VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE

School Board Services

Beverly M. Anderson, Chair
At-Large

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

Daniel D. Edwards
District 2 – Kempsville

Sharon R. Felton
District 6 – Beach

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 T. Rye
District 5 - Lynnhaven

Carolyn D. Weems
District 4 - Bayside

Aaron C. Spence, Ed.D., Superintendent

School Board Regular Meeting Agenda
Tuesday, November 26, 2019
School Administration Building #6, Municipal Center
2512 George Mason Dr.
P.O. Box 6038
Virginia Beach, VA 23456
(757) 263-1000

In accordance with School Board Bylaw 1-48 §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 is meeting"

INFORMAL MEETING

1. ***Convene School Board Workshop*** *(einstein.lab)*... **3:00 p.m.**
   If there is insufficient time for completion of workshop topics at this time, remaining items may be carried forward under Item 17
   A.   School Board Administrative Matters and Reports
   B.   Update on Water Testing
   C.   School Start Times Survey Results
   D.   Annual Recruitment, Staffing, Retention and Compensation Update

2. ***Closed Meeting*** (as needed)

3. ***School Board Recess***.. **5:30 p.m.**

FORMAL MEETING

4. ***Call to Order and Electronic Roll Call*** *(School Board Chambers)* .... **6:00 p.m.**

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

6. ***Student, Employee and Public Awards and Recognition***
   A.   Safe Online Surfing Challenge
   B.   Perfect ACT Scores

7. ***Superintendent's Report***

8. ***Hearing of Citizens and Delegations on Agenda Items***
   The School Board will hear public comment on items germane to the School Board Agenda for the meeting from citizens who have signed up to speak with the Clerk of the School Board. Citizens are encouraged to sign up by noon the day of the meeting by contacting the Clerk at 263-1016 and shall be allocated 4 minutes each until 7:30 p.m., if time is available. If time does not permit all members of the public to

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speak before 7:30 p.m., an additional opportunity for public comment on Agenda items may be given after the Information section of the Agenda. All public comments shall meet the School Board Bylaw 1-48 requirements for Decorum and Order.

9. *Approval of Minutes:* November 12, 2019 School Board Regular Meeting

10. *Adoption of the Agenda*

11. *Consent Agenda*

   All items under the Consent Agenda are enacted on by one motion. During Item 10 – Adoption of the Agenda – School Board members may request any item on the Consent Agenda be moved to the Action portion of the regular agenda.

   A.   Religious Exemption(s)
   B.   Select School(s) PCI - Plan for Continuous Improvement
   C.   Textbook Adoption: Practical Nursing
      1.   Introduction to Food, Nutrition, and Health
      2.   Introducing Nursing Fundamentals
   D.   Policy Review Committee (PRC) Recommendations
      1.   Policy 2-5 Superintendent: Qualifications
      2.   Policy 2-50 Appointment/Reappointment and Reclassification
      3.   Policy 2-51 Assignment and Transfer - Administrators
      4.   Policy 4-12 Assignment and Transfer – Teachers with Continuing Resolution
      5.   Policy 4-16 Resignation

12. *Action*

   A.   Personnel Report / Administrative Appointment(s) UPDATED 12/2/2019
   B.   *Compass to 2025* Strategic Framework

13. *Information*

   A.   Biennial School Calendar for 2020/21 and 2021/22 UPDATED 12/2/2019
   B.   School Start Times
   C.   Schoology Implementation Evaluation
   D.   ACT/SAT Report for 2019 Graduates
   E.   Interim Financial Statements – October 2019
   F.   School Board Legislative Agenda for 2020 General Assembly Session

14. *Standing Committee Reports*

15. *Conclusion of Formal Meeting*

16. *Hearing of Citizens and Delegations on Non-Agenda Items*

   At this time, the School Board will hear public comment on items germane to the business of the School Board that are not on the School Board's Agenda for the meeting from citizens who sign up to speak with the Clerk of the School Board by 3:00 p.m. the day of the meeting

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and shall be allocated 4 minutes each. All public comments shall meet the School Board Bylaw 1-48 requirements for Decorum and Order.

