as the initiative's goals and objectives. In addition, general information was provided regarding supports and strategies for academics, attendance, and behavior (e.g., well-planned, differentiation, and data monitoring).

Administrators were provided the opportunity to comment on the professional learning opportunities regarding strategies and interventions and data monitoring that were provided to their school staff in 2020-2021. Several administrators commented that the professional learning was a general review of the SRT process at the beginning of the school year. Several other administrators commented that information regarding the SRT processes was discussed at meetings and collaborations throughout the school year. Some administrators noted that they provided professional learning regarding identifying students who qualified for referral to SRT, while others indicated that interventions or data monitoring processes were discussed. A few administrators noted that PBIS-related professional learning was conducted.

The SRT goal related to professional learning is **“Professional learning opportunities will provide administrators and teachers with effective support and information to successfully implement the SRT initiative.”** Objectives for this goal focused on (1) purpose and referral process, (2) interventions and strategies, and (3) intervention implementation and data monitoring.

Due to low percentages of high school staff and non-instructional/professional staff at all levels indicating they participated in professional learning in 2018-2019, a recommendation area from the implementation evaluation focused on professional learning related to interventions and data monitoring. It was recommended to ensure professional learning opportunities related to interventions and data monitoring as part of the SRT process are provided and are effective, especially for high schools and non-instructional/professional staff who are involved with SRT. The director of student services indicated that actions taken regarding this recommendation included providing the professional learning sessions to school staff. In addition, the workgroup that met regularly to discuss any adjustments needed to the SRT process was broadened to ensure there was representation from all school levels and non-instructional staff, including school social workers, psychologists, and curriculum and instruction staff.

The objective for the professional learning goal focused on the SRT purpose and referral process is **“Professional learning will ensure that school staff understand the purpose of the SRT and when and how to refer students as measured by teacher, staff, and administrator survey responses.”** At least 89 percent of administrators and teachers at all levels indicated they received professional learning on the purpose of SRT as well as when and how to refer students to the SRT (see Appendix A). In addition, from 71 to 90 percent of other staff indicated they received professional learning in these areas. Slightly lower percentages were seen at the high school level for other staff compared to the elementary school and middle school levels (from 71% to 74% vs. 79% to 90%). In comparison to 2018-2019, percentages of other staff who indicated they participated in professional learning remained consistent or increased, with the exception of other staff at the high school level, which had decreases in percentages (from 7 to 13 percentage point decreases) (see Appendix A).

Of those who indicated they received professional learning in these areas, at least 86 percent of administrators and teachers at all levels agreed that the professional learning they received helped them to understand the purpose of SRT and when and how to refer students to SRT (see Appendix B). In comparison to 2018-2019, there were notable increases in agreement percentages regarding all items at the high school level for administrators (from 78% to 83% in 2018-2019 to 97% in 2020-2021). In addition, as shown in Table 47, from 83 to 98 percent of other staff at all levels agreed that the professional learning helped them in these areas. In comparison to 2018-2019, agreement percentages of other staff remained relatively consistent or increased, most notably at the high school level (from 7 to 12 percentage point increases).

**Table 47: Percentage of Other Staff Who Agreed Professional Learning Helped Them Understand SRT Processes**

School Level	2018-2019			2020-2021		
	Purpose	When to Refer	How to Refer	Purpose	When to Refer	How to Refer
Elementary	93%	89%	91%	98%	94%	94%
Middle	89%	83%	89%	92%	83%	84%
High	79%	79%	81%	89%	86%	93%

The objective for the professional learning goal focused on interventions and strategies is **“Professional learning will ensure that school staff understand potential interventions and strategies that could be implemented to address areas of concern (e.g., academic, behavioral, attendance) and how to select appropriate interventions as measured by teacher, staff, and administrator survey responses.”** At least 85

percent of administrators and teachers at all levels indicated they received professional learning on how to select appropriate interventions as well as on various interventions for academics, attendance, and behavior (see Appendix A). In addition, from 73 to 86 percent of other staff at all levels indicated they received professional learning on selecting interventions, and from 69 to 79 percent of other staff at all levels indicated they received professional learning on interventions in these three areas (see Appendix A). In comparison to 2018-2019, percentages of other staff who indicated they participated in professional learning remained consistent or increased, with the exception of other staff at the high school level regarding selecting interventions (from 83% in 2018-2019 to 74% in 2020-2021) and behavioral interventions (from 82% in 2018-2019 to 74% in 2020-2021).

Staff who received professional learning indicated their agreement regarding the professional learning helping them understand interventions. Similar to previous results, high percentages of administrators and teachers agreed. At least 81 percent of administrators and teachers at all levels agreed that the professional learning helped them understand how to select interventions generally as well as understanding interventions on academics, attendance, and behavior, with the exception of 75 percent of high school administrators agreeing that professional learning helped them understand interventions on attendance (see Appendix B). In comparison to 2018-2019, there were notable increases in agreement percentages at the high school level for administrators and teachers regarding these items, with the exception of attendance interventions at the high school level for administrators (see Appendix B). As shown in Table 48, at least 87 percent of elementary school other staff agreed that professional learning helped them with understanding interventions. Lower percentages of other staff agreed at the secondary level, with lowest agreement regarding selecting interventions for middle school other staff (64%) and behavioral interventions for high school other staff (69%). In comparison to 2018-2019, agreement percentages of other staff remained relatively consistent or increased, with the exception of other staff at the middle school level regarding selecting interventions.

**Table 48: Percentage of Other Staff Who Agreed Professional Learning Helped Them Understand Interventions**

School Level	2018-2019				2020-2021			
	Selecting Interventions	Academic	Attendance	Behavior	Selecting Interventions	Academic	Attendance	Behavior
Elementary	86%	89%	79%	89%	87%	88%	88%	91%
Middle	73%	77%	59%	66%	64%	84%	72%	79%
High	67%	77%	75%	72%	76%	83%	76%	69%

The objective for the professional learning goal focused on intervention implementation and data monitoring is **“Professional learning will provide teachers involved with the SRT process with an understanding of how to implement appropriate strategies or interventions and monitor data to ensure that their students’ needs are met as measured by teacher, staff, and administrator survey responses.”**

At least 86 percent of administrators and teachers at all levels indicated they received professional learning on how to implement interventions and how to monitor data (see Appendix A). In addition, from 72 to 81 percent of other staff indicated they received professional learning on how to implement interventions and from 72 to 88 percent indicated they received professional learning on how to monitor data. In comparison to 2018-2019, percentages of other staff who indicated participating in professional learning remained consistent or increased (see Appendix A).

Staff who received professional learning indicated their agreement regarding the professional learning helping them understand implementing interventions and monitoring data. Similar to previous results, high percentages of administrators and teachers agreed (at least 83%) (see Appendix B). In comparison to 2018-2019, there were notable increases in agreement percentages at the high school level for administrators (from 55%-68% to 88%-91%) and teachers (from 72%-80% to 85%-90%). At least 87 percent of other staff at

elementary school agreed that professional learning helped them with understanding how to implement interventions and monitor data (see Table 49). At the secondary level, from 64 to 70 percent of other staff at middle school and 72 to 76 percent of other staff at high school agreed. In comparison to 2018-2019, agreement percentages of other staff remained relatively consistent or increased.

**Table 49: Percentage of Other Staff Who Agreed Professional Learning Helped Them Understand Implementing Interventions and Data Monitoring**

School Level	2018-2019		2020-2021	
	Implement Interventions	Monitor Data	Implement Interventions	Monitor Data
Elementary	85%	88%	87%	91%
Middle	67%	71%	64%	70%
High	65%	67%	76%	72%

Through an open-ended survey item, staff were provided the opportunity to comment on additional professional learning topics that would be helpful. Several administrators and other staff commented on the need for additional professional learning on specific strategies and interventions. In particular, administrators noted that attendance interventions would be helpful. While some teachers commented that they have not been provided professional learning on SRT, other teachers indicated the need for professional learning on interventions, data monitoring, or general SRT information.

## Student Characteristics

The second evaluation question addressed the characteristics of students who were referred and served by the SRT during the 2020-2021 school year. Students referred to SRT were defined as all students included in the data logs,<sup>21</sup> whereas students served by SRT were defined as those for whom an intervention was implemented. Further, for the purposes of this evaluation, students served by SRT did not include students who were only referred to another service (e.g., special education committee, 504, English as a Second Language) without any indication that an intervention or strategy was implemented and/or monitored by the SRT (i.e., information regarding an intervention or strategy was provided in the log).

### Students Referred and Served

During the 2020-2021 school year, 1,970 students were referred to the SRT at their respective schools across the division. Two elementary schools indicated that there were no referrals to SRT throughout the 2020-2021 school year. There were 31 students who were referred twice (6 students were referred at two separate schools, while 25 students were referred twice at the same school). Therefore, there was a total of 2,001 referrals to SRT during the 2020-2021 school year. There was an increase in the total number of referrals in comparison to 2019-2020 when 1,665 referrals occurred during the year, but a slight decrease in comparison to 2018-2019 when there were 2,022 referrals to SRT.

As shown in Table 50, in 2020-2021, there were more elementary school students referred to SRT than at the other two levels. In comparison to data from 2018-2019 and 2019-2020, the numbers of students referred in middle school and high school have increased, whereas the number of students referred in elementary school has fluctuated. The percentages of the total student population by level who were referred to SRT have remained relatively consistent over the past few years at approximately 3 percent.

**Table 50: Number and Percentage of Students Referred to SRT**

Number/Percent	2017-2018			2018-2019			2019-2020			2020-2021		
	ES	MS	HS	ES	MS	HS	ES	MS	HS	ES	MS	HS
Number of Students	834	317	747	1,027	399	582	854	217	585	920	415	635
Percent of Total Students Referred	44%	17%	39%	51%	20%	29%	52%	13%	35%	47%	21%	32%
Percent of Total Population	2.6%	2.0%	3.5%	3.1%	2.4%	2.8%	2.6%	1.3%	2.8%	3.0%	2.6%	3.0%

Note: Cumulative enrollment numbers were used to calculate the percentages of total population.

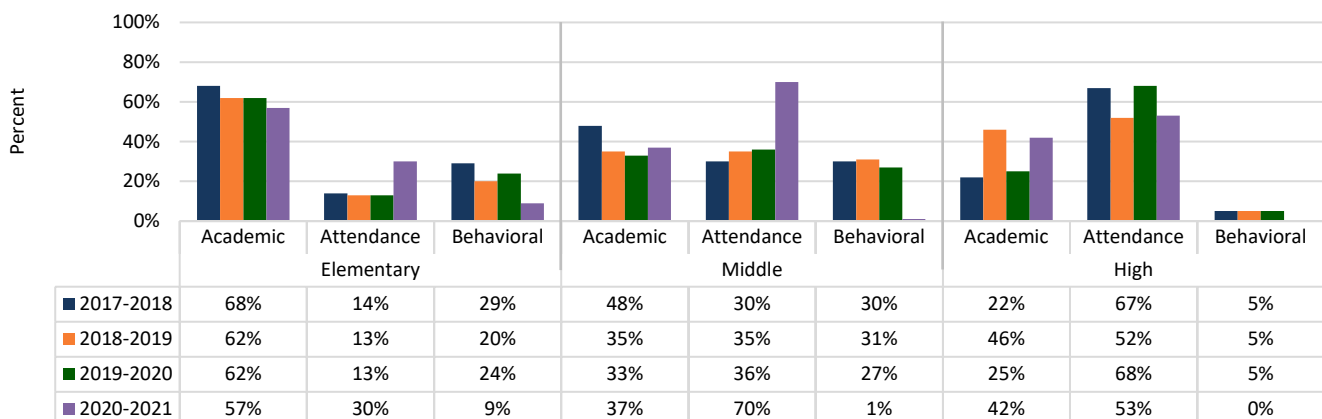
In 2020-2021, a total of 1,869 students were served by the SRT at their school after being referred, which was defined as those for whom an intervention was implemented. As shown in Table 51, of the students who were referred to the SRT, between 92 and 99 percent of students were also served by the SRT, depending upon school level (see Table 51).

**Table 51: Number and Percentage of Students Served by SRT**

Number/Percent	2018-2019			2020-2021		
	ES	MS	HS	ES	MS	HS
Number of Students	925	365	537	849	394	626
Percent of Students Referred	90%	91%	92%	92%	95%	99%

Referral reasons were categorized as being due to academics, attendance, behavior, social-emotional needs, and other.<sup>22</sup> Within any given referral, students may have had more than one referral reason (e.g., referred for both academic and attendance concerns); therefore, the referral reason categories are not mutually exclusive. Overall, 97 percent of students had one referral reason and 3 percent had two referral reasons.

As shown in Figure 1, in 2020-2021, the majority of referrals were for academic reasons (57%) at the elementary school level and attendance reasons at the middle school (70%) and high school levels (53%). Overall, in comparison to previous years' data, the percentages of referrals due to behavioral reasons decreased notably, which is likely to have been related to virtual instruction during the 2020-2021 school year due to the COVID pandemic. At the elementary school and middle school levels, the percentages of referrals due to attendance increased, while the percentages due to academics remained relatively consistent. At the high school level, the percentages of referrals for academic and attendance reasons mirrored the pattern of referrals from 2018-2019.

**Figure 1: Referral Reasons**



Similar percentages of referrals by reason were found when focusing exclusively on the referrals that resulted in students receiving support through SRT.

Within the data logs, schools were expected to provide information regarding the status of each referral. Additional coding was conducted to attempt to determine the final status of each referral, including whether the SRT process was completed, follow up was planned for next school year, the student was referred to another service, the student withdrew from school, or the student was actively receiving support. In addition, students who were determined to not require any services nor referred to another service were coded as not applicable. As shown in Table 52, at all levels, approximately one-third of referrals had a final status of having completed the SRT process. At the elementary school level, another third of referrals (30%) had a final status of being actively in the SRT process, while approximately half of middle school (49%) and high school students (47%) were coded as having an active status (see Table 52). In addition, 10 percent of elementary school students, 1 percent of middle school students, and 2 percent of high school students were identified for follow up next year. Approximately 24 percent of elementary school referrals, 10 percent of middle school referrals, and 11 percent of high school referrals were referred to another service (i.e., Special Education Committee, 504, and English as a Second Language Program). Similar percentages were found when focusing exclusively on the referrals that resulted in students receiving support through SRT.

**Table 52: Status of SRT Referrals by School Level**

Status	Status for Referrals Overall			Status for Referrals Resulting in Services		
	ES (N = 924)	MS (N = 430)	HS (N = 647)	ES (N = 853)	MS (N = 406)	HS (N = 638)
Completed Process	29%	33%	34%	31%	35%	35%
Follow-up Next Year	10%	1%	2%	10%	1%	2%
Active	30%	49%	47%	32%	52%	48%
Referred to Another Service	24%	10%	11%	22%	10%	11%
Referred to 504	4%	3%	2%	3%	3%	2%
Referred to SEC	15%	2%	1%	13%	2%	1%
Referred to summer classes	3%	1%	2%	3%	1%	2%
Referred to other	2%	4%	6%	3%	4%	6%
Withdrawn	5%	3%	4%	4%	3%	4%
Not Applicable	2%	4%	1%	-	-	-
Unclear	1%	1%	< 1%	1%	1%	< 1%

Note: Withdrawn includes students who transferred to another VBCPS school.

In addition, to examine the potential impact of the pandemic on SRT processes, references to students switching their instructional setting or issues related to technology or virtual instruction were coded. Overall, 9 percent of referrals to the SRT had a reference to the student switching their instructional option. There was a lower percentage at the elementary school level (5%) compared to the middle school (11%) and high school levels (14%). Overall, approximately 3 percent of referrals had reference to difficulties experienced with technology, which was consistent across all levels.

### Demographic Characteristics

The demographic characteristics of students who were referred to SRT are shown in Table 53. The majority of students at all levels were male and were economically disadvantaged. These overall patterns have remained consistent with the demographics of students who were referred to SRT over the past four years (see Appendix C). Additional analyses were conducted to compare the characteristics of students who were referred and

served by the SRT to the demographic characteristics of all students in the division. See Appendix D for demographic characteristics by school level for students divisionwide. Results showed that in comparison to the division's student demographics at the elementary school level, students who were referred to and served by the SRT were more likely to be male and less likely to be female. Additionally, in comparison to the division at all levels, students who were referred to and served by the SRT were more likely to be African American and economically disadvantaged. At the middle school level, Hispanic students were more likely to have been served by the SRT in comparison to the division. Caucasian students and students with military-connected families were less likely to have been referred to and served by the SRT in comparison to the division at all levels. In addition, students identified as gifted were also less likely to have been referred to and served by the SRT at the elementary and middle school levels, while special education students were less likely to be referred to and served by SRT compared to the division at the middle school level.

**Table 53: Demographic Characteristics of Students by School Level**

Demographic	Referred Students			Served Students		
	ES (N = 920)	MS (N = 415)	HS (N = 635)	ES (N = 849)	MS (N = 394)	HS (N = 626)
Female	42%*	47%	45%	42%*	46%	45%
Male	58%**	53%	55%	58%**	54%	55%
African American	39%**	39%**	34%**	39%**	39%**	35%**
American Indian	1%	0%	< 1%	1%	0%	< 1%
Caucasian	34%*	31%*	38%*	33%*	31%*	38%*
Hispanic	13%	18%	13%	13%	19%**	13%
Asian	2%	3%	4%	2%	3%	4%
Native Hawaiian/Pacific Islander	< 1%	< 1%	0%	< 1%	< 1%	0%
Multiracial	12%	9%	10%	12%	9%	11%
Economically Disadvantaged	64%**	70%**	57%**	63%**	71%**	56%**
Identified Special Education	11%	6%*	9%	11%	6%*	9%
Identified English Learner	3%	4%	2%	4%	4%	2%
Identified Gifted	3%*	6%*	9%	3%*	5%*	9%
Military Connected	18%*	9%*	9%*	18%*	9%*	9%*

Note: Comparisons made to cumulative enrollment counts. Elementary school included preK students.

\*More than 5 percent **below** the percentage at the division level. \*\*More than 5 percent **above** the percentage at the division level.

## Progress Toward Meeting Student Outcome Goal and Objectives

The third evaluation question focused on progress made toward meeting the initiative's student outcome goal and objectives.

### Student Outcome Goal and Objectives

The following student outcome data included student performance focused on the 30 days prior to and following the initial SRT meeting date as well as perception data.

**Goal 1: Students served through the SRT process will demonstrate improvement within the referred area of concern (i.e., academics, behavior, and/or attendance).**

**Objective 1:** *Students referred to the SRT for academics will demonstrate an improvement in academic performance after receiving support as measured by improvement in course grades (i.e., secondary students) or standards-based grades (i.e., elementary students) and by student, parent, teacher, staff, and administrator survey responses.*

Academic data were constrained to the grading periods for the 2020-2021 school year. For example, to systematically examine academic performance, grades within core content areas were compared for the quarter during which the 30th day prior to the initial meeting date occurred and the quarter during which the 30th day after the initial meeting date occurred. Only students who were referred to SRT for academics and were served by their school's SRT were included in the analyses. It is important to note that although students were referred for academics, it is unclear in which subject(s) the students received SRT strategies or interventions.

There were 30 elementary school students who were excluded from the analyses due to both the 30 days prior to and after the meeting date occurring in the same quarter and therefore, not having two points of academic data available that met the above requirements (e.g., before and after SRT intervention). The analyses for this objective are based on 493 elementary school students, 71 middle school students, and 139 high school students.

### **Elementary Student Academic Performance**

All standards-based grades within core content areas were compared for the appropriate before and after quarters for elementary students. Only standards that were assessed in both comparative quarters were used (i.e., standards that were not evaluated during both quarters were not included). Students' quarter grades were enumerated for each standard (i.e., 4 for Advanced Proficiency, 3 for Proficiency, 2 for Developing Proficiency, and 1 for Needs Improvement).

Change in students' grades was examined for all standards within the four core content areas to determine whether students showed improvement for any of the standards in which they received a grade. An example of improvement would be scoring "Developing Proficiency" (score of 2) in the quarter 30 days before the initial meeting date and scoring a "Proficiency" (score of 3) in the quarter 30 days after the initial meeting date. The percentages of students who showed improvement in at least one standard across the four core content areas are shown in Table 54. Overall, 63 percent of elementary students who received SRT support in academics showed improvement in *at least one* of their English standards. Lower percentages were found for improvement in at least one of their standards in math (36%), science (14%), and social studies (22%). Similar results were found in 2018-2019, when 57 percent of elementary students who received SRT support in academics showed improvement in at least one of their English standards, while between 14 and 39 percent of elementary school students showed improvement in the other three areas.

**Table 54: Status of Change in Academic Performance for Elementary Students**

Status Change	English	Math	Science	Social Studies
Improved in at least one standard	63%	36%	14%	22%
Did not improve in any standard	38%	64%	86%	78%

Additional analyses were conducted comparing improvement in elementary students' grades by student instructional setting. As shown in Table 55, students who received instruction virtually performed similarly to the students who received instruction in person in the areas of English and math. However, higher percentages of elementary students who received instruction in person improved in *at least one standard* in science (16%) and social studies (23%) compared to elementary students who received instruction virtually (9% and 19%, respectively).

**Table 55: Status of Change in Academic Performance for Elementary Students by Instructional Setting**

Status Change	English		Math		Science		Social Studies	
	Virtual	In Person	Virtual	In Person	Virtual	In Person	Virtual	In Person
Improved in at least one standard	62%	63%	37%	36%	9%	16%	19%	23%
Did not improve in any standard	38%	37%	63%	64%	91%	84%	81%	77%

Another set of analyses was conducted to examine whether grades in the quarter after the initial SRT meeting were on average better than grades in the quarter prior to the initial SRT meeting. These analyses focused on change in grades for individual standards rather than individual students. Additionally, standards were analyzed separately by students' grade level due to the number of standards varying by grade level. Please note that due to the grading scale values, higher averages indicate better performance.

As shown in Table 56, overall, grades were higher in the quarter after the initial SRT meeting in comparison to the quarter before the initial meeting in all content areas. On average, in comparison to grades before the initial meeting, grades after the initial meeting were closer to "Proficiency" (score of 3) than "Developing Proficiency" (score of 2). In the areas of English and math, there were statistically significant differences between the average grades in the quarters before and after the initial meeting when collapsed across grade levels. Although there were trends of improved average scores, the differences were not statistically significant for science and social Studies. When examining across all grade levels and content areas, there were trends of improved average scores for all grades and areas with the exception of kindergarten math, grade 4 math and science, and grade 5 math, science, and social studies.

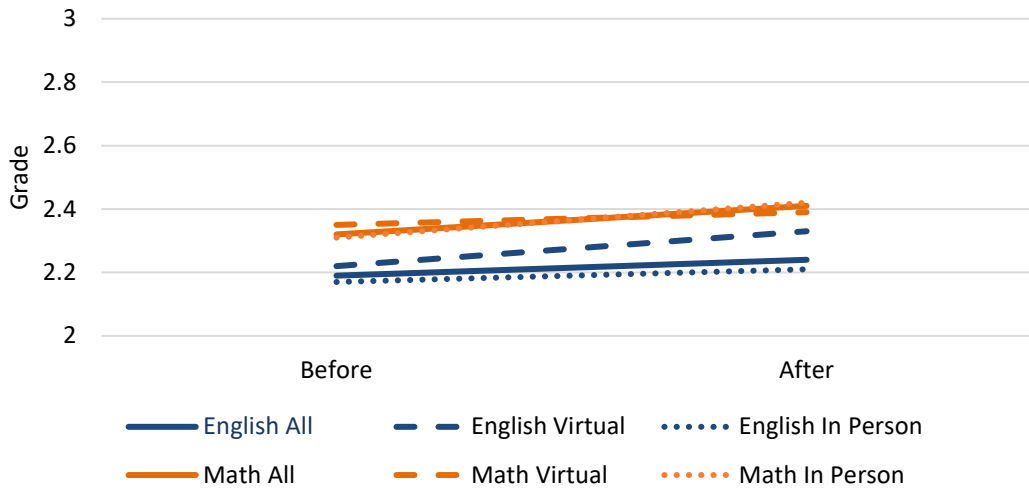
**Table 56: Average Academic Performance for Elementary Students**

Grade	English		Math		Science		Social Studies	
	Before	After	Before	After	Before	After	Before	After
Kindergarten	2.11	2.17	2.23	2.16	-	-	-	-
Grade 1	2.10	2.11	2.37*	2.51*	-	-	-	-
Grade 2	2.22*	2.31*	2.32*	2.42*	2.82	2.90	2.83	2.86
Grade 3	2.29	2.35	2.32	2.45	2.79	2.75	2.73	2.77
Grade 4	2.28*	2.38*	2.24	2.23	2.85	2.93	2.63	2.78
Grade 5	2.41	2.48	2.23	2.05	2.79	2.71	2.53	2.47
Total	2.19*	2.24*	2.32*	2.41*	2.81	2.85	2.72	2.82

Note: Elementary grades were coded as follows: Advanced Proficiency = 4, Proficiency = 3, Developing Proficiency = 2, Needs Improvement = 1. Asterisks denote statistically significant differences across averages,  $p < .05$ .

Additional analyses were conducted by instructional setting focusing exclusively on grades in English and math standards. Overall, there were improvements in English and math grades for students who received instruction virtually and in person, although the increase in English grades was larger for students who received instruction virtually, while the increase in math grades was larger for students who received instruction in person (see Figure 2). There were statistically significant differences between before and after grades in English for both virtual and in person students, while the difference in math grades was only statistically significant for in person students.

**Figure 2: Average Academic Performance for Elementary Students by Instructional Setting**



Note: Elementary grades were coded as follows: Advanced Proficiency = 4, Proficiency = 3, Developing Proficiency = 2, Needs Improvement = 1.

In summary, at the elementary school level, the majority of students (63%) served by SRT for academic reasons showed improvement in at least one of their English standard grades regardless of instructional setting. Analyses of individual standard grades showed statistically significant improvements in English and math grades from the quarter 30 days before the initial meeting to the quarter 30 days after the initial meeting. Further, there were statistically significant differences in English grades for both virtual and in person students, while the difference in math grades was only statistically significant for in person students.

### **Secondary Student Academic Performance**

Secondary students' course performance was enumerated based on letter grade scores (i.e., 4 for A, 3.7 for A-, 3.3 for B+, through 1 for D, and 0 for E), and analyses focused exclusively on core courses.<sup>23</sup> During the 2020-2021 school year, secondary students received instruction through a 4x4 block schedule, which involved taking courses across two terms.<sup>24</sup> During each term, students took four courses that met daily. Because of the 4x4 block schedule, secondary grades were obtained for the four marking periods in term 1 and the four marking periods in term 2. Due to differences in course enrollment across terms, analyses were limited to students whose marking period 30 days before was in the same term as the marking period 30 days after. Secondary students' grade averages were calculated for all core courses taken during each marking period in each term and improvement in grade averages was examined. Additional analyses examined improvement in course grades within the four core content areas within the terms.

Overall, 48 percent of middle school students and 41 percent of high school students who received SRT services for academics showed improvement in their core course grade average in the marking period 30 days after the initial SRT meeting compared to the marking period 30 days before the initial meeting. In addition, 27 percent of middle school students and 24 percent of high school students showed a decline, while 25 percent of middle school students and 35 percent of high school students had a grade average that remained the same. It is important to note that 59 students had a core course grade average of 0 in the marking period 30 days before and 30 days after the initial meeting date (43 of these students were in high school and 16 were in middle school).

Additional analyses were conducted comparing percentages of students who showed improvement by instructional setting. At the middle school level, a higher percentage of students who received instruction in

person showed improvement (53%) than students who received instruction virtually (42%), while there were similar percentages at the high school level for both instructional settings (41% vs. 42%) (see Table 57).

**Table 57: Status of Change in Academic Performance for Secondary Students by Instructional Setting**

Status Change	Middle		High	
	Virtual	In Person	Virtual	In Person
Increase	42%	53%	42%	41%
No Change	33%	18%	40%	31%
Decrease	24%	29%	19%	28%

Change in students' grades were also examined for courses in the four core content areas. The percentages of students who showed improvement in their grades across the four core content areas are shown in Table 58. Comparison of middle school students' grades showed that nearly half of students showed improvement in their English and history grades in the marking period 30 days after the initial SRT meeting compared to the marking period 30 days before the initial meeting, while approximately one-third of middle school students showed improvement in their math and science grades (see Table 58). Overall, higher percentages of middle school students showed improvement than showed decline in their grades, with the exception of math (see Table 58). At the high school level, approximately one-third of students showed improvement in their English, science, and history grades in the marking period 30 days after the initial SRT meeting compared to the marking period 30 days before the initial meeting, while 16 percent of high school students showed improvement in their math grades. With the exception of math, higher percentages of high school students showed improvement than showed decline in their grades.

**Table 58: Status of Change in Academic Performance in Core Content Areas for Secondary Students**

Status Change	Middle				High			
	English	Math	Science	History	English	Math	Science	History
Increase	46%	27%	33%	48%	33%	16%	31%	33%
No Change	41%	42%	49%	29%	52%	62%	47%	46%
Decrease	12%	31%	18%	23%	15%	22%	22%	21%

Comparisons of middle school grades by instructional setting showed that higher percentages of students who received instruction in person showed improvement in their course grades in all core content areas than students who received instruction virtually (see Table 59).

**Table 59: Status of Change in Academic Performance in Core Content Areas for Middle School Students by Instructional Setting**

Status Change	English		Math		Science		History	
	Virtual	In Person	Virtual	In Person	Virtual	In Person	Virtual	In Person
Increase	42%	50%	23%	31%	22%	43%	36%	59%
No Change	47%	36%	54%	31%	56%	43%	36%	24%
Decrease	11%	14%	23%	39%	22%	14%	29%	18%

Comparisons of high school grades by instructional setting showed that a higher percentage of students who received instruction in person showed improvement in their English grades than students who received instruction virtually, while a higher percentage of students who received instruction virtually showed improvement in their science grades than students who received instruction in person (see Table 60). There were relatively similar percentages of students who showed improvement for math and history grades.

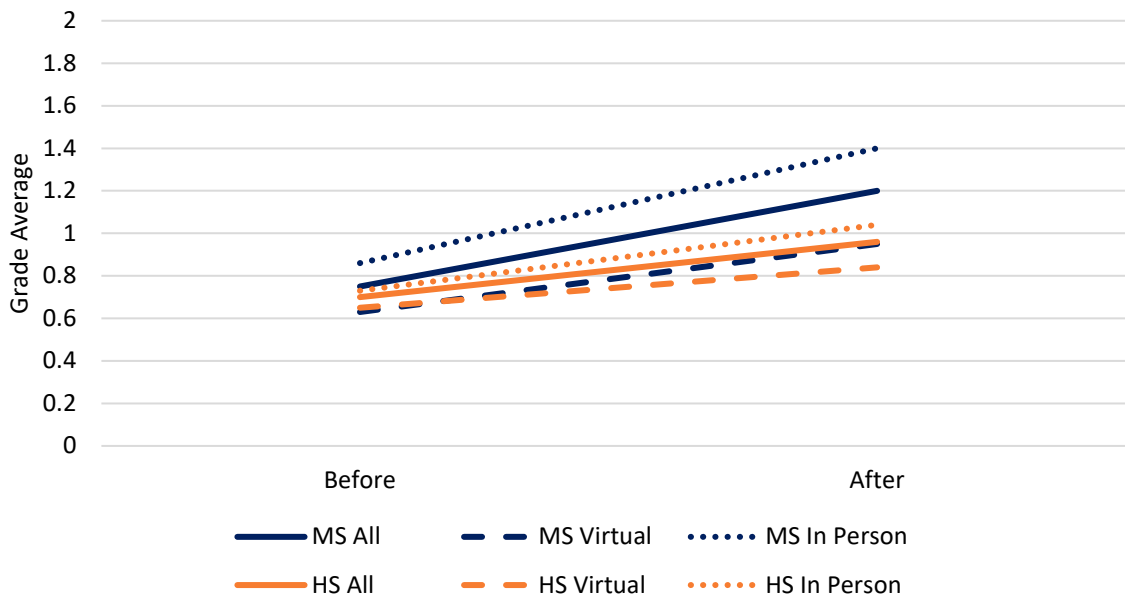
**Table 60: Status of Change in Academic Performance in Core Content Areas for High School Students by Instructional Setting**

Status Change	English		Math		Science		History	
	Virtual	In Person	Virtual	In Person	Virtual	In Person	Virtual	In Person
Increase	27%	36%	17%	15%	35%	29%	32%	34%
No Change	53%	52%	55%	66%	53%	45%	52%	43%
Decrease	20%	13%	28%	19%	12%	26%	16%	23%

Another set of analyses were conducted to examine whether students' average core course grades in the marking period after the initial SRT meeting were on average better than students' average core course grades in the marking period prior to the initial SRT meeting. Comparisons showed that, on average, middle school students had a core course grade average of 0.75 in the marking period 30 days before the initial meeting date, which is equivalent to an E average, while they had a core course grade average of 1.20 in the marking period 30 days after the initial meeting date, which is nearly equivalent to a D+ average. At the high school level, students had a grade average of 0.70 in the marking period 30 days before the initial meeting date, which is equivalent to an E average, and a grade average of 0.96 in the marking period 30 days after the initial meeting date, which is equivalent to a D average. The differences were statistically significant for middle school and high school students.