17. ***Workshop*** (as needed)

18. ***Closed Meeting*** (as needed)

19. ***Vote on Remaining Action Items***

20. ***Adjournment***

Subject: __Update on Water Testing _____ _____**Item Number:** __1B_____

Section: ____Workshop_____**Date:** November 26, 2019 ____

Senior Staff:___ Jack Freeman, Chief Operations Officer, Department of School Division Services_____

Prepared by: _ Jack Freeman, Chief Operations Officer_____

Presenter(s):___ Jack Freeman, Chief Operations Officer_____

Recommendation:

Update the School Board Members on the progress of the water testing in the VBCPS buildings.

Background Summary:

Source:

Budget Impact:

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Subject: School Start Times Survey Results   **Item Number: 1C**

Section: Workshop   **Date: November 26, 2019**

Senior Staff: Daniel F. Keever, Senior Executive Director for High Schools

Prepared by: Daniel F. Keever

Presenter(s): Daniel F. Keever

Recommendation:

That the School Board receive a presentation offering survey results from the recent School Start Times Survey.

Background Summary:

Based on School Board action during the October 22 meeting, Administration conducted a community survey regarding school start times that defined the two remaining options as one that maintains the current time schedule with no change; and the other shifting school start times that supports a later start for adolescents as presented by Administration in October after reporting results from the transportation analysis. .

Source:

July 2019 School Board Retreat

October 2019 School Board Workshop

October 2019 School Board action

Subject: Annual Recruitment, Staffing, Retention and Compensation Update   **Item Number:** 1D

Section: Workshop   **Date:** November 26, 2019

Senior Staff: Mr. John A. Mirra, Chief Human Resources Officer, Department of Human Resources

Prepared by: Department of Human Resources

Presenter(s): Anne C. Glenn-Zeljeznjak, Judith R. Wood, John A. Mirra

Recommendation:

 That the School Board received an annual presentation on Recruitment, Staffing, Retention and Compensation.

Background Summary:

Source:

Budget Impact:

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School Board Agenda Item

Subject: Safe Online Surfing Challenge   **Item Number:** 6A

Section: Student, Employee and Public Awards and Recognitions   **Date:** November 26, 2019

Senior Staff: Ms. Natalie Allen, Chief Communications and Community Engagement Officer, Department of Communications and Community Engagement

Prepared by: Ms. Rosemary Gladden, Public Relations Coordinator

Presenter(s): Mrs. Beverly Anderson, Chairwoman, and Dr. Aaron C. Spence, Superintendent

Recommendation:

That the School Board recognize Salem Middle School students who won the FBI's nationwide Safe Online Surfing Challenge.

Background Summary:

Each month, the FBI hosts a Safe Online Surfing (SOS) Challenge to promote web literacy and safety. The SOS program teaches young people about web terminology and how to recognize trustworthy sites. Other lessons cover protecting personal details online, creating strong passwords, avoiding viruses and scams, being wary of strangers and being a good virtual citizen. Salem Middle School students in the digital applications and desktop publishing classes took the test and correctly answered 93.14% of questions, performing better than more than 2,000 schools nationwide.

Source:

Salem Middle School

Budget Impact:

None

Subject: Perfect ACT Scores   **Item Number:** 6B

Section: Student, Employee and Public Awards and Recognitions   **Date:** November 26, 2019

Senior Staff: Ms. Natalie Allen, Chief Communications and Community Engagement Officer, Department of Communications and Community Engagement

Prepared by: Ms. Rosemary Gladden, Public Relations Coordinator

Presenter(s): Mrs. Beverly Anderson, Chairwoman, and Dr. Aaron C. Spence, Superintendent

Recommendation:

That the School Board recognize five Ocean Lakes High School (OLHS) students who achieved perfect ACT scores.

Background Summary:

The ACT is the leading college readiness assessment accepted by four-year colleges and universities in the United States. According to the ACT, only less than half of 1% of test takers earn a perfect score. This year, five OLHS students earned a top score of 36. Since 2015 at least six OLHS students and another from Princess Anne High School have achieved top scores on the ACT or SAT college admissions tests.

Source:

Ocean Lakes High School

Budget Impact:

None

Subject: Approval of Minutes   **Item Number: 9**

Section: Approval of Minutes   **Date: November 26, 2019**

Senior Staff: N/A

Prepared by: Dianne P. Alexander, School Board Clerk

Presenter(s): Dianne P. Alexander, School Board Clerk

Recommendation:

That the School Board adopt minutes from their November 12, 2019 regular meeting as presented.