Analyses by instructional setting showed that there were improvements in grade averages for students who received instruction virtually and in person, although there were larger gains in core course averages made by students who received instruction in person than students who received instruction virtually at both levels (see Figure 3). There were statistically significant differences between grade averages before and after for both virtual and in person middle school students, while the difference was statistically significant for in person high school students only.

**Figure 3: Average Academic Performance for Secondary Students by Instructional Setting**



Additional analyses were conducted using paired samples t-tests to examine whether the average grades in the marking period after the initial meeting were better than the average grades in the marking period prior to the initial meeting within the four content areas. Overall, the average grades at the middle school and high



school levels were better during the marking period after the initial SRT meeting compared to the marking period prior to the initial meeting in all of the four core content areas, with the exception of math at the high school level (see Table 61). As shown in Table 61, the increases in English and history grades at middle school and high school and science at middle school were statistically significant. In all content areas at the middle school level, students had an average equivalent to an E before the initial meeting date, and an average equivalent to between a C- and D after the initial meeting date. At the high school level, students had an average equivalent to an E before the initial meeting date, and an average equivalent to a D after the initial meeting date, with the exception of math, which remained an E average.

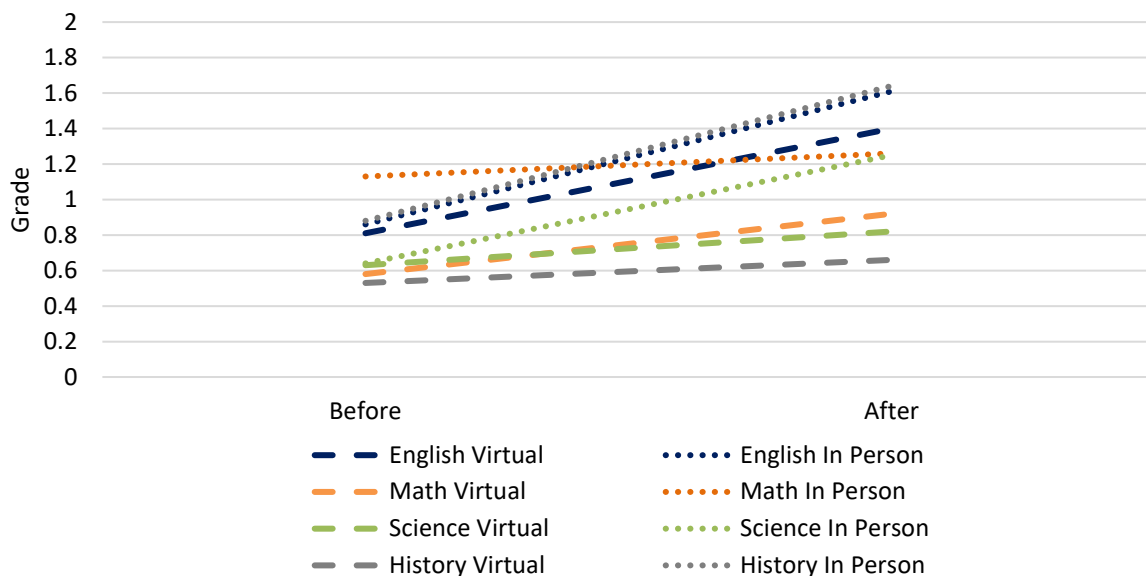
**Table 61: Average Academic Performance by Content Area for Secondary Students**

School Level	English		Math		Science		History	
	Before	After	Before	After	Before	After	Before	After
Middle	0.83*	1.51*	0.86	1.09	0.64*	1.05*	0.72*	1.20*
High	0.71*	1.05*	0.65	0.61	0.82	1.08	0.72*	1.07*

Note: Secondary grades were coded as follows: A = 4, A- = 3.7, B+ = 3.3, B = 3, B- = 2.7, C+ = 2.3, C = 2, C- = 1.7, D+ = 1.3, D = 1, E = 0. Asterisks denote statistically significant differences across averages,  $p < .05$ .

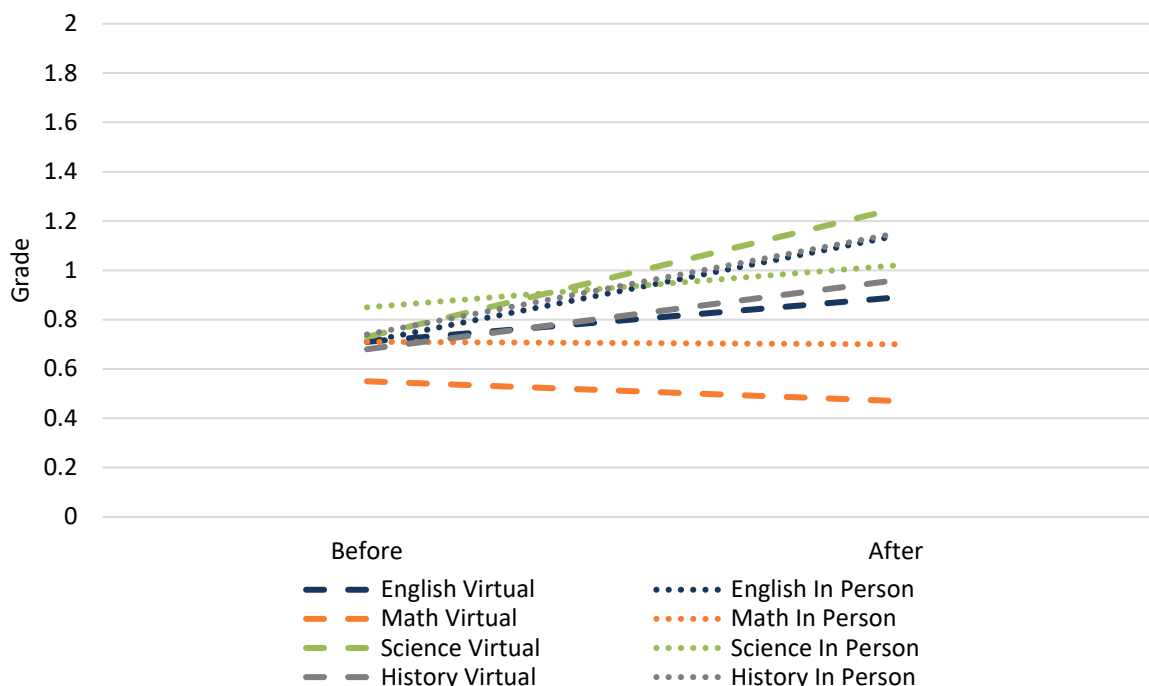
Analyses by instructional setting showed that there were improvements in grade averages for students who received instruction virtually and in person in all content areas and school levels, with the exception of math grades for both virtual and in person students at the high school level. As shown in Figure 4, the improvements were *larger* for middle school students who received instruction in person than for middle school students who received instruction virtually in all content areas, with the exception of math, where there was a larger improvement in virtual middle school students than in person middle school students. Further, the increases that were found to be statistically significant were middle school English grades for both virtual and in person students as well as science and history grades for in person middle school students.

**Figure 4: Average Academic Performance by Content Area for Middle School Students**



In addition, as shown in Figure 5, the improvements were *larger* for high school students who received instruction in person than for high school students who received instruction virtually in English and history, while in science there was a larger improvement for virtual high school students than in person high school students. However, there were no statistically significant differences between before and after grades for any content area and instructional setting group at the high school level.

**Figure 5: Average Academic Performance by Content Area for High School Students**



In summary, at the secondary levels, from 41 to 48 percent of secondary students showed improvement in their overall core grade averages from the marking period 30 days before the initial meeting date compared to the marking period 30 days after the initial meeting date. Across all core content areas, higher percentages of middle school and high school students showed improvement than showed decline in their grades, with the exception of math course grades. Further, student average grades in English and history at the middle and high school levels and science at the middle school level were statistically significant higher during the marking period after the initial SRT meeting compared to the marking period prior to the initial meeting. However, it is important to note that the grade averages remained relatively low with most averages after interventions equivalent to a D. Comparisons by instructional setting showed statistically significant increases in middle school English grades for both virtual and in person students as well as science and history grades for in person middle school students; however, there were no statistically significant findings for high school grades. Overall, at the middle school level, students who received instruction in person showed more improvement than students who received instruction virtually, while this pattern of results was found only for English at the high school level.

### Perception Data

Students and parents who indicated they or their child were referred for academic reasons were surveyed about whether their academic performance improved. Of those students and parents, 71 percent of students and 75 percent of parents agreed that the students' academic performance improved after SRT. Additionally, as shown in Table 62, at least 85 percent of administrators and 76 percent of teachers at all levels and 91 percent of other staff at the elementary school level agreed that improvement was seen in academic performance for students referred to SRT for academics. Lower percentages of other staff at the secondary levels agreed that improvement was seen (from 63% to 68% agreement). In comparison to 2018-2019, there were increases in agreement percentages for teachers at all levels, high school administrators, and other staff at the elementary school level (7 to 16 percentage point increases).

**Table 62: Staff Agreement Regarding Student Improvement in Academics**

School Level	2018-2019			2020-2021		
	Administrator	Teacher	Other Staff	Administrator	Teacher	Other Staff
Elementary	93%	70%	84%	92%	81%	91%
Middle	92%	65%	78%	85%	81%	68%
High	81%	66%	78%	91%	76%	63%

**Objective 2:** *Students referred to the SRT for behavior will demonstrate a decrease in behavior problems after receiving support as measured by a decline in number of discipline referrals and by student, parent, teacher, staff, and administrator survey responses.*

To compare behavior problems, the number of behavioral discipline referrals was divided by days enrolled (i.e., referrals per day) for the 30 school days prior to and after the initial SRT meeting date. This allowed for more precise comparisons that included students who were not enrolled for all 30 school days. Only students who were referred to SRT for behavior reasons and were served by their school's SRT were included in the analyses. Due to limited numbers of referrals for behavior at the secondary levels, analyses were limited to the elementary school level. Of all elementary SRT referrals for behavioral reasons, there were four referrals that were for students who were not enrolled either prior to or were not enrolled after the initial meeting date; therefore, they were not included in this analysis. In addition, only 12 elementary students who were referred for behavioral reasons received instruction virtually and nearly all of these students had no discipline referrals in the 30 days prior to their initial meeting date. Therefore, the analyses for this objective were limited to the 63 elementary students who received instruction in person and were referred for behavioral reasons.

The number of referrals per day for the two spans of time were compared to examine whether there was improved (i.e., decrease in referrals) or worsening (i.e., increase in referrals) behavior. Results are shown in Table 63. Results showed that 22 percent of students had a decrease in referrals after the initial SRT meeting showing improvement and 6 percent had an increase in referrals after the meeting. The highest percentage of elementary students had no change in the number of referrals per day (71%). However, it is important to note that nearly all students who had no change also had no documented discipline referrals during the 30 days prior to the initial meeting date.

**Table 63: Status of Change in Behavior Referrals for Elementary Students Served by SRT for Behavioral Reasons**

2018-2019			2020-2021		
Improvement	No Change	Worsening	Improvement	No Change	Worsening
34%	47%	20%	22%	71%	6%

Additional analyses were conducted to compare the average discipline referrals per day before and after the initial SRT meeting date. The average number of discipline referrals per day was lower after the SRT meeting than before the meeting, and the difference was statistically significant. The average number of referrals overall are also provided in the last row of Table 64 for additional information.

**Table 64: Average Referrals Before and After SRT**

Attendance Measure	2018-2019		2020-2021	
	30 School Days Before Meeting	30 School Days After Meeting	30 School Days Before Meeting	30 School Days After Meeting
Average Referrals Per Day	.05*	.04*	.02*	.01*
Average Number of Referrals Overall	1.3	1.0	0.65*	0.21*

Note: Asterisks denote statistically significant differences across averages, \*p < .05.

Perception data showed that 67 percent of parents who indicated their child was referred for behavioral reasons agreed that the students' behavior improved after SRT.<sup>25</sup> Additionally, as shown in Table 65, at least 77 percent of administrators and 78 percent of teachers at all levels and 76 percent of other staff at the elementary school and middle school levels agreed that improvement was seen in behavior for students referred to SRT for behavior, while 68 percent of other staff at the high school level agreed. In comparison to 2018-2019, there were increases in agreement percentages for teachers at all levels and administrators and other staff at the elementary school level (9 to 23 percentage point increases).

**Table 65: Staff Agreement Regarding Student Improvement in Behavior**

School Level	2018-2019			2020-2021		
	Administrator	Teacher	Other Staff	Administrator	Teacher	Other Staff
Elementary	84%	61%	73%	93%	78%	85%
Middle	73%	59%	63%	77%	82%	76%
High	85%	62%	75%	84%	80%	68%

**Objective 3:** *Students referred to the SRT for attendance will demonstrate an increase in attendance after receiving support as measured by a decline in the number of absences (excused and unexcused) and by student, parent, teacher, staff, and administrator survey responses.*

To compare attendance, the number of days attended was divided by days enrolled (i.e., attendance rate) for the 30 school days prior to and after the initial SRT meeting date. This allowed for more precise comparisons that included students who were not enrolled for all 30 school days. Only students who were referred to SRT for attendance reasons and were served by their school's SRT were included in the analyses. Of all SRT referrals that were for attendance reasons, there were seven SRT referrals that were for students who were not enrolled either prior to or after the initial meeting date; therefore, they were not included in the analyses. Overall, there were 873 students included in the analyses (252 at elementary school, 283 at middle school, and 338 at high school).

Students' attendance rates were compared to examine whether there was improvement or decline in attendance rates for these two time spans of 30 days before and after the initial meeting date. Results are shown in Table 66. At all levels, the majority of students had higher attendance rates in the days following the initial meeting date compared to prior to the meeting, which suggests improvement in attendance. The highest percentage of students with improved attendance rates was at elementary school (75%).

**Table 66: Status of Change in Attendance for Students Served by SRT for Attendance Reasons**

School Level	2018-2019			2020-2021		
	Improvement	Maintain	Decline	Improvement	Maintain	Decline
Elementary	84%	0%	16%	75%	6%	19%
Middle	75%	0%	25%	53%	14%	33%
High	55%	0%	45%	58%	7%	36%

Note: The following percentages of students had 100% attendance rates during the 30 days prior to the initial meeting date: 3% at elementary school, 18% at middle school, and 6% at high school.

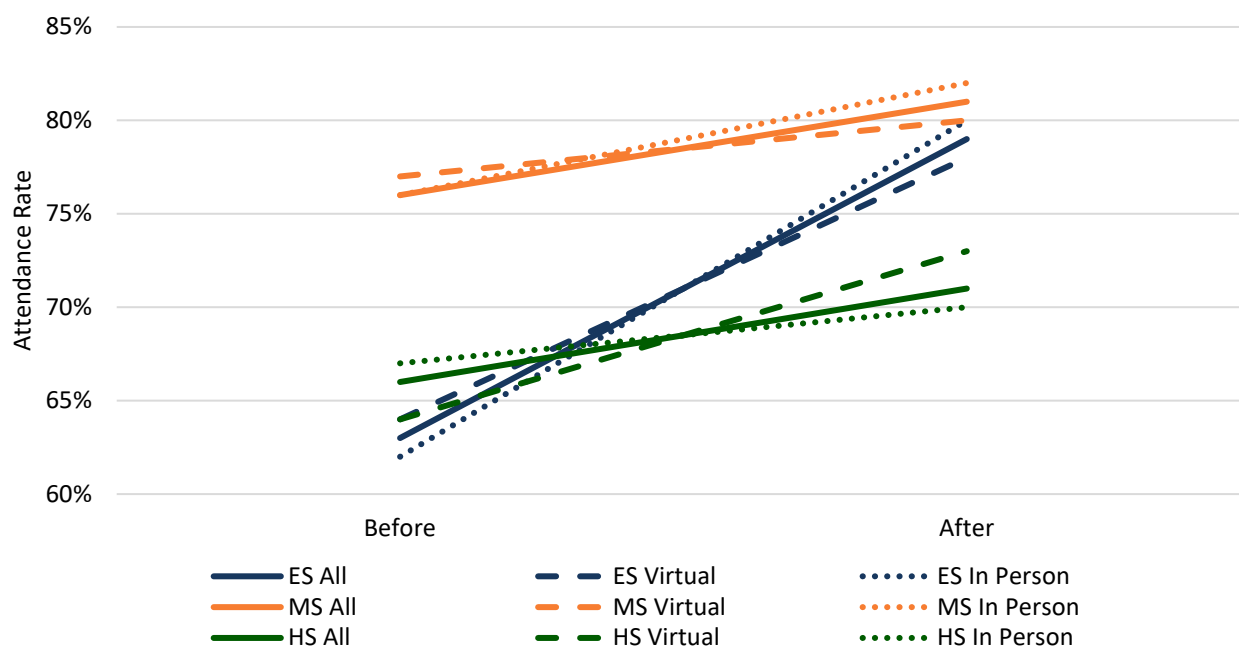
Additional analyses by instructional setting showed that higher percentages of students at each school level who attended school in person had improved attendance rates in the 30 days after the initial meeting than 30 days before compared to students who attended school virtually (see Table 67).