Background Summary:

Source:

Bylaw 1-40

Budget Impact:

N/A

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At-Large	District 7 – Princess Anne
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District 2 – Kempsville	District 6 – Beach	At-Large
Laura K. Hughes	**Victoria C. Manning**	**Jessica L. Owens**
At-Large	At-Large	District 3 – Rose Hall
Trenace B. Riggs	**Carolyn T. Rye**	**Carolyn D. Weems**
District 1 – Centerville	District 5 - Lynnhaven	District 4 - Bayside

Aaron C. Spence, Ed.D., Superintendent

School Board Regular Meeting MINUTES
Tuesday, November 12, 2019
School Administration Building #6, Municipal Center
2512 George Mason Dr.
Virginia Beach, VA 23456

INFORMAL MEETING

1. ***Convene School Board Workshop:*** The School Board convened in the einstein.lab in workshop format at 4:00 p.m. In addition to Superintendent Spence, all School Board members were present with the exception of Ms. Weems who was absent from the meeting due to illness. Ms. Rye and Ms. Manning arrived at 4:04 p.m. and 4:13 p.m., respectively.

   A. <u>School Board Administrative Matters and Reports</u>: In a brief overview of the meeting agenda, timing for the closed session was noted; and Chairwoman Anderson suggested further action be taken to assign School Board members to an anticipated newly created committee to be established upon approval of revisions to Bylaw 1-28 being presented for Action. There was no stated objection. Chairwoman Anderson congratulated School Board member Jessica Owens for being elected to the seat she had been appointed to by the School Board to fill a vacancy in the Rose Hall District 3. School Board members were advised of the location for their 5:30 p.m. recess after the workshop, and reminded of the Virginia School Boards Association (VSBA) conference in Williamsburg and November 19 joint City Council / School Board Five Year Forecast presentation. School Board members then reported on events and activities they attended. Finally, in response to a request for an update on water testing prior to the next meeting, the most recent communication sent to the School Board just prior to the meeting was noted. This portion of the workshop concluded at 4:09 p.m.

   B. <u>Virginia Beach Education Foundation Update</u>: Amber Rach, Ph.D., Director of Strategic Communications, introduced Robert Broermann, president of the Virginia Beach Education Foundation, who presented an overview of past and current accomplishments of the Foundation in raising private sector funds for innovative learning programs and initiatives aligned with the division's strategic framework that supports student achievement and rewards educational excellence in the division. Highlights included an

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overview of $1.93 million in Adopt A+ Grants awarded since 2000 ($200,000 in 2019-20) with representatives from Bayside High School and Cooke Elementary School reporting on their grant-funded projects, The House Students Built (THSB) where 60-80 students per year have built 11 homes, and $24,000 in 2019 scholarships awarded. Other programs and events reported included the Beach Bags Program, VA Star, Pearls of Wisdom Party, Teacher of the Year Dinner, golf tournament, and TGIF (Teacher Grants Improve Futures) Celebration. This portion of the workshop concluded at 4:57 p.m.

C. <u>School Board Legislative Agenda for the 2020 General Assembly Session</u>: School Board Legislative Liaison, Joel Andrus from Kemper Consulting, presented an overview of the outcome from the recent election, and introduced the Legislative Committee's proposed legislative agenda for the 2020 General Assembly Session. He explained budget and funding priorities in the areas of a teacher salary increase, reversing the support cap, increasing supports for behavior and mental health staff, delivering quality special education services, Lottery Fund usage, and dedicated state funding for capital improvements. Other legislative priorities were reported in the areas of eliminating or funding unfunded mandates, dual enrollment, continued reform of the assessment system, and Charter schools. This portion of the workshop concluded at 5:19 p.m.

D. <u>Oracle Cloud Update</u>: Crystal M. Pate, Director of Business Services, presented information regarding the School's required involvement in the City's implementation of the new Oracle Cloud based system and some of the required changes to the division's financial systems, primarily the general ledger and budget system. Background on the current Oracle Enterprise Business Solutions in use was presented along with a review of the project timeline; and overview of what is changing in the area of the Chart of Accounts (COA), processes, workflows, and dashboard with an illustration of the complexity of the integration and interface provided. This portion of the workshop concluded at 5:38 p.m.

2. *Closed Meeting:* None at this time. See Item 19.

3. *School Board Recess:* The School Board recessed at 5:38 p.m. to reconvene in School Board Chambers for the formal meeting at 6:00 p.m.

FORMAL MEETING

4. *Call to Order and Roll Call:* Chairwoman Anderson called the formal meeting to order in School Board Chambers at 6:00 p.m. In addition to Superintendent Spence, all School Board members were present with the exception of Ms. Weems who was absent due to illness.

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

6. *Student, Employee and Public Awards and Recognition:*
    A. <u>Presidential Awards for Excellence in Mathematics and Science Teaching</u>: The School Board recognized Old Donation School (ODS) teachers Melissa Follin and Dianna McDowell who were named recipients of the Presidential Awards for Excellence in Mathematics and Science Teaching (PAEMST), the nation's highest honor for kindergarten-12th grade teachers of science, technology, engineering, mathematics

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(STEM) or computer science, recognized for contributions to the teaching profession and their ability to motivate and enable students to be successful in those areas.

B.   Virginia Purple Star 2019 Honorees: The School Board recognized 50 of the division's schools that were named 2019 Virginia Purple Star honorees for having demonstrated a major commitment to students and families connected to the nation's military. It was noted as the most awards presented to any school division in Virginia and comprises nearly half of the state's 104 honorees for 2019.

7.   ***Superintendent's Report:*** Five things shared by Superintendent Spence in his report were related to 1) a survey made available to provide the community another opportunity to weigh in on school start times; 2) information nights for academies at various high schools; 3) notice to check the division's performing arts calendar for holiday concerts, programs, and musicals; 4) adjusted dismissal and closure during the Thanksgiving holiday; and 5) a record $200,000 in grants to be awarded to teachers by the Virginia Beach Education Foundation's Adopt-A+ Grants.

8.   ***Public Hearing: Proposed City and Schools Revised Revenue Sharing Policy:*** None

9.   ***Hearing of Citizens and Delegations on Agenda Items:*** None

10. ***Approval of Minutes:*** October 22, 2019 School Board Regular Meeting: Vice Chair Melnyk made a motion, seconded by Ms. Holtz, that the School Board approve the minutes of their October 22, 2019 regular meeting as presented. The motion passed (ayes 10, nays 0).

11. ***Adoption of the Agenda:*** Mr. Edwards made a motion, seconded by Ms. Hughes, that the School Board adopt the meeting agenda as published. The motion passed (ayes 10, nays 0).

12. ***Consent Agenda:*** After Chairwoman Anderson's overview of items presented for approval as part of the Consent Agenda, Ms. Rye made a motion, seconded by Vice Chair Melnyk, that the School Board approve the Consent Agenda. The motion passed (ayes 10, nays 0), and the following items were approved as part of the Consent Agenda:

A.   Resolutions:

1.   Native American Heritage Month as follows:

Resolution for Native American Heritage Month
November 2019

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

WHEREAS, Native Americans were the first people to domesticate crops, build cities and communities, and establish great civilizations in America; and

WHEREAS, the history, culture and traditions of the United Stated have been greatly influenced by those individuals; and

WHEREAS, through the study of the contributions of Native Americans, students will encounter role models whose commitments and achievements embody the American spirit and ideals; and

WHEREAS, the School Board of the City of Virginia Beach, through its core values, emphasizes the importance of multicultural diversity education within our school division.