**Table 67: Status of Change in Attendance for Students by Instructional Setting**

School Level	Virtual			In Person		
	Improvement	Maintain	Decline	Improvement	Maintain	Decline
Elementary	68%	8%	23%	81%	4%	16%
Middle	46%	13%	41%	59%	15%	26%
High	61%	7%	32%	56%	6%	38%

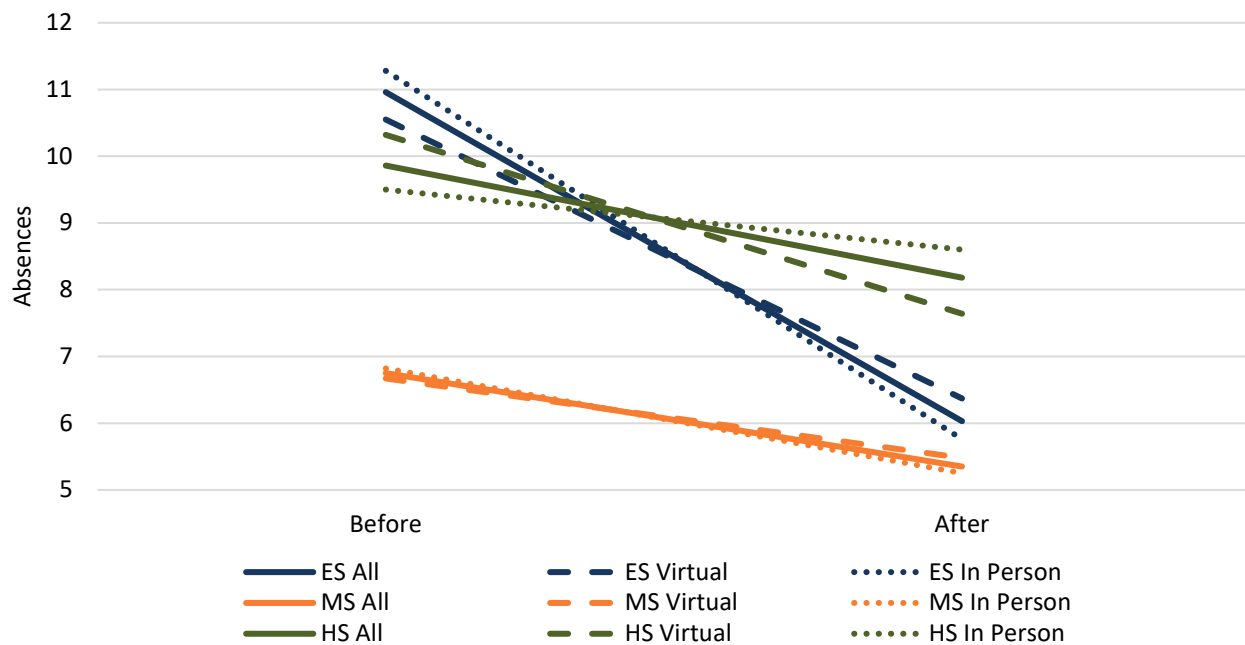
Additional paired samples t-tests were conducted to compare the average attendance rates before and after the initial SRT meeting date. As shown in Figure 6, at all school levels, the average attendance rates were higher in the 30 days following the initial meeting than before the initial meeting, and the differences were statistically significant, with the exception of virtual middle school and in person high school students. While there were larger improvements for students who received instruction in person for elementary school and middle school students, there was a larger improvement for students who received instruction virtually for high school students.

**Figure 6: Attendance Rates 30 Days Before and 30 Days After Initial Meeting Date**



In addition, at all school levels, the average number of days absent were lower in the period of time following the SRT meeting than before the SRT meeting, and the differences were statistically significant, with the exception of in person high school students (see Figure 7). Similar to attendance rates, there were larger improvements for students who received instruction in person for elementary school and middle school students and there was a larger improvement for students who received instruction virtually for high school students.

**Figure 7: Numbers of Absences 30 Days Before and 30 Days After Initial Meeting Date**



Perception data showed that 67 percent of students and 83 percent of parents who indicated they or their child was referred for attendance reasons agreed that the students' attendance improved after SRT. Additionally, as shown in Table 68, at the elementary school level, at least 78 percent of staff across all staff groups agreed that improvement was seen in attendance for students referred to SRT for attendance. Agreement percentages were lower for staff at the secondary levels with from 54 to 74 percent of middle school staff and from 55 to 66 percent of high school staff agreeing. In comparison to 2018-2019, there were increases in agreement percentages for all staff groups at elementary school and middle school teachers (8 to 19 percentage point increases).

**Table 68: Staff Agreement Regarding Student Improvement in Attendance**

School Level	2018-2019			2020-2021		
	Administrator	Teacher	Other Staff	Administrator	Teacher	Other Staff
Elementary	74%	67%	68%	84%	78%	87%
Middle	85%	66%	75%	54%	74%	63%
High	65%	62%	70%	66%	64%	55%

**Objective 4:** Students referred to the SRT will learn strategies to be successful in the classroom as measured by the percentage of students who exit the SRT process by the end of the school year; a low percentage of students with multiple SRT referrals; and student, parent, teacher, staff, and administrator survey responses.

Due to a low percentage of students with a specified exit date as part of their SRT referral record, the evaluators were unable to accurately determine the percentage of students who exited the SRT process by the end of the school year. The percentages of students who had multiple SRT referrals were less than 1 percent of elementary school students, 4 percent of middle school students, and 2 percent of high school students.

Overall, of the students and parents who indicated they were referred to the SRT for either academic, attendance, or behavioral reasons, 82 percent of students and 83 percent of parents agreed that students learned strategies to be successful in the classroom after SRT. Additionally, as shown in Table 69, at least 81

percent of administrators, 78 percent of teachers, and 76 percent of other staff agreed that students who were referred to SRT learned strategies to be successful in the classroom. In comparison to 2018-2019, there were increases in agreement percentages for teachers and other staff at all levels (8 to 14 percentage point increases).

**Table 69: Staff Agreement Regarding Students Learning Strategies for Success in Classroom**

School Level	2018-2019			2020-2021		
	Administrator	Teacher	Other Staff	Administrator	Teacher	Other Staff
Elementary	98%	74%	85%	92%	86%	93%
Middle	89%	69%	64%	81%	83%	76%
High	89%	66%	73%	84%	78%	81%

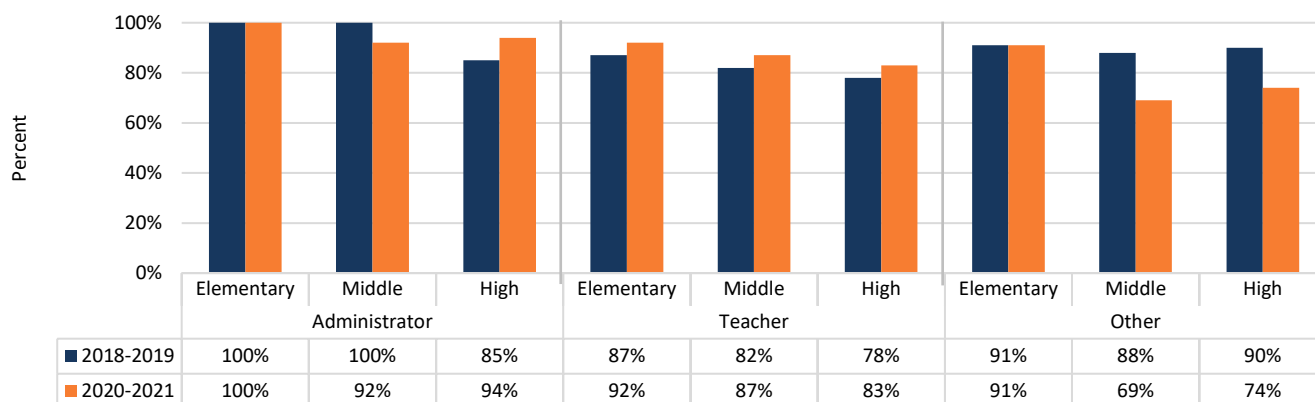
## Stakeholder Perceptions

The fourth evaluation question focused on stakeholders' perceptions. Survey results in this section of the report include perceptions of SRT effectiveness and general perceptions of the initiative as well as satisfaction.

### General Perceptions

Stakeholders were asked about their general perceptions of SRT. When asked about the impact of SRT on student progress in general, at least 92 percent of administrators and 83 percent of teachers at all levels indicated SRT was either highly or somewhat effective (see Figure 8). For other staff, 91 percent of elementary school other staff, 69 percent of middle school other staff, and 75 percent of high school other staff indicated that SRT was either highly or somewhat effective. At all school levels, higher percentages of teachers indicated the SRT process was highly or somewhat effective in 2020-2021 compared to 2018-2019.

**Figure 8: Percentages of Staff Indicating SRT was Highly or Somewhat Effective**



### Satisfaction

Of the students and parents who indicated they or their child received support through the SRT, 71 percent of students and 85 percent of parents indicated they were satisfied with SRT. As shown in Table 70, staff satisfaction was relatively high at the elementary school level for all staff groups, with 95 percent of administrators, 87 percent of teachers, and 84 percent of other staff indicating they were satisfied. Satisfaction at the middle school and high school levels ranged from 79 to 87 percent for administrators and teachers, and from 67 to 68 percent for other staff. In comparison to 2018-2019, there were increases in satisfaction percentages for nearly all staff groups at all levels. Most notably, there was an increase in the percentage of



high school administrators who were satisfied from 52 percent in 2018-2019 to 79 percent in 2020-2021. In addition, there were notable increases in teacher satisfaction percentages at all levels (from 10 to 14 percentage point increases).

**Table 70: Staff Satisfaction Percentages**

School Level	2018-2019			2020-2021		
	Administrator	Teacher	Other Staff	Administrator	Teacher	Other Staff
Elementary	86%	77%	81%	95%	87%	84%
Middle	88%	73%	59%	85%	87%	67%
High	52%	70%	63%	79%	83%	68%

### Strengths and Areas for Improvement

Open-ended survey items provided the opportunity for participants to comment about the initiative's benefits and areas for improvement. Several themes emerged from responses about the benefits of the initiative. The most commonly identified strength included collaboration and communication amongst the staff during the SRT process. Other areas of strength focused on aspects related to the SRT process in general, including the structure and organization of the process, although several staff members indicated the need for a more streamlined process that is consistent across the division. Additionally, staff identified a strength as the ability to identify and support the students who are in need. Regarding areas for improvement, several staff commented that additional staff members should be involved in the process. Several staff noted that the forms should be updated and the amount of paperwork should be lessened. Additionally, staff indicated that the timeline in general should be shortened, including the amount of time needed prior to a referral and for meetings to be held. Staff also indicated the need for more professional learning for staff regarding the specifics of the SRT process as well as specific strategies and interventions.

### Additional Cost

The final evaluation question focused on the additional cost to VBCPS of implementing SRT during 2020-2021. According to the director of student services, copies of three publications were purchased for every school's SRT lead administrator as a resource for SRT. The publications were Taking Action: A Handbook to RTI Work, Classroom Teacher: A Guide for Fostering Teacher Buy In and Supporting the Intervention Process, and Integrating and Enhancing Social and Behavioral Learning Using a Multi-Tiered Systems of Support. All purchased copies totaled \$11,470.

Activities related to SRT implementation were part of staff members' typical job responsibilities; however, it was determined for the 2021-2022 school year that new SRT coordinators would be assigned at each school and would be provided an additional supplement for their work.<sup>26</sup> Additional costs often are due to professional learning, books and materials, and support staff. However, during 2020-2021, professional learning was provided through Schoology and school staff were able to participate at a time that best fit their schedule. Due to this flexibility, schools were not provided with funding for substitutes to cover teacher time to attend professional learning.<sup>27</sup> In addition, although the reporting and Intervention modules within Unified Insights have been purchased by the division, the platform has not been released.

## Summary

The purpose of the SRT initiative is to ensure students are successful in the general education classroom through developing, implementing, and monitoring interventions for students who need support in the areas of academics, attendance, and behavior. The initiative involves staff collaboration as well as using data to make decisions to provide a multi-tiered system of supports. The plan for the SRT initiative evaluation included

a two-year process with a focus on implementation for the first year, completed in 2018-2019, and student outcomes for the second evaluation.

Overall, regardless of SRT involvement, at least 83 percent of staff across staff groups at all levels indicated they were familiar with the SRT process and 87 percent agreed they understood the purpose. Nearly all administrators at all levels indicated they were involved with the SRT process during 2020-2021, with a higher percentage of teachers at the elementary school level (60%) and a higher percentage of other staff at the high school level (81%) indicating they were involved in the process.

SRT implementation goals focused on the composition of the SRT, data monitoring processes, selection and implementation of strategies and interventions, and professional learning for staff. Regarding the SRT composition, at least 88 percent of staff at all levels who were involved with SRT agreed the SRT members varied based on student needs and at least 80 percent agreed that SRT members represented multiple disciplines. Additionally, of all staff who responded to the survey, nearly all administrators and at least 76 percent of other staff indicated they knew their school's SRT lead administrator and 87 percent of elementary teachers indicated they did. Lower percentages of secondary teachers indicated they knew their school's SRT lead administrator (48% to 55%). Regarding staff collaboration during the SRT process, at least 85 percent of staff across staff groups at all levels agreed SRT members provided input for interventions. In addition, at least 76 percent agreed that staff collaborated prior to SRT referral, with the exception of other staff at the middle school level (68% agreement). Regarding parent involvement, although SRT meeting invitations were sent to parents explaining the SRT process, survey data showed that approximately three-fourths of parents at the elementary school level indicated that they received information that their child was referred to SRT, while 47 percent of middle school and 35 percent of high school parents indicated that they had. Student involvement survey data showed that although students were referred to SRT during the 2020-2021 school year, only 30 percent of secondary students who responded to the survey recognized this by indicating they received extra support or help through the SRT. Although SRT meeting invitations were sent to parents explaining the SRT process, parent involvement data showed that approximately three-fourths of parents at the elementary school level indicated that they received information that their child was referred to SRT, while 47 percent of middle school and 35 percent of high school parents indicated that they had.

Throughout the SRT process, data must be continuously collected to inform the decision-making process regarding referrals and interventions. Survey data related to SRT data monitoring processes showed that with the exception of other staff at the secondary levels, at least 76 percent of staff across staff groups at all levels agreed that data were collected and analyzed prior to students being referred to SRT, that students were referred to SRT when data showed concerns were not resolved after classroom interventions, and that data were collected at least weekly for progress monitoring. Lower percentages of other staff at the secondary levels agreed with these items (from 59% to 78%). While at least 79 percent of administrators and teachers at all levels agreed that staff consistently used established indicators for when to refer students to SRT, lower percentages of other staff at all levels agreed (from 62% to 71%). At least 76 percent of staff across staff groups at all levels agreed that measurable goals and outcomes were monitored using data that were individualized and that the goals were aligned with the interventions and indicated that referral information was used for decision making regarding selecting appropriate interventions. However, lower percentages of staff indicated that prereferral monitoring data (from 47% to 85%) and postreferral monitoring data were used (from 32% to 83%).

According to the SRT school guide, appropriate interventions and strategies are chosen and planned as a team, should be attempted prior to referral, and must be individualized, research-based, and considered as either Tier 2 or Tier 3 level of support. At least 83 percent of elementary school and middle school administrators and teachers agreed that teachers implemented strategies to address students' needs prior to referring students to SRT, while there were lower agreement percentages at the high school level for all staff groups (from 58% to

79%) and other staff at the elementary school (75%) and middle school levels (67%). Regarding interventions being individualized, research-based, and being classified as tier 2 or tier 3 level of support, at least 75 percent of staff across staff groups at all levels agreed.

One recommendation from the implementation evaluation was to ensure professional learning opportunities related to interventions and data monitoring are provided and are effective. Overall, in 2020-2021, at least 69 percent of staff across staff groups at all levels indicated they participated in professional learning on various SRT-related topics, including the purpose of SRT; data monitoring; and selecting, implementing, and various types of academic, behavioral, and academic interventions. In addition, of the staff who received professional learning, most indicated that professional learning helped with understanding each area. Agreement percentages were at least 70 percent for all areas with the exception of other staff at the middle school level regarding selecting (64%) and implementing interventions (64%) and at the high school level for understanding behavioral interventions (69%).

Overall, 1,970 students were referred to the SRT at their school across the division. Approximately half of referred students were in elementary school, 21 percent were in middle school, and 32 percent were in high school. Approximately 95 percent of referred students were served by their school's SRT, which involved an intervention or strategy having been implemented. Most of the other students who were referred to the SRT were subsequently referred to other services (e.g., special education, 504). The most frequent referral reason varied by school level. The majority of elementary school referrals were for academics (57%) and the majority of middle school referrals were for attendance (70%), whereas high school referrals were split between attendance (53%) and academics (42%). In comparison to the division, at all levels, students who were referred to and served by the SRT were more likely to be African American, more likely to be economically disadvantaged, less likely to be Caucasian, and less likely to be identified as gifted.

The student outcome SRT goal focused on students served through the SRT process demonstrating improvement within the referred area of concern. Performance within students' referral area was examined both before and after implementation of strategies by the SRT. Overall, across the areas of academics, attendance, and behavior, higher percentages of students showed improvement than declines in their performance. Of the students served by the SRT for academic reasons at the elementary school level, the majority showed improvement in at least one of their English standard grades regardless of instructional setting. Analyses of individual standard grades showed that there were improvements in English and math grades from the quarter 30 days before the initial meeting compared to the quarter 30 days after the initial meeting, with grades closer to proficiency than developing proficiency overall. Further, there were statistically significant differences in English grades for both virtual and in person students, while the difference in math grades was only statistically significant for in person students. At the secondary levels, from 41 to 48 percent of students showed improvement in their overall core grade averages from the marking period 30 days before the initial meeting date compared to the marking period 30 days after the initial meeting date. Across all core content areas, higher percentages of middle school and high school students showed improvement than showed decline in their grades, with the exception of math course grades at the high school level. Further, student average grades in English and history at the middle and high school levels and science at the middle school level were statistically significantly higher during the marking period after the initial SRT meeting compared to the marking period prior to the initial meeting. However, most grade averages moved from being equivalent to an E average to being equivalent to a D average. Overall, at the middle school level, students who received instruction in person showed more improvement than students who received instruction virtually, while this pattern was found only for English grades at the high school level. Of the elementary students referred for behavioral reasons, 22 percent showed an improvement in their behavioral referrals, while the majority (71%) had no change in the number of referrals per day. However, most students with no change did not have a formal discipline referral prior to receiving SRT support. At all levels, the majority of students referred for attendance reasons had higher attendance rates and lower numbers of absences in the

days following the initial meeting date compared to prior to the meeting. In addition, overall, the average attendance rates were higher and the average number of absences were lower in the 30 days following the initial meeting than before the initial meeting. The improvement was larger at the elementary school level than at the secondary levels. While there were larger improvements for students who received instruction in person for elementary school and middle school students, there were larger improvements for students who received instruction virtually for high school students.

Staff perceptions regarding the impact of SRT on student outcomes were more positive at the elementary school level (from 78% to 93%) than middle school (54% to 85%) and high school levels (55% to 91%), which mirrored the actual data results for academics and attendance. Overall, at least 83 percent of administrators and teachers at all levels and other staff at the elementary school level indicated that SRT was either highly or somewhat effective, while from 69 to 75 percent of other staff at the secondary levels did. Satisfaction with SRT followed this pattern, with at least 79 percent of administrators and teachers at all levels and other staff at the elementary school level indicating they were satisfied, whereas 67 to 68 percent of other staff at the secondary levels indicated they were satisfied. Another recommendation from the implementation evaluation was to improve the consistency of SRT processes and practices at the high school level. Overall, there were improvements in staff agreement percentages at the high school level regarding the consistency of SRT processes, including staff agreement that staff consistently use an established method for how to refer students and established indicators for when to refer students to SRT as well as the referral process being clear (from 4 to 25 percentage point increases). There were also increases in administrator and teacher satisfaction at the high school level (from 13 to 27 percentage point increases).

## Recommendations and Rationale

### **Recommendation #1: Continue SRT with modifications noted in recommendations 2 through 4. (Responsible Group: Department of Teaching and Learning)**

**Rationale:** The first recommendation is to continue SRT with modifications noted in recommendations below. Based on School Board Policy 6-26, following a comprehensive evaluation, a recommendation must be made to continue the initiative without modifications, continue the program with modifications, expand the program, or discontinue the program. The recommendation to continue SRT with modifications is to enhance efforts related to the data log system, informing and involving middle school and high school students and parents, and interventions at the secondary levels.

### **Recommendation #2: Continue to pursue alternative methods for collecting SRT data divisionwide to allow for more efficient and effective means of monitoring students' progress and determining the initiative's effectiveness. (Responsible Groups: Department of Teaching and Learning, Department of Technology)**

**Rationale:** The second recommendation is to continue to pursue alternative methods for collecting SRT data divisionwide to allow for more efficient and effective means of monitoring students' progress and determining the initiative's effectiveness. The current SRT data log process involves schools completing the blank uniform document with information related to student identification, referral reason and source, date and result of initial meeting, and intervention(s). These data logs are expected to be submitted each quarter to the Department of Teaching and Learning. Although nearly all schools submitted at least one data log throughout the 2020-2021 school year with SRT referral information, the submitted files did not always contain complete information, with approximately 61 percent of referrals *not* containing an exit date from the SRT process. In addition, SRT referral and meeting forms as well as progress monitoring information are expected to be completed for each student. However, this information is currently kept separate from the SRT data logs and at the individual schools only. Therefore, there is currently not a data system to monitor student progress at the division level, although in response to an open-ended survey item, staff commented on the need for more consistency with interventions and data monitoring across the division. In response to items about the current referral process, agreement percentages that SRT forms could be completed in a reasonable amount of time were overall high at the elementary level but were low at the middle and high school levels, especially for other staff at the middle (56%) and high (61%) school levels. In addition, current use of various data for decision-making also appeared to be an area of concern, especially at the secondary levels, with between 60 and 67 percent of secondary teachers and 47 to 59 percent of other staff at the secondary level indicating they used prereferral monitoring data for decision making and from 48 to 63 percent of secondary teachers and from 32 to 49 percent of other staff at the secondary level indicating they used postreferral monitoring data for decision making. In response to open-ended survey items, themes emerged that were related to the need for streamlining the referral process and the process being lengthy.

### **Recommendation #3: Ensure parents of middle school and high school students referred to SRT are informed and involved in the SRT process as well as involving middle school and high school students as appropriate. (Responsible Groups: Department of Teaching and Learning, Schools)**

**Rationale:** The third recommendation is to ensure parents of middle school and high school students referred to SRT are informed and involved in the SRT process as well as involving middle school and high school students as appropriate. In response to whether they received information that their child was referred to SRT, 47 percent of middle school parents and 35 percent of high school parents indicated they received this information. Additionally, from 47 to 60 percent of middle school parents and from 23 to 32 percent of high

school parents indicated they were notified about SRT meetings, attended these meetings, and received notification of the outcomes. In addition, of the small number of eighth through twelfth grade students who participated after being invited to take a survey because they were included in the SRT data logs, 44 percent indicated they did not receive extra support or help through the SRT at their school during 2020-2021 and 28 percent indicated they did not know whether they did. In addition, the majority of eighth through twelfth grade students who responded to the survey indicated that they did not know whether they were involved throughout the SRT process (57%) or whether their needs were considered throughout the SRT process (58%).

**Recommendation #4: Ensure interventions and data monitoring are implemented with fidelity at the secondary school levels to increase the effectiveness of the interventions. (Responsible Groups: Department of Teaching and Learning, Schools)**

**Rationale:** The fourth recommendation is to ensure interventions and data monitoring are implemented with fidelity at the secondary levels to increase the effectiveness of the interventions. Overall, academic and attendance student outcome data suggested that SRT was more effective for elementary school students than secondary students. While there were some improvements in attendance for middle school and high school students, relatively low percentages of students demonstrated improvements (53% at middle school and 61% at high school) and attendance rates remained low, especially for high school, which had an average attendance rate of 71% in the 30 days after the initial meeting date. In addition, while there were improvements found at both middle school and high school levels in academics, less than half of students who received SRT services for academics showed improvement in their core course grade average in the marking period 30 days after the initial SRT meeting compared to the marking period 30 days before the initial meeting (48% at middle school and 41% at high school). In addition, 27 percent of middle school students and 24 percent of high school students showed a decline and the average grade for secondary students across the core content areas remained at approximately a D after interventions. Staff perception data aligned to some extent with the outcome results and showed relatively low percentages of secondary school staff agreed students referred for attendance showed improvement (from 54% to 74%) and low percentages of other staff at the secondary levels agreed that students referred for academics showed improvement (from 63% to 68%). Additionally, somewhat low percentages of other staff at the secondary levels indicated that SRT was either highly or somewhat effective (from 69% to 75%) and that they were satisfied with SRT (from 67% to 68%). When staff were surveyed about the effectiveness of professional learning that they have received related to interventions, from 64 to 76 percent of other staff at the secondary levels agreed the professional learning helped with selecting interventions, implementing interventions, and understanding interventions for attendance. In addition, 75 percent of high school administrators agreed that the professional learning they received helped with understanding interventions for attendance. This is of particular importance due to most referrals at the middle school level being for attendance reasons during 2020-2021 and the majority of referrals at the high school level being for attendance reasons over the past four years. Additionally, from 70 to 72 percent of other staff at the secondary levels agreed the professional learning helped with understanding how to monitor data. In response to an open-ended question about professional learning that would be helpful, staff commented on the need for additional professional learning on specific strategies and interventions, particularly for attendance, and data monitoring. In addition, from 60 to 68 percent of other staff at the secondary levels and 71 percent of high school administrators agreed that there was an established method for monitoring the progress of interventions and from 59 to 77 percent of high school staff and 69 percent of other staff at the middle school level agreed that data were collected at least weekly monitoring students' progress. Relatively low percentages of secondary staff also indicated that they used monitoring data to inform decision making. From 49 to 67 percent of teachers and other staff at the middle school level and from 32 to 69 percent of high school staff indicated that prereferral and postreferral monitoring data were used.



## Appendix

### Appendix A: Percentages of Staff Who Received Professional Learning on SRT Topics

Percentage of Staff Who Received Professional Learning on Purpose of SRT

School Level	2018-2019			2020-2021		
	Administrator	Teacher	Other Staff	Administrator	Teacher	Other Staff
Elementary	100%	93%	82%	99%	90%	82%
Middle	100%	83%	81%	92%	89%	86%
High	86%	86%	85%	100%	89%	72%

Percentage of Staff Who Received Professional Learning on When to Refer

School Level	2018-2019			2020-2021		
	Administrator	Teacher	Other Staff	Administrator	Teacher	Other Staff
Elementary	100%	93%	75%	99%	90%	79%
Middle	96%	84%	81%	92%	89%	88%
High	82%	87%	85%	100%	89%	74%

Percentage of Staff Who Received Professional Learning on How to Refer

School Level	2018-2019			2020-2021		
	Administrator	Teacher	Other Staff	Administrator	Teacher	Other Staff
Elementary	100%	94%	76%	99%	91%	79%
Middle	100%	84%	81%	92%	89%	90%
High	82%	87%	78%	94%	90%	71%

Percentage of Staff Who Received Professional Learning on Selecting Interventions

School Level	2018-2019			2020-2021		
	Administrator	Teacher	Other Staff	Administrator	Teacher	Other Staff
Elementary	98%	90%	74%	95%	91%	73%
Middle	96%	83%	79%	92%	89%	86%
High	82%	87%	83%	97%	87%	74%

Percentage of Staff Who Received Professional Learning on Interventions for Academics

School Level	2018-2019			2020-2021		
	Administrator	Teacher	Other Staff	Administrator	Teacher	Other Staff
Elementary	97%	92%	71%	100%	92%	69%
Middle	100%	84%	71%	92%	91%	76%
High	82%	84%	80%	100%	89%	77%

Percentage of Staff Who Received Professional Learning on Interventions For Attendance

School Level	2018-2019			2020-2021		
	Administrator	Teacher	Other Staff	Administrator	Teacher	Other Staff
Elementary	95%	80%	58%	95%	85%	70%
Middle	100%	76%	76%	88%	85%	76%
High	78%	79%	74%	97%	86%	74%



**Percentage of Staff Who Received Professional Learning on Interventions for Behavior**

School Level	2018-2019			2020-2021		
	Administrator	Teacher	Other Staff	Administrator	Teacher	Other Staff
Elementary	95%	91%	79%	95%	92%	77%
Middle	100%	85%	76%	92%	91%	79%
High	84%	82%	82%	100%	88%	74%

**Percentage of Staff Who Received Professional Learning on Implementing Interventions**

School Level	2018-2019			2020-2021		
	Administrator	Teacher	Other Staff	Administrator	Teacher	Other Staff
Elementary	98%	90%	74%	95%	91%	74%
Middle	96%	83%	79%	92%	92%	86%
High	83%	86%	78%	97%	87%	74%

**Percentage of Staff Who Received Professional Learning on Monitoring Data**

School Level	2018-2019			2020-2021		
	Administrator	Teacher	Other Staff	Administrator	Teacher	Other Staff
Elementary	98%	91%	72%	95%	90%	72%
Middle	96%	84%	81%	92%	90%	88%
High	82%	84%	77%	97%	86%	74%

## Appendix B: Percentages of Staff Who Agreed Professional Learning Helped With Understanding SRT Topics

**Staff Agreement That Professional Learning Helped Them Understand Purpose of SRT**

School Level	2018-2019			2020-2021		
	Administrator	Teacher	Other Staff	Administrator	Teacher	Other Staff
Elementary	97%	93%	93%	100%	92%	98%
Middle	96%	88%	89%	96%	94%	92%
High	79%	90%	79%	97%	93%	89%

**Staff Agreement That Professional Learning Helped Them Understand When to Refer**

School Level	2018-2019			2020-2021		
	Administrator	Teacher	Other Staff	Administrator	Teacher	Other Staff
Elementary	98%	90%	89%	99%	89%	94%
Middle	96%	84%	83%	92%	91%	83%
High	83%	82%	79%	97%	90%	86%

**Staff Agreement That Professional Learning Helped Them Understand How to Refer**

School Level	2018-2019			2020-2021		
	Administrator	Teacher	Other Staff	Administrator	Teacher	Other Staff
Elementary	98%	92%	91%	100%	92%	94%
Middle	92%	81%	89%	88%	90%	84%
High	78%	78%	81%	97%	86%	93%

**Staff Agreement That Professional Learning Helped With Selecting Interventions**

School Level	2018-2019			2020-2021		
	Administrator	Teacher	Other Staff	Administrator	Teacher	Other Staff
Elementary	86%	84%	86%	93%	88%	87%
Middle	76%	81%	73%	83%	87%	64%
High	59%	74%	67%	91%	88%	76%

**Staff Agreement That Professional Learning Helped With Understanding Interventions for Academics**

School Level	2018-2019			2020-2021		
	Administrator	Teacher	Other Staff	Administrator	Teacher	Other Staff
Elementary	91%	89%	89%	100%	92%	88%
Middle	89%	92%	77%	88%	93%	84%
High	73%	86%	77%	94%	96%	83%

**Staff Agreement That Professional Learning Helped With Understanding Interventions for Attendance**

School Level	2018-2019			2020-2021		
	Administrator	Teacher	Other Staff	Administrator	Teacher	Other Staff
Elementary	78%	76%	79%	85%	81%	88%
Middle	73%	81%	59%	87%	87%	72%
High	76%	75%	75%	75%	83%	76%