NOW, THEREFORE, BE IT

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RESOLVED: That the School Board of the City of Virginia Beach officially recognizes the month of November 2019 as National Native American Heritage Month; and be it

FURTHER RESOLVED: That the School Board of the City of Virginia Beach encourages all citizens to support and participate in the various school activities during National Native American Heritage Month; and be it

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

2.   National Military Family Month as follows:

National Military Family Appreciation Month, November 2019

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

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

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

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

WHEREAS, Virginia Beach City Public School Board's *Compass to 2020* strategic plan calls for the continued creation of opportunities for military families and community members to purposely partner with schools in supporting student achievement, aspirations and social-emotional development; and

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

NOW, THEREFORE, BE IT

RESOLVED: That the School Board of the City of Virginia Beach officially recognizes the month of November 2019, as National Military Family Appreciation Month; and be it

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

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

3.   American Education Week as follows:

Resolution for American Education Week
November 18-22, 2019

WHEREAS, November 18-22, 2019 is recognized as the 98th annual American Education Week by the National Education Association to celebrate public education and honor individuals who are making a difference in ensuring that every child receives a quality education; and

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

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

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

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

WHEREAS, Virginia Beach City Public Schools, is committed to its relationships with the community and stakeholders through Compass to 2020, to increase public support and involvement in education.

NOW, THEREFORE, BE IT

RESOLVED: That the School Board of the City of Virginia Beach designates the week of November 18-22, 2019, as American Education Week in the Virginia Beach City Public Schools; and be it

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

B. Administration's recommendations that were proposed in response to the Student Response Teams (SRT) Implementation Evaluation as follows:

- Recommendation #1: Continue SRT with modifications noted in Recommendations 2 through 4 *(Responsible Group: Department of Teaching and Learning)*
- Recommendation #2: 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 *(Responsible Groups: Department of Teaching and Learning, Department of Technology)*
- Recommendation #3: Improve the consistency of SRT processes and practices at the high school level, including involvement of teachers, the process of referring students to SRF, and data monitoring *(Responsible Groups: Department of Teaching and Learning, Department of School Leadership)*
- Recommendation #4: 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 *(Responsible Groups: Department of Teaching and Learning, Schools)*

13. *Action:*

A. Personnel Report/Administrative Appointments: Vice Chair Melnyk made a motion, seconded by Ms. Felton, that the School Board approve the appointments and accept the resignations, retirements and other employment actions as listed on the Personnel Report dated November 12, 2019, along with one administrative appointment as recommended by the Superintendent. There being no discussion, the motion passed (ayes 10, nays 0); and Superintendent Spence announced Nicole K. Duplain, Dean of Students at Hillpoint Elementary School in Suffolk Public Schools, as the new Assistant Principal at Kempsville Meadows Elementary School effective November 20, 2019.

Additionally, Superintendent Spence recognized Admon Alexander, Ed.D. as the new Director of Family and Community Engagement in the Department of Communications

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and Community Engagement effective November 4, 2019 approved by the School Board September 24, 2019.

B. <u>Proposed City and Schools Revised Revenue Sharing Policy</u>: Ms. Riggs made a motion, seconded by Vice Chair Melnyk, that the School Board approve the joint City and Schools revised Revenue Sharing Policy as recommended by City and Schools staff at a joint briefing on October 8, 2019. There being no discussion, the motion passed (ayes 10, nays 0), and the revised formula approved to reflect the following:

- Use same General Fund revenues as current formula
- Redirect all General Fund dedications back into the base with these three exceptions
  - 2.5 cent real estate tax that's in a lock box for Storm Water needs
  - EDIP – cigarette tax that is directed to Economic and Tourism Capital Improvement Program (CIP)
  - Outdoor Initiative- real estate taxes directed to Parks and Recreation CIP
- Subtract dedications from General Fund revenue
- Calculate percentage that Schools FY 2019-20 local funding amount is of General Fund revenue net of dedications
- Schools receive 46.75% of General Fund Tax revenues going forward

C. <u>Energy Performance Contract</u>: Ms. Riggs made a motion, seconded by Ms. Felton, that the School Board authorize the Superintendent to execute an energy performance contract with Noresco in the amount of $7,852,937 authorizing the construction phase of the process. There being no discussion, the motion was approved (ayes 10, nays 0). Facilities in the project are Bayside Middle School, and Luxford and Providence elementary schools; and recommended work includes lighting replacements, building envelope improvements, energy management system upgrades and other HVAC improvements.

D. <u>Policy Review Committee (PRC) Recommendations</u>:

1. <u>Bylaw 1-5 Legal Counsel</u>: Ms. Holtz made a motion, seconded by Ms. Rye, that the School Board approve revisions to Bylaw 1-5 as recommended by the PRC to add language that requires Legal Counsel to provide resolutions for all School Board members to consider when asked to provide informal legal advice. There being no discussion, the motion was approved (ayes 10, nays 0).