**Staff Agreement That Professional Learning Helped With Understanding Interventions for Behavior**

School Level	2018-2019			2020-2021		
	Administrator	Teacher	Other Staff	Administrator	Teacher	Other Staff
Elementary	87%	83%	89%	97%	90%	91%
Middle	81%	81%	66%	88%	90%	79%
High	73%	81%	72%	91%	90%	69%

**Staff Agreement that Professional Learning Helped Understanding How to Implement Interventions**

School Level	2018-2019			2020-2021		
	Administrator	Teacher	Other Staff	Administrator	Teacher	Other Staff
Elementary	88%	86%	85%	95%	89%	87%
Middle	76%	85%	67%	88%	88%	64%
High	55%	80%	65%	91%	90%	76%

**Staff Agreement that Professional Learning Helped Understanding How to Monitor Data**

School Level	2018-2019			2020-2021		
	Administrator	Teacher	Other Staff	Administrator	Teacher	Other Staff
Elementary	93%	84%	88%	96%	86%	91%
Middle	80%	80%	71%	83%	87%	70%
High	68%	72%	67%	88%	85%	72%

### Appendix C: Demographics for Students Referred to SRT From 2017-2018 to 2020-2021

Demographic	2017-2018			2018-2019			2019-2020			2020-2021		
	ES (N = 831)	MS (N = 317)	HS (N = 738)	ES (N = 1,027)	MS (N = 399)	HS (N = 582)	ES (N = 854)	MS (N = 217)	HS (N = 585)	ES (N = 920)	MS (N = 415)	HS (N = 635)
Female	36%	36%	47%	38%	39%	44%	37%	40%	45%	42%	47%	45%
Male	64%	64%	53%	62%	61%	56%	63%	60%	55%	58%	53%	55%
African American	32%	31%	38%	38%	36%	30%	36%	40%	29%	39%	39%	34%
American Indian	< 1%	< 1%	< 1%	< 1%	1%	< 1%	< 1%	0%	1%	1%	0%	< 1%
Caucasian	43%	38%	36%	38%	37%	44%	38%	36%	47%	34%	31%	38%
Hispanic	12%	16%	13%	14%	14%	15%	14%	14%	13%	13%	18%	13%
Asian	2%	7%	4%	1%	3%	4%	1%	1%	4%	2%	3%	4%
Native Hawaiian/Pacific Islander	< 1%	0%	1%	< 1%	0%	< 1%	< 1%	0%	0%	< 1%	< 1%	0%
Multiracial	11%	7%	9%	9%	10%	7%	12%	9%	7%	12%	9%	10%
Economically Disadvantaged	57%	31%	57%	61%	61%	48%	61%	72%	54%	64%	70%	57%
Identified Special Education	14%	9%	13%	15%	11%	8%	9%	8%	9%	11%	6%	9%
Identified English Learner	3%	12%	2%	3%	6%	3%	3%	4%	4%	3%	4%	2%
Identified Gifted	5%	12%	8%	4%	8%	8%	4%	5%	8%	3%	6%	9%
Military Connected	14%	11%	8%	20%	14%	9%	21%	8%	9%	18%	9%	9%

**Appendix D: Demographics for Students Divisionwide in 2020-2021**

Demographic	ES	MS	HS
Female	48%	49%	49%
Male	52%	51%	50%
African American	23%	24%	24%
American Indian	0%	0%	0%
Caucasian	45%	45%	48%
Hispanic	14%	13%	12%
Asian	6%	6%	6%
Native Hawaiian/Pacific Islander	1%	0%	1%
Multiracial	11%	10%	10%
Economically Disadvantaged	40%	40%	35%
Identified Special Education	13%	12%	11%
Identified English Learner	4%	2%	1%
Identified Gifted	16%	22%	18%
Military Connected	25%	19%	15%

## Endnotes

<sup>1</sup> School Guide to the Student Response Team Process (2017 Update).

<sup>2</sup> School Guide to the Student Response Team Process (2017 Update).

<sup>3</sup> Navigating SRT 2.0 for Elementary Student Response Teams. The Department of Teaching and Learning. June 23, 2021.

<sup>4</sup> Eleven of the 74 students in eighth grade responded to the survey.

<sup>5</sup> School Guide to the Student Response Team Process (2017 Update).

<sup>6</sup> School Guide to the Student Response Team Process (2017 Update).

<sup>7</sup> School Guide to the Student Response Team Process (2017 Update).

<sup>8</sup> Source: A. Day, personal communication, August 28, 2019.

<sup>9</sup> School Guide to the Student Response Team Process (2017 Update).

<sup>10</sup> Code of Virginia. Title 22.1. Education. Chapter 13. Programs, Courses of Instruction and Textbooks. Article 2. Special Education. 22.1-215.2 Parental notification; literacy and Response to Intervention screening and services; certain assessment results. <https://law.lis.virginia.gov/vacode/22.1-215.2>.

Each local school board shall enact a policy to require that timely written notification is provided to the parents of any student who: Undergoes literacy and Response to Intervention screening and services; or Does not meet the benchmark on any assessment used to determine at-risk learners in preschool through grade 12, which notification shall include all such assessment scores and subscores and any intervention plan that results from such assessment scores or subscores.

<sup>11</sup> School Board of the City of Virginia Beach Policy 6-77. Obtained from [https://www.vbschools.com/about\\_us/our\\_leadership/school\\_board/policies\\_and\\_regulations/section\\_6/6-77](https://www.vbschools.com/about_us/our_leadership/school_board/policies_and_regulations/section_6/6-77)

<sup>12</sup> Source: A. Day, personal communication, October 8, 2021.

<sup>13</sup> School Guide to the Student Response Team Process (2017 Update).

<sup>14</sup> School Guide to the Student Response Team Process (2017 Update).

<sup>15</sup> According to the March 4, 2021 principals' packet memo, during 2020-2021, due to the 4x4 block scheduling at the secondary levels, a student would need to reach 12 unexcused absences to initiate referral to SRT.

<sup>16</sup> Block and Daily Attendance Procedures for Term/Semester 2. Principals' packet memo, March 4, 2021.

<sup>17</sup> School Guide to the Student Response Team Process (2017 Update).

<sup>18</sup> School Guide to the Student Response Team Process (2017 Update).

<sup>19</sup> Source: A. Day, personal communication, August 28, 2019.

<sup>20</sup> A. Day, Actions taken regarding recommendations 2020-2021.

<sup>21</sup> Two students were removed due to inability to match their records and eleven students were removed due to not being involved with SRT during the 2020-2021 school year.

<sup>22</sup> There were 15 referrals in the data logs that did not have a referral reason. Attempts were made to determine the referral reason based on other information in the data log. Nine of the referrals were able to be coded due to information regarding interventions and strategies; however, due to limited details, the reasons for 6 of the 15 referrals were not able to be determined.

<sup>23</sup> There were several cases where students' course grades were not included in the analyses. Scores for pass/fail courses were excluded from the analyses due to the different grading scale and fewer than 10 students receiving grades in this form. For students who took more than one course in a core area within a term, only one course was analyzed. A student's semester-long courses were prioritized, followed by credit-recovery courses. In addition, courses with most recent grades were prioritized. Students were excluded from the analysis if the comparative quarter occurred across two terms (e.g., 30 days before the initial meeting was in quarter 1 and 30 days after the initial meeting was in quarter 3).

<sup>24</sup> The 4x4 schedule structure for middle and high school was used to minimize student course load, teacher-student load, and transitions during the in-person phase.

<sup>25</sup> Due to few students indicating they were referred for behavioral reasons, student perceptions were not included here.

<sup>26</sup> Source: A. Day, personal communication, October 8, 2021.

<sup>27</sup> Source: A. Day, personal communication, August 28, 2019.

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

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

#### Notice of Non-Discrimination Policy

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](mailto: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](mailto: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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February 2022





## VIRGINIA BEACH CITY PUBLIC SCHOOLS CHARTING THE COURSE

### PLANNING, INNOVATION, AND ACCOUNTABILITY Office of Research and Evaluation

#### Student Response Teams (SRT): Outcome Evaluation

The table below indicates the proposed recommendations resulting from the **Student Response Teams (SRT): Outcome 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 2020-2021 Program Evaluation	Administration's Recommendations
<u>Information</u> February 22, 2022  <u>Consent</u> March 8, 2022	Student Response Teams (SRT): Outcome Evaluation	<ol style="list-style-type: none"><li>1. Recommendation #1: Continue SRT with modifications noted in recommendations 2 through 4. (<i>Responsible Group: Department of Teaching and Learning</i>)</li><li>2. Recommendation #2: Continue to pursue alternative methods for collecting SRT data divisionwide to allow for more efficient and effective means of monitoring students' progress and determining the initiative's effectiveness. (<i>Responsible Groups: Department of Teaching and Learning, Department of Technology</i>)</li><li>3. Recommendation #3: Ensure parents of middle school and high school students referred to SRT are informed and involved in the SRT process as well as involving middle school and high school students as appropriate. (<i>Responsible Groups: Department of Teaching and Learning, Schools</i>)</li><li>4. Recommendation #4: Ensure interventions and data monitoring are implemented with fidelity at the secondary school levels to increase the effectiveness of the interventions. (<i>Responsible Groups: Department of Teaching and Learning, Schools</i>)</li></ol>	The administration concurs with the recommendations from the program evaluation.



Subject: Textbook Adoption: Secondary English Item Number: 13E

Section: Information Date: February 22, 2022

Senior Staff: Kipp D. Rogers, Ph.D., Chief Academic Officer, Department of Teaching and Learning

Prepared by: Angela Seiders, Executive Director Secondary, Department of Teaching and Learning  
Cameron Vadersen-Jacob and Britani Kerns, Secondary English Coordinators

Presenter(s): Angela Seiders, Executive Director Secondary, Department of Teaching and Learning

**Recommendation:**

That the School Board review and approve the following secondary English digital resource as recommended by the Secondary English Digital Resource Adoption Committee for implementation in the Fall of 2022.

Course Title	Digital Resources	Publisher	Copyright
Advanced English 6-8 English 6-8 Honors English 9-12 English 9-12	<i>Actively Learn</i>	Achieve 3000, a subsidiary of McGraw Hill	2022

**Background Summary:**

The members of the Secondary English Digital Resource Adoption Committee reviewed digital resources provided by the publishers. The committee evaluated the resources based on its alignment to the Virginia Standards of Learning, its ability to integrate seamlessly into our learning management system, and the digital resources it provides for students and teachers. The resources were reviewed by teachers, parents, literacy coaches, students, and a university representative. The digital resources were available electronically through our website for public comment and review. After reviewing the resources, the Secondary English Digital Resource Adoption Committee recommends the above digital resource as its first-choice recommendation for implementation during the Fall of 2022.

A negotiation team including the director of the Office of K-12 and Gifted Programs, the coordinators for Secondary English, and the director of Business Services communicated with the appropriate personnel from the publishing company to discuss a preliminary contract for the full adoption cycle pending approval by the School Board.

The proposed digital resource will replace the current textbooks as follows:

Course Title	Textbook	Copyright	Years in use (including this year)
English Grade 6-12	<i>Holt McDougal Literature</i> Houghton Mifflin Harcourt Publishing Co.	2013	8

**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
Advanced English 6-8 English 6-8 Honors English 9-12 English 9-12	\$706,000.00 per year *Additional discounts for three-year contract	1,095,500.00 per year *Additional discounts for three-year contract

**Secondary English  
Digital Resource Adoption  
Implementation for Fall 2022**

Course	Recommendations	Student Enrollment	Initial Implementation Cost	Two Year Additional Costs	Total Implementation Cost
Advanced English 6-8 English 6-8 Honors English 9-12 English 9-12	<b>First Choice:</b> <i>Actively Learn, Achieve 3000</i>	35,300	706,000.00	1,270,800.00	1,976,800.00
	<b>Second Choice:</b> <i>Into Literature, Houghton Mifflin Harcourt Publishing Company</i>	35,300	1,095,500.00	1,976,400.00	3,074,400.00

# **DIGITAL RESOURCE ADOPTION RECOMMENDATION**

## **SECONDARY ENGLISH (GRADES 6-12)**

**February 22, 2022**

*Department of Teaching and Learning  
Secondary English*

## **SECONDARY ENGLISH DIGITAL RESOURCES ADOPTION TIMELINE**

July/August 2021	Request for Proposal initiated. Nine companies submitted proposals.
September 2021	Initial RPF including members from Department of Teaching and Learning, Department of Technology and Business Services convened to review the nine products thus narrowing to the top five based upon the scoring criteria.
October 2021	Memo calling for secondary English teachers to serve on the Digital Resource Adoption committee by completing an application process distributed.
November 2021	English teacher committee members selected and notified. Initial meeting held with committee members explaining process and to review criteria rubric.
December 2021	The committee met two times in December: First, they convened to view 20-minute presentations from the top five vendors and used evaluation forms to rank. The second committee meeting discussed their findings and, through consensus, narrowed to the top two vendors.
January 2022	<p>The top two resource and evaluation forms were made available electronically through the Call-to-Action Page on the Virginia Beach City Public Schools website to allow for public comments. Additionally, digital access to the top two products along with evaluation forms were made available to all secondary English teachers, administrators, parents, students, select university professors, and building specialists (literacy coaches, computer resources specialists, gifted resources teachers) for comment, scoring and ranking.</p> <p>Negotiations were conducted with appropriate representatives from the publishers, the director of the Office of K-12 and Gifted Programs, a contract specialist from Purchasing Services, and the secondary English coordinators.</p>
February 2022	<p>Results of public review, scoring and rankings reviewed by 50 participants.</p> <p>The secondary English coordinators used the recommendations from the committee to prepare the report for the School Board.</p>

**Secondary English  
TEXTBOOK ADOPTION COMMITTEE**

**City-Wide Representatives:**

Britani Kerns, Secondary English Coordinator  
Cameron Vadersen-Jacob, Secondary English Coordinator

**Instructor Representatives**

Kristen Addesso, Great Neck Middle School  
Julie Allen, Plaza Middle School  
Brittney Purchas, Bayside Middle School  
Kimberly Berry, Landstown Middle School  
Melanie Bolick, Landstown Middle School  
Heather Comer, Tallwood High School  
Robin Copeland, Bayside HS  
Deborah Jennison, Bayside HS  
Katie Bennett, Landstown HS  
Gina Pancheco-Forehand, Salem Middle School

**Parent Representatives**

Parent, Landstown HS  
Parent, First Colonial HS

**Student Representatives**

Student, Landstown High School  
Student, Landstown High School

**University Representative**

Dr. Kati Macaluso, Professor of English and Acting Academic  
Director for ACE Teaching Fellows Program, University of Notre Dame

## SECONDARY ENGLISH DIGITAL RESOURCE ADOPTION COMMITTEES FIRST RECOMMENDATION

The Secondary English Digital Resource Adoption Committee recommends the following product as its first choice for adoption by Virginia Beach City Public Schools:

*Actively Learn, Achieve 3000, subsidiary of McGraw Hill*

The recommended textbook displays the following strengths:

- Aligns to the Standards of Learning and enduring understandings within the secondary English curriculum.
- Integrates with Canvas for a seamless digital experience.
- Includes a variety of thematically, multi-genre text collections by appropriate grade and reading levels.
- Includes high quality teacher resources, interactivity for students, summative performance-based assessments, and curriculum builder options allowing the teacher to differentiate lessons.
- Provides opportunities for customization to align with VBCPS Secondary English Curriculum.
- Offers access to copyrighted texts such as supplemental novels, contemporary stories and poetry, and current nonfiction.

### FIRST-CHOICE RECOMMENDATION IMPLEMENTATION COSTS FOR *Actively Learn*

Student Textbook	Allocation	Number Needed	Cost Per Student Year 1	Cost Per Student Years 2-3	Total Implementation
<i>Actively Learn</i> Middle School Grades 6-8	One per student	14,200	\$284,000.00 (\$20.00/student)	\$511,200.00 (\$18.00 student/year)	\$795,200.00
<i>Actively Learn</i> High School Grades 9-12	One per student	21,200	\$422,000.00 (\$20.00/student)	\$759,600.00 (\$18.00 student/year)	\$1,181,600.00
<b>TOTALS</b>			\$706,000.00	\$1,270,800.00	\$1,976,800.00
Teacher Textbook	Allocation	Number Needed	Cost Per Teacher		Total Implementation
<i>Actively Learn</i> Grades 6-12	One per teacher	300	\$0.0		0.0
<b>TOTALS</b>			<b>Year 1</b>	<b>Years 2-3</b>	<b>Total Implementation</b>
			\$706,000.00	\$1,270,800.00	\$1,976,800.00



## SECONDARY ENGLISH DIGITAL RESOURCE ADOPTION COMMITTEES SECOND RECOMMENDATION

The Secondary English Digital Resource Adoption Committee recommends the following product as its second choice for adoption by Virginia Beach City Public Schools:

*Into Literature, Houghton Mifflin Harcourt*

The recommended textbook displays the following strengths:

- Aligns to the Standards of Learning and enduring understandings within the secondary English curriculum.
- Integrates with Canvas for a seamless digital experience.
- Includes collections based on an essential question with multi-genre selections.
- Includes teacher resources with before, during and after reading activities, summative assessments, and opportunities for writing.

The recommended textbook displays the following limitations:

- Resembles a traditional textbook formatting with limited student interaction.
- Challenging to navigate through product as a teacher and student.
- Organized by grade level limiting customization to alignment with VBCPS Secondary English Curriculum.

### SECOND-CHOICE RECOMMENDATION IMPLEMENTATION COSTS FOR *Into Literature, Houghton Mifflin Harcourt*

Student Textbook	Allocation	Number Needed	Cost Per Student Year 1	Cost Per Student Years 2-3	Total Implementation
<i>Into Literature</i> Middle School Grades 6-8	One per student	14,200	\$568,000.00 (\$40.00/student)	\$1,022,400.00 (\$36.00 student/year)	\$1,590,400.00
<i>Into Literature</i> High School Grades 9-12	One per student	21,200	\$530,000.00 (\$25.00/student)	\$954,000.00 (\$22.50 student/year)	\$1,484,000.00
<b>TOTALS</b>			\$1,098,000.00	\$1,976,400.00	\$3,074,400.00
Teacher Textbook	Allocation	Number Needed	Cost Per Teacher		Total Implementation
<i>Into Literature</i> Grades 6-12	One per teacher	300	\$0.0		0.0
<b>TOTALS</b>			<b>Year 1</b>	<b>Years 2-3</b>	<b>Total Implementation</b>
			\$1,098,000.00	\$1,976,400.00	\$3,074,400.00



Subject: Policy Review Committee Recommendations Item Number: 13F 1-8

Section: Information Date: February 22, 2022

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 February 10, 2022 meeting.

**Background Summary**

1. *Policy 3-69/Contract Maintenance* – the PRC recommends deleting this Policy as these procedures are now covered under the procurement procedures and other policies and regulations.
2. *Policy 3-70/Equipment*- the PRC recommends scrivener's changes and clarification of language regarding replacement of equipment.
3. *Policy 3-76/Transportation/Generally*- the PRC recommends amendments to reflect new legislation authorizing vehicles that use alternative fuel.
4. *Policy 3-77/Transportation and Non transportation Zones* – the PRC recommends reformatting the Policy and adding a new Section C to reflect recent statutory addition of the requirement to provide transportation outside a transportation for certain students.
5. *Policy 3-78/Schedules, Routes and Stops/Traffic Control Plan* – the PRC recommends scrivener's changes.
6. *Policy 3-80/School Board Owned Vehicles* – the PRC recommends minor amendments and the addition of a legal reference.
7. *Policy 3-81/Vehicle Maintenance* – the PRC recommends the addition of a legal reference.
8. *Policy 3-86/School Cafeterias* – the PRC recommends amending Section C to include School Board officers as those authorized to be served in school cafeterias.

**Source:**

Code of Virginia, 1950, as amended, § 22.1-253.12:7 School Board Policies.  
Policy Review Committee Meeting of February 10, 2022

**Budget Impact:**

**BUSINESS AND NONINSTRUCTIONAL OPERATIONS**

**Contract Maintenance**

~~Contract maintenance service bids will be taken for annual service for such items as office machines, computers, audio visual equipment and pest control.~~

~~Highly specialized building repairs such as roof and masonry work will be awarded on a bid price from qualified contractors.~~

Adopted by School Board: February 16, 1993

Repealed by School Board: 2022

## **BUSINESS AND NONINSTRUCTIONAL OPERATIONS**

### **Equipment**

#### **A. Maintenance and Repair**

School employees shall be utilized, whenever feasible and economical, for routine maintenance and repair. Within budgetary limitations the ~~S~~superintendent or designee is authorized to employ outside contractors for the maintenance and repair of complicated and specialized equipment.

#### **B. Responsibility**

Building principals shall be responsible for the inspection of equipment under their jurisdiction and for reporting the results to the Department of School Division Services~~office of school plant and supply~~.

#### **C. Transfer**

Procedures will be developed to ensure that when equipment is transferred from one location to another that the permanent inventory file reflects the transfer.

#### **D. Replacement**

All ~~School D~~ivision equipment shall be placed on a replacement schedule and the ~~S~~uperintendent or designee shall include in the recommended budget, funds to maintain the replacement schedule.

Requests for replacement of equipment shall be submitted by principals and other supervisors by established School Division procedures~~on regular budget request forms~~. Replacement of equipment, other than approved in the adopted budget, shall be considered only underin an emergency circumstances or when determined necessary for the operation of the School Divisionsituation only.

Adopted by School Board: February 16, 1993  
Amended by School Board: 2022

## **BUSINESS AND NONINSTRUCTIONAL OPERATIONS**

### **Transportation/Generally**

The School Board will operate its transportation system in compliance with regulations of the Virginia Board of Education and all applicable law and regulation.

The School Board shall own and operate all school buses used for transporting students to and from the public schools. The School Board also shall maintain and operate school bus garages for servicing the buses and other vehicles owned by the School Division. The School Division may enter into agreements for vehicles that use alternative fuels as set forth by law and regulation.

### **Editor's Note**

*~~For transportation and non-transportation zones see School Board Policy 3-77 and any implementing regulations.~~*

### **Legal Reference**

Code of Virginia § 22.1-176, as amended. Transportation of pupils; authorized; when fee may be charged; contributions; regulations of Board of Education.

Code of Virginia § 22.1-177, as amended. Regulations.

Code of Virginia § 22.1-182, as amended. Use of school buses for public purposes.

Code of Virginia § 22.1-183, as amended. When warning lights and identification to be covered.

Code of Virginia § 22.1-185, as amended. Shelters on bus routes.

Code of Virginia § 22.1-186, as amended. Payments for transportation of pupils.

Code of Virginia § 22.1-187, as amended. Exemption from payment of tolls by certain students, etc.

Virginia Board of Education Regulations 8VAC20-70-510, as amended. Vehicles powered by alternative fuels.

### **Related Links**

School Board **Policy 3-77**

Adopted by School Board: February 16, 1993  
Scrivener's Amendments: May 23, 2014  
Amended by School Board: 2022

## **BUSINESS AND NONINSTRUCTIONAL OPERATIONS**

### **Transportation and Non-Transportation Zones**

#### **A. Establishment of zones**

The Superintendent or designee shall establish procedures to determine zones within which students will be provided School Board transportation to their school ("Transportation Zones") and zones within which students will not be provided School Board transportation to their school ("Non-Transportation Zones").

#### **B. Students with disabilities**

Students with disabilities shall be provided School Board transportation to their schools as required by law.

#### **C. Waiver for certain students**

If an established non-transportation zone excludes certain students who reside within a certain distance from the school at which they are enrolled from accessing such transportation ~~zone~~ the Superintendent or designee shall establish a process for waiving, on a case-by-case and space-available basis, such exclusion and providing transportation to any such student whose parent or legal guardian is unable to provide adequate transportation for his child to attend school because the parent or legal guardian is providing necessary medical care to another family member who resides in the same household, as evidenced by a written explanation submitted by a licensed health care provider who provides care to such family member.

#### **Editor's Note**

*~~For school bus routes/stops and traffic control plan see School Board Policy 3-78~~  
~~For activity buses see School Board Policy 3-79.~~*

### **Legal Reference**

Code of Virginia §22.1-176, as amended. Transportation of pupils authorized; when fee may be charged; contributions; regulations of Board of Education.

Code of Virginia § 22.1-176.2, as amended. Certain students; waiver to access student transportation in certain cases.

Code of Virginia §22.1-221, as amended. Transportation of children with disabilities attending public or private special education programs.

Code of Virginia § 22.1-254, as amended. Compulsory attendance required; excuses and waivers; alternative education program attendance; exemptions from article.

~~20 U.S.C. § 22.1-213 *et seq.*, as amended,~~

### **Related Links**

School Board **Policy 3-78**

School Board **Policy 3-79**

Adopted by School Board: October 21, 1969

Amended by School Board: September 21, 1971

Amended by School Board: February 18, 1975

Amended by School Board: September 19, 1978

Amended by School Board: August 21, 1990

Amended by School Board: July 16, 1991

Amended by School Board: February 16, 1993

Amended by School Board: April 3, 2001

Scrivener's Amendments: May 23, 2014

Amended by School Board: 2022



## **BUSINESS AND NONINSTRUCTIONAL OPERATIONS**

### **Schedules, Routes and Stops/Traffic Control Plan**

#### **A. Generally**

The School Board desires to render the most adequate system of school bus transportation to the citizens of the School Division that the financial means at their disposal will allow. The School Board believes that policies for establishing school bus routes should be adopted so that all students and patrons will receive uniform consideration in establishing and extending school bus routes.

#### **B. Establishing School Bus Routes**

1. School bus routes will be established over the more populated streets and highways in such a manner that the students may be transported to and from school over the shortest feasible routes. No route will be established on any road not maintained by the City or the State Highway Department.
2. General education bus routes will not be established within a cul-de-sac or on a dead end roadway that will require a school bus to back up.
3. Requests for services in addition to that outlined above shall be given special, individual consideration by the Superintendent or designee ~~School Board~~ in cases of physical incapacity of a student as established by a certificate from a registered (practicing) physician, safety factors which would endanger students, or for other special reasons that the Superintendent or designees ~~board~~ deems pertinent to the operation of an efficient transportation system.

#### **C. Bus Stops**

Bus stops shall be located in accordance with the following criteria:

1. Bus stops shall be designated to pick up groups of students whenever possible.
2. Bus stops will be located at points of maximum safety.
3. Traffic and traffic patterns shall be considerations in the destination of a bus stop.
4. Pupil bus stops are designed to be within three-tenths of a mile for elementary students and five-tenths of a mile for secondary students from the place of residence where time restraints, road conditions and vehicle access allow.

5. No pupil bus stops will be established in a non-transportation zone.

#### **D. Traffic Control Plan**

See School Board Regulation 3-78.1 for traffic control plan information.

#### **Editor's Note**

~~See School Board Policy 3-77 and School Board Regulation 3-77.1 Transportation and Non-Transportation Zones.~~

#### **Legal Reference**

Code of Virginia § 46.2-918, as amended. School buses to be routed so as to avoid necessity of pupils<sup>2</sup> crossing divided highways.

Virginia Board of Education Regulations Governing Pupil Transportation, 8-VAC-20-70-160, as amended. Review of routes.

Virginia Board of Education Regulations Governing Pupil Transportation, 8-VAC-20-70-80, as amended. Loading or discharging pupils.

#### **Related Links**

School Board **Policy 3-77**

School Board **Regulation 3-77.1**

Adopted by School Board: February 16, 1993

Amended by School Board: August 19, 2014

[Amended by School Board: 2022](#)

## **BUSINESS AND NONINSTRUCTIONAL OPERATIONS**

### **School Board Owned Vehicles**

The Superintendent shall implement Regulations regarding the use and assignment of School Board owned vehicles for the purpose of conducting School Board business or as otherwise authorized by law. Personal use of School Board owned vehicles is prohibited for all persons, including School Board Members, officers and employees, unless specifically approved by the School Board or the Superintendent.

#### **Editor's Note**

*~~Please see School Board Regulation 3-80.3 for information regarding the assignment of School Board owned vehicles.~~*

### **Legal Reference**

Code of Virginia § 22.1-131, as amended. Boards may permit use of various school property; general conditions; electric vehicle charging stations.

Code of Virginia § 22.1-182, as amended. Use of school buses for public purposes.

### **Related Links**

#### **School Board Regulation 3-80.3**

Adopted by School Board: January 11, 1986

Amended by School Board: August 21, 1990

Amended by School Board: July 16, 1991

Amended by School Board: February 16, 1993

Amended by School Board: June 20, 2006

Scrivener's Amendments: May 23, 2014

Amended by School Board: 2022

## **BUSINESS AND NONINSTRUCTIONAL OPERATIONS**

### **Vehicle Maintenance**

#### **A. Generally**

The School Board shall maintain and operate garages for servicing the bus fleet, other vehicles and motorized equipment owned by the School Division. Central garage facilities and services may be made available to other governmental entities when such use will not create a hardship for the School Division.

#### **B. Memoranda of Understanding**

The Superintendent is authorized to confer with the proper governing authorities for the purpose of drafting memoranda of understanding covering the use of the school bus garages.

These memoranda shall be submitted for School Board review prior to their implementation.

#### **Legal reference**

**§ 22.1-182, as amended. Use of school buses for public purposes.**

Adopted by School Board: February 16, 1993

Scrivener's Amendments: May 23, 2014

**Amended by School Board: 2022**

## **BUSINESS AND NONINSTRUCTIONAL OPERATIONS**

### **School Cafeterias**

#### **A. Generally**

School cafeterias shall be maintained and operated under the direct control of the School Board.

#### **B. Employees**

Conditions and terms of employment for cafeteria employees shall be determined by the School Board.

#### **C. Financial Operations**

School cafeterias shall be self-supporting. The School Board shall provide the original facilities and equipment; however, additional equipment or replacements shall be at the expense of the cafeteria fund, unless the School Board finds that circumstances dictate that it give additional assistance.

Only students, School Board officers, employees and guests of the school can be served in school cafeterias. The selling price of adult and student meals shall be determined by the School Board after consultation with the administrators concerned.

#### **D. Cafeteria Funds**

See School Board Policy 3-19.

#### **E. Cafeteria Standards**

Cafeterias shall meet the standards and requirements of the Virginia Board of Education, the State Department of Health and the local health department.

### **Legal Reference**

Code of Virginia § 22.1-89.1, as amended. Management of cafeteria funds.

Virginia Board of Education Regulation Governing Sale of Food Items, 8-VAC-20-290-10, as amended.

### **Related Links**

School Board **Policy 3-19**

Adopted by School Board: February 16, 1993

Amended by School Board: January 5, 1999

Amended by School Board: June 20, 2006

Amended by School Board: August 19, 2014

Amended by School Board: 2022



**Subject:** Resolution: Read Across America **Item Number:** 15A-1

**Section:** Consent **Date:** February 22, 2022

**Senior Staff:** Kipp D. Rogers, Ph.D., Chief Academic Officer, Department of Teaching and Learning

**Prepared by:** Lorena L. Kelly, Executive Director of Elementary Teaching and Learning

**Presenter(s):** Lorena L. Kelly, Executive Director of Elementary Teaching and Learning

**Recommendation:**

That the School Board approve a resolution endorsing the National Education Association's *Read Across America*.

**Background Summary:**

The National Education Association is working to build a nation of readers through *Read Across America*. This program has focused on motivating children and teens to read through events, partnerships and reading resources.

**Source:**

National Education Association

**Budget Impact:**

N/A

## **Resolution**

### **Read Across America**

**WHEREAS**, the citizens of Virginia Beach stand firmly committed to promoting reading as the catalyst for our students' future academic success, their preparation for America's jobs of the future and their ability to compete in a global economy; and

**WHEREAS**, Virginia Beach City Public Schools has provided significant leadership in the area of community involvement in the education of our youth, grounded in the principle that education investment is key to the community's well-being and long-term quality of life; and

**WHEREAS**, "National Education Association's (NEA) *Read Across America*," a national celebration of reading on March 2, 2022, motivates students to read a variety of literature that are about everyone, for everyone;

#### **NOW, THEREFORE, BE IT**

**RESOLVED**: That the School Board of the City of Virginia Beach calls on all the citizens of Virginia Beach to assure that every child is in a safe place reading together with a caring adult on March 2, 2022, and be it

**FURTHER RESOLVED**: That this body enthusiastically endorses "NEA's *Read Across America*" and recommits our community to engage in programs and activities that improve the reading abilities of all children; and be it

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





**Subject:** Resolution: Fine Arts in Our Schools Month **Item Number:** 15A-2

**Section:** Consent **Date:** February 22, 2022

**Senior Staff:** Kipp D. Rogers, Ph.D., Chief Academic Officer, Department of Teaching and Learning

**Prepared by:** John H. Brewington, Fine Arts Coordinator, Department of Teaching and Learning

Christopher J. Buhner, Fine Arts Coordinator, Department of Teaching and Learning

**Presenter(s):** Nicole M. DeVries, Ph.D., Director of K-12 and Gifted Programs

**Recommendation:**

That the School Board of the City of Virginia Beach proclaim the month of March 2022 as “Fine Arts in Our Schools Month.”