2. <u>Bylaw 1-28 Committees, Organizations and Boards – School Board Member Assignments</u>: Vice Chair Melnyk made a motion, seconded by Ms. Riggs, that the School Board approve revisions to Bylaw 1-28 as recommended by the PRC to include reorganizing the bylaw, creating two new School Board committees and outlining their duties - Planning and Performance Monitoring Committee and Governance Committee – and amendments to clarify membership on existing School Board committees. There being no discussion, the motion was approved (ayes 10, nays 0). Chairwoman Anderson suggested the School Board take action under Item 20 – Vote on Remaining Action Items to assign membership to the Planning and Performance Monitoring Committee for their immediate

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engagement in the launch of budget development process. There was no objection stated by School Board members.

3. <u>Policy 2-7 Superintendent: Appointment/Term of Office/Compensation</u>: Ms. Holtz made a motion, seconded by Ms. Riggs, that the School Board approve revisions to Policy 2-7 as recommended by the PRC to remove language regarding time periods of appointment of a superintendent and to refer to applicable law; amend the section regarding expenses of the Superintendent, and add a section that requires the Superintendent to file a disclosure form under the Virginia Conflict of Interest Act (COIA). There being no discussion, the motion was approved (ayes 10, nays 0).

4. <u>Policy 2-10 Superintendent: Vacancy in Office/Fines/Suspension/Separation</u>: Vice Chair Melnyk made a motion, seconded by Mr. Edwards, that the School Board approve revisions to Policy 2-10 as recommended by the PRC to add a section that defines a vacancy in the position of the Superintendent; add a section on how to fill such a vacancy; add a section regarding the appointment of an Acting Superintendent; add a section on fines, suspensions and removal for cause; and add a section on conditions of employment that authorizes the Governance Committee to initially address issues or concerns that the Superintendent has concerning conditions of employment that are not otherwise addressed by the Superintendent's employment contract or applicable law or policy. There being no discussion, the motion was approved (ayes 10, nays 0).

14. *Information:*

A. <u>Textbook Adoption</u>: Matthew D. Delaney, Executive Director of Secondary Teaching and Learning, presented an overview of the following textbooks recommended for the Practical Nursing program as proposed by the designated Textbook Adoption Committee for implementation in the fall of 2020 to replace current 2014 copyright textbooks that have been in use for four to five years.

Course Title	Textbook	Publisher	Copyright	Initial Implementation Costs
Nursing Fundamentals	*de Wit's Fundamental Concepts and Skills for Nursing, 5th Edition*	Elsevier	2018	$2,974.40
Introduction to Food, Nutrition and Health	*de Wit's Fundamental Concepts and Skills for Nursing, 5th Edition*	Elsevier	2018	$0

B. *Compass to 2025* Strategic Framework: Report on Public Feedback: Lisa A. Banicky, Ph.D., Executive Director of the Office of Planning, Innovation, and Accountability, reported on feedback received in response to the draft strategic framework, *Compass to 2025*, describing the means of gathering public comment, and advising very few comments were received overall with several comments reflecting sentiments heard through other

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communication channels. She explained four revisions proposed for the strategic framework as a result, shared next steps, and responded to School Board comments.

C.   <u>Select School(s) PCI – Plan for Continuous Improvement</u>: The School Board received for review the Plan for Continuous Improvement (PCI) for 19 select schools to be presented for approval by the School Board at their November 26 regular meeting. Donald E. Robertson, Jr., Ph.D., Chief Schools Officer, noted all division schools are fully accredited, and reviewed the process and changes in reporting state accreditation as well as explaining performance levels and accreditation ratings.

D.   <u>Policy Review Committee Recommendations</u>: School Board Legal Counsel, Kamala H. Lannetti, Deputy City Attorney, presented an overview of the following Policy Review Committee (PRC) recommendations regarding review, amendment and repeal of certain policies reviewed by the committee at their October 11, 2019 meeting:

1.   <u>Policy 2-5 Superintendent Qualifications</u>: Amended to reflect that the School Board will appoint a superintendent who meets the qualifications and is eligible and certified by the Virginia Department of Education (VDOE) to serve as a division superintendent, removing specific criteria and citing VDOE requirements.