**Background Summary:**

The designated month is set aside to recognize the importance and benefits of art, dance, music and theatre arts education in the school curriculum.

**Source:**

National Parent Teacher Association  
National Art Education Association  
Art and Craft Materials Institute  
National Association for Music Education  
American Association for Theatre in Education  
Educational Theatre Association

**Budget Impact:**

N/A

**Resolution**  
**Fine Arts in Our Schools Month**  
**March 2022**

**WHEREAS,** fine arts programs in Virginia Beach City Public Schools provide curricular, co-curricular and extracurricular experiences in art, dance, music and theatre arts for all student members of the school community and for the Virginia Beach community at large; and

**WHEREAS,** the School Board of the City of Virginia Beach is cognizant of the importance of fine arts to all our students, not only while they are in school but also throughout their lives; and

**WHEREAS,** art, dance, music and theatre arts are now and have been a vital part of the curriculum and instruction of the public schools of Virginia Beach; and

**WHEREAS,** the month of March has been designated as Music in Our Schools Month, Youth Art Month, and Theatre in the Schools Month by their national associations.

**NOW, THEREFORE, BE IT**

**RESOLVED:** That the School Board of the City of Virginia Beach recognizes the month of March 2022 as Fine Arts in Our Schools Month in Virginia Beach City Public Schools; and be it

**FURTHER RESOLVED:** That the School Board of the City of Virginia Beach express its appreciation to our fine arts educators for enhancing our lives and the lives of our children through art, dance, music and theatre arts; and be it

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



**Subject:** Resolution: National School Social Work Week **Item Number:** 15A-3

**Section:** Consent **Date:** February 22, 2022

**Senior Staff:** Kipp D. Rogers, Ph.D., Chief Academic Officer, Department of Teaching and Learning

**Prepared by:** Alveta J. Green, Ed.D., Executive Director, Office of Student Support Services

**Presenter(s):** Alveta J. Green, Ed.D., Executive Director, Office of Student Support Services

**Recommendation:**

That the School Board approve a resolution recognizing March 6-12, 2022, as National School Social Work Week.

**Background Summary:**

National School Social Work Week, sponsored by the School Social Work Association of America (SSWAA), is celebrated from March 6-12, 2022, to focus public attention on the unique contribution of school social workers within United States school systems and in Virginia Beach City Public Schools. National School Social Work Week highlights the tremendous impact school social workers can have in helping to reduce environmental barriers to learning.

This special week provides recognition for school social workers as a vital part of the educational process for the most vulnerable students as they meet the challenges of the 21<sup>st</sup> century. School social workers are critical to providing students with strong social and emotional supports and skills, as well as identifying students early who have mental health and behavioral needs. The ultimate goal is to keep our students and their families engaged in the educational process.

School social workers are certified, experienced practitioners with a master's degree in social work. The combination of their training and experience makes them an integral part of the total instructional program. The School Social Work Association of America has chosen "Time to Shine." SSWAA believes that School Social Workers shine brightly for their students, families, and school communities. Shining hope. Shining understanding. Shining respect.

**Source:**

School Social Workers Association of America

**Budget Impact:**

N/A

**Resolution**  
**National School Social Work Week**  
**March 6-12, 2022**

**WHEREAS**, Virginia Beach City Public Schools social workers help identify and remove environmental barriers to learning, thus allowing students to reach their full potential; and

**WHEREAS**, Virginia Beach City Public Schools social workers are committed to mobilizing family, school and community resources to enable students to learn and fully benefit from their educational program; and

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

**WHEREAS**, Virginia Beach City Public Schools social workers assist the most vulnerable children and adolescents, including children with disabilities, children living in homelessness, children living in poverty, pregnant teens, suicidal teens, truants and other at-risk children; and

**WHEREAS**, this shared approach to assisting students promotes students' learning and helps guide students to high school graduation and postsecondary experiences and the skills necessary to be productive citizens.

**NOW, THEREFORE, BE IT**

**RESOLVED:** That the School Board of the City of Virginia Beach recognize the second full week of March 2022 as National School Social Work 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.



**Subject:** Personnel Report **Item Number:** 16A

**Section:** Action **Date:** February 22, 2022

**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 February 22, 2022, 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

VBPCS  
Virginia Beach City Public Schools  
February 22, 2022  
2021-2022

<u>Scale</u>	<u>Class</u>	<u>Location</u>	<u>Effective</u>	<u>Employee Name</u>	<u>Position/Reason</u>	<u>College</u>	<u>Previous Employer</u>
Assigned to Unified Salary Scale	Appointments - Elementary School	Bayside	2/9/2022	Cynthia E Macer	Custodian I	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Bettie F. Williams	2/10/2022	Gregory K Watts	Technology Support Technician	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Birdneck	2/3/2022	Norma J Ryker	Special Education Assistant, .500	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Brookwood	2/3/2022	Destiny D Seward	Cafeteria Assistant, 5.0 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Centerville	2/9/2022	Gregory Calizaire	Custodian III Head Day	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Green Run	2/7/2022	Karl F Dampf	Security Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	King's Grant	1/31/2022	Sheraunda Y Sharpless	Custodian II Head Night	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	North Landing	1/31/2022	Donna M Zacher	Cafeteria Assistant, 4.5 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	North Landing	2/10/2022	Betty J Riddick	Custodian I	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Pembroke	2/10/2022	Alexia R Vonner	Special Education Assistant	South University Va Beach, VA	Plaza Christian Academy, VA
Assigned to Unified Salary Scale	Appointments - Middle School	Landstown	2/10/2022	Elizabeth D Borgonia	Custodian I	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Old Donation School	2/3/2022	Harrison L Hawkins	Custodian I	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - High School	Kellam	2/3/2022	Frank J Latham	Custodian I	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - High School	Landstown	1/20/2022	Laura L Pawlak	Cafeteria Assistant, 6.0 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - High School	Landstown	1/31/2022	Kimberly A Schakel	School Office Associate II	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - High School	Landstown	2/2/2022	Andrea L Nix	School Office Associate II	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - High School	Landstown	2/3/2022	James C Britt	Special Education Assistant	Tidewater Community College, VA	Not Applicable
Assigned to Unified Salary Scale	Appointments - High School	Landstown	2/4/2022	Stephany S Muhammad	School Office Associate II	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - High School	Renaissance Academy	1/31/2022	Kiara Wood	Custodian I	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - High School	Salem	2/10/2022	Ronald F Schule	Security Assistant, .400	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - High School	Tallwood	1/27/2022	Ban J Payne	Special Education Assistant	Old Dominion University, VA	Not Applicable
Assigned to Unified Salary Scale	Appointments - High School	Tallwood	2/3/2022	Andrea L Barkhimer	Cafeteria Assistant, 5.0 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Food Services	1/27/2022	Mary Troll	Cook, 7.0 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	2/9/2022	Elijah W Belcher	Fleet Technician I	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	2/16/2022	Barbara D Crowling	Bus Driver - Special Ed, 7.0 Hours	Not Applicable	VBPCS
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	2/16/2022	Ashley L Handling	Bus Assistant, 7.0 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Arrowhead	2/4/2022	Kirsten N Diaz	Kindergarten Assistant (family)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Hermitage	2/7/2022	William A Burnett	Custodian II Head Night (health)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Lynnhaven	2/1/2022	Diamond K Griffin	Custodian I (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Malibu	2/15/2022	Loren J Butts	General Assistant (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Pembroke	1/24/2022	Felicia Williams	Special Education Assistant (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Pembroke	2/25/2022	Jennifer L LeBlond	Special Education Assistant (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Pembroke Meadows	2/9/2022	Shyheim D Swinson	Physical Education Assistant (family)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Thoroughgood	1/27/2022	Erin Barksdale	Cook, 7.0 Hours (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Windsor Oaks	2/2/2022	Rima J Shearin	Library/Media Assistant (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Windsor Oaks	3/14/2022	Vanessa Carmichael	Special Education Assistant (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Middle School	Kempsville	2/11/2022	Trina Packer	Custodian I (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Middle School	Landstown	2/18/2022	Lucas T Witham	Assistant Principal (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - High School	Kellam	2/7/2022	Lashay S Freeman	Cafeteria Assistant, 5.0 Hours (job abandonment)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - High School	Landstown	3/11/2022	Owen Obasuyi	Security Assistant (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - High School	Ocean Lakes	4/30/2022	Vincent A Malfitano	Security Assistant (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - High School	Renaissance Academy	2/1/2022	Shana Kreiner	School Office Associate II (relocation)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - High School	Salem	1/31/2022	Jesus W Marrero	Security Assistant (health)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - High School	Salem	2/15/2022	Renita L Townsend	Cafeteria Assistant, 5.5 Hours (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Transportation and Fleet Management Services	1/26/2022	Rita L Burke	Bus Driver - Special Ed, 5.5 Hours (death)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Transportation and Fleet Management Services	2/15/2022	Nicholas James	Bus Driver, 6.0 Hours (death)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Transportation and Fleet Management Services	2/28/2022	Jennifer N Leary	Bus Assistant Plan Bee, 7.0 Hours (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Elementary School	North Landing	1/31/2022	David R Wohlford Jr	Custodian I	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Elementary School	Thoroughgood	2/1/2022	Jeannette H Bennett	Cook, 7.0 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Elementary School	Windsor Oaks	1/31/2022	Debbie L Heigaard	Cafeteria Assistant, 6.0 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - High School	Bayside	6/30/2022	Earnest L Nimmo	Custodian I	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Miscellaneous	Department of Human Resources	4/30/2022	Kelly W Coon	Human Resources Specialist	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Miscellaneous	Office of Maintenance Services	2/28/2022	Kenneth L Sneed	Plumbing Craftsman I	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Miscellaneous	Office of Student Support Services	6/30/2022	Alveta J Green	Executive Director Student Support Services	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Miscellaneous	Office of Transportation and Fleet Management Services	2/28/2022	Richard S Allen	Fleet Technician III	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Miscellaneous	Office of Transportation and Fleet Management Services	4/29/2022	Winnie R Corallo	Bus Driver, 7.0 Hours	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Birdneck	2/3/2022	Ashley E Cordner	Physical Education Teacher	Old Dominion University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Christopher Farms	2/10/2022	Carl L Lilly	Special Education Teacher	Grand Canyon University, AZ	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Landstown	2/7/2022	Jacob A Dubin	School Counselor, .800	SUNY Buffalo, NY	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Ocean Lakes	2/3/2022	Bailee E Cox	Fifth Grade Teacher	Virginia Tech, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Trantwood	2/10/2022	Lindsay E Love	Third Grade Teacher	University of Phoenix, AZ	Clark County School District, NV
Assigned to Instructional Salary Scale	Appointments - Middle School	Bayside	2/7/2022	Morgan McCormick	Special Education Teacher	Liberty University, VA	Rivermont Schools, VA
Assigned to Instructional Salary Scale	Appointments - Middle School	Bayside	2/17/2022	Shari A Gomes	Eighth Grade Teacher	Norfolk State University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Middle School	Great Neck	2/10/2022	Jordyn A Cristaudo	Special Education Teacher	Liberty University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Middle School	Independence	2/28/2022	Thomas J Schott	Sixth Grade Teacher	Virginia Tech, VA	Highland County Public Schools, VA
Assigned to Instructional Salary Scale	Appointments - High School	Landstown	2/3/2022	Jennifer W Palmer	English Teacher	University of Richmond, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - High School	Ocean Lakes	1/28/2022	Christina M Frierman	Literacy Teacher	Regent University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - High School	Ocean Lakes	1/28/2022	Janet E Paige	Mathematics Teacher	Plymouth State College, NH	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Brookwood	2/28/2022	Dina M Dreistadt	Instructional Technology Specialist (personal reasons)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Glenwood	6/30/2022	Kathleen L Baltazar	Third Grade Teacher (family)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Indian Lakes	2/2/2022	Lisa M Bell	Third Grade Teacher (personal reasons)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Seatack	1/28/2022	Amanda E Jackson	Title I Resource Teacher (personal reasons)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Tallwood	2/18/2022	Alissa L Letourneau	Kindergarten Teacher (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Middle School	Landstown	6/30/2022	Kimberly J Berry	Sixth Grade Teacher (relocation)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Middle School	Larkspur	2/21/2022	Kevin E Bissel	Sixth Grade Teacher (personal reasons)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Middle School	Old Donation School	6/21/2022	Katherine E Sutton	French Teacher (relocation)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - High School	First Colonial	2/16/2022	Morgan F Nopper	Health & Physical Education Teacher (personal reasons)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Retirements - Middle School	Landstown	6/30/2022	Carole L Anthony	Sixth Grade Teacher	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Retirements - High School	First Colonial	2/28/2022	Laura J Schleicher	School Counselor	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Retirements - High School	Landstown	1/31/2022	Teresa D Fish	Special Education Teacher	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Retirements - High School	Tallwood	1/31/2022	David E Strojek	Special Education Teacher	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Retirements - High School	Tallwood	6/30/2022	Karen Hull	Science Teacher	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Retirements - High School	Technical And Career Education Center	4/27/2022	Barbara C Evard	Nursing Instructor	Not Applicable	Not Applicable
Administrative	Appointments - Miscellaneous	Department of Budget & Finance	TBD	Misty S Caish	Coordinator Accounting	Old Dominion University, VA	VBPCS
Administrative	Appointments - Miscellaneous	Department of Human Resources	TBD	Darnita L Trotman	Director Human Resources Employment Services	Norfolk State University, VA	VBPCS



**Subject:** School Calendar 2022-2023 and 2023-2024 **Item Number:** 16B

**Section:** Action **Date:** February 22, 2022

**Senior Staff:** Eugene F. Soltner, Ed.D., Chief Schools Officer

**Prepared by:** Eugene F. Soltner, Ed.D., Chief Schools Officer

**Presenter(s):** Eugene F. Soltner, Ed.D., Chief Schools Officer

**Recommendation:**

That the School Board approve a post-Labor Day calendar for the 2022-23 school year and a pre-Labor Day calendar for the 2023-2024 school year.

**Background Summary:**

The Department of School Leadership and the Department of Communications and Community Engagement worked in tandem to create four proposed draft calendars for the 2022-23 school year. The four drafts represented two pre-Labor Day calendar options and two post-Labor Day calendar options. Information and feedback were considered from various stakeholders including a Calendar Workgroup, the division's Teacher Assembly, the Regional Calendar Committee, and a community input survey released by the Department of Communications and Community Engagement. At the February 8 Board meeting, these four drafts were presented as Information. At the direction of the Board, one post-Labor Day calendar draft, Option 4, was revised and will be presented for action for the 2022-23 school year, and one pre-Labor Day draft, Option 1, was revised for the 2023-24 school year and will also be presented for action. In short, the board will be asked to take action on calendars for two school years, 2022-23 and 2023-24.

**Source:**

Calendar workgroup, Teacher Assembly, Regional Calendar Committee, community survey results and direction provided by Board from February 8 Information presentation.

**Budget Impact:**

N/A



Start/Stop of Q

Staff Days

Adj. Dismissal

Flex Day

Holidays

July 2022						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

August 2022						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

September 2022						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

October 2022						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

November 2022						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

December 2022						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

January 2023						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

February 2023						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

March 2023						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

April 2023						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

May 2023						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

June 2023						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

Q1: 43

Q2: 47

S1: 90 days

Q3: 44

Q4: 47

S2: 91 days





# 2023-24 Proposed Calendar

**Pre-Labor Day**

Start/Stop of Q   Staff Days   Adj. Dismissal   Flex Day   Holidays

July 2023						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

August 2023						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

September 2023						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

October 2023						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

November 2023						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

December 2023						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

January 2024						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

February 2024						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29		

March 2024						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

April 2024						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

May 2024						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

June 2024						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

Q1: 8/28-11/2= 46  
 Q2: 11/8-1/26= 46  
 S1: 8/28-11/2= 92 days

Q3: 1/31-4/12= 46  
 Q4: 4/16-6/14= 43  
 S2: 1/31-6/14= 89 days





## **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](mailto: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](mailto:Regina.Toneatto@vbschools.com). Mask accommodation requests may be made by using this [form](#).