2.   <u>Policy 2-50 Appointment/Reappointment and Reclassification</u>: Amended to authorize the Superintendent to appoint, reappoint and reclassify administrators and supervisory personnel to positions within the school division.

3.   <u>Policy 2-51 Assignments and Transfer - Administrators</u>: Language merged into Policy 4-12 and therefore recommended for repeal.

4.   <u>Policy 4-12 Assignment and Transfer – Teachers and accompanying resolution</u>: Amended to authorize the Superintendent to assign and reassign personnel to positions within the school division and to include language merged from Policy 2-51. It was noted the School Board must approve an accompanying resolution authorizing the Superintendent to take such action and revoke a prior resolution that authorized the Superintendent to do so.

5.   <u>Policy 4-16 Resignation</u>: Amended to clarify the procedures for accepting resignations from licensed and unlicensed personnel, to define job abandonment and the procedures to be used, and to amend certain language concerning disclosure of employment information.

15.   ***Standing Committee Reports:*** Mr. Edwards reported on behalf of the Audit Committee regarding the healthcare claims audit conducted by an outside firm to identify claim errors resulting in incorrect payments, and finding a miniscule net effect. He invited School Board members to review the full report on their SharePoint site.

Ms. Rye announced the November 14 Policy Review Committee (PRC) meeting, and reported on the meeting of the Community Advisory Committee for Gifted Education which included an overview of the Governor's School, as well as a report on Green Run Collegiate.

Ms. Riggs reported on the Sister Cities' Youth Ambassador application timeline.

Absent objection, the School Board agreed to vote on the item identified earlier in the meeting ready for action to be taken prior to the conclusion of the formal meeting.

20. ***Vote on Remaining Action Items*** (part 1 of 2): Chairwoman Anderson reported she and Vice Chair Melnyk discussed several requests for appointment to the newly created Planning and Performance Monitoring Committee, and proposed three School Board member assignments as presented in a motion by Vice Chair Melnyk, seconded by Ms. Riggs, that the School Board approve the assignment of School Board members Sharon Felton, Dorothy Holtz and Carolyn Weems to the Planning and Performance Monitoring Committee. The motion passed (ayes 8, nays 2 – Hughes and Manning with Ms. Manning noting disappointment in not being chosen after expressing interest).

16. ***Conclusion of Formal Meeting:*** The formal meeting concluded at 7:08 p.m.

17. ***Hearing of Citizens and Delegations on Non-Agenda Items:*** The School Board heard comments from Mike Maskel and Pat Cosgrove regarding the actions of specific School Board members; and Dawn Euman advocating for an increase in employee compensation.

18. ***Workshop:*** None

19. ***Closed Meeting: Personnel Matters and Legal Matters:*** Vice Chair Melnyk made a motion, seconded by Ms. Riggs, that the School Board recess into a closed session pursuant to the exemptions from open meetings allowed by Section 2.2-3711, Part A, Paragraphs 1 and 7 of the *Code of Virginia*, 1950, as amended, for

A.   Personnel Matters: Discussion, consideration, or interviews of prospective candidates for employment; assignment, appointment, promotion, performance, demotion, salaries, disciplining, or resignation of specific public officers, appointees, or employees pursuant to Section 2.2-3711(A) (1); namely to discuss

    1.   communication regarding conditions faced by employee at one school; and

    2.   Superintendent's contract.

B.   Legal Matters: Consultation with legal counsel and briefings by staff members or consultants pertaining to actual or probable litigation, where such consultation or briefing in an open meeting would adversely affect the negotiating or litigating posture of the Board pursuant to Section 2.2-3711(A) (7); namely to

    1.   obtain legal advice concerning complaint investigation procedures;

    2.   obtain legal advice regarding the Superintendent's contract; and

    3.   discuss status of pending legal matters before the School Board.

The motion passed (ayes 10, nays 0), and the School Board recessed at 7:25 p.m. and reconvened in the einstein.lab in closed session at 7:41 p.m.

Individuals present for discussion (all items): School Board members with the exception of Ms. Weems who was absent from the meeting; School Board Legal Counsel Kamala H. Lannetti, Deputy City Attorney; and Dianne P. Alexander, Clerk of the School Board. Superintendent Spence attended for a short period to answer questions pertaining to the personnel matter

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

MINUTES
Tuesday, November 12, 2019
School Board Regular Meeting
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related to the Superintendent's contract.

The School Board reconvened in an open meeting at 9:04 p.m.

<u>Certification of Closed Meeting</u>: Vice Chair Melnyk made a motion, seconded by Mr. Edwards, that the School Board certifies that to the best of each member's knowledge, 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 only such public business matters as were identified in the motion by which the closed meeting was convened were heard, discussed, or considered. Prior to a vote, Ms. Manning advised she would be voting against the certification stating the School Board went off topic when a member made a personal attack on her. As a point of order, Mr. Edwards affirmed the requirement that if a School Board member takes exception to what is being brought up in the closed session, they should object immediately during the closed session. Ms. Manning advised she did object during the closed session, and Mr. Edwards countered that the discussion was terminated each time she stated an objection. The motion to certify the closed session then passed (ayes 8, nays 2 – Hughes and Manning).

20. ***Vote on Remaining Action Items*** (part 2 of 2)***:*** Vice Chair Melnyk made a motion, seconded by Ms. Riggs, that the School Board finds that the Superintendent's outside employment prior to November 2018 was not substantial. Prior to a vote, Mr. Edwards objected to the wording stating it implies employment after November 2018 was substantial. Several School Board members objected to the need for a motion, but reluctantly agreed to approve instead of voting against or abstaining. The motion passed (ayes 7, nays 1 – Manning; 2 abstentions – Hughes and Owens who noted they were not on the School Board at the time).

21. ***Adjournment***: There being no further business before the School Board, Chairwoman Anderson adjourned the meeting at 9:10 p.m.

Respectfully submitted:

_____
Dianne P. Alexander, Clerk of the School Board

Approved:

_____
Beverly M. Anderson, School Board Chair

Subject: Religious Exemptions   **Item Number:** 11 A

Section: Consent   **Date:** November 26, 2019

Senior Staff: Donald E. Robertson, Jr., Ph. D., Chief Schools Officer

Prepared by: Denise White, Student Conduct/Services Coordinator

Presenter(s): Michael B. McGee, Director, Office of Student Leadership

Recommendation:

That the School Board approve Religious Exemption Case Nos. RE-19-14.

Background Summary:

Administration finds documentation meets the threshold requirements stipulated in Virginia Code.

Virginia Code §22.1-254.B.1 states the following:

"B.   A school board shall excuse from attendance at school:

1.   Any pupil who, together with his parents, by reason of bona fide religious training or belief is conscientiously opposed to attendance at school. For purposes of this subdivision, "bona fide religious training or belief" does not include essentially political, sociological or philosophical views or a merely personal moral code"

Virginia Code § 22.1-254.D.1 states the following:

"D.   A school board may excuse from attendance at school:

1.   On recommendation of the principal and the division superintendent and with the written consent of the parent or guardian, any pupil who the school board determines, in accordance with regulations of the Board of Education, cannot benefit from education at such school"

Source:

Virginia Code §22.1-254.B.1 and §22.1-254.D.1
School Board Policy 5-12, Legal Withdrawal

Budget Impact:

None

Subject: Select School's Plan for Continuous Improvement **Item Number:** 11B

Section: Consent **Date:** November 26, 2019

Senior Staff: Donald E. Robertson, Jr., Ph.D., Chief Schools Officer, Department of School Leadership

Prepared by: Donald E. Robertson, Jr., Ph.D.

Presenter(s): Donald E. Robertson, Jr., Ph.D.

Recommendation:

That the School Board approve select school's Plan for Continuous Improvement (PCI) as presented for information at the November 12, 2019 School Board Meeting.

Background Summary:

The Plan for Continuous Improvement (PCI) review process is required for schools that have at least one school quality indicator with a final performance level of **Level Two: Near Standard (Yellow)**. The process, as documented by the updated Standards of Quality, requires schools that are *Accredited* with a final performance level of **Level Two: Near Standard (Yellow)** to have their multi-year PCI approved by the local School Board.

Source:

Budget Impact:

Subject: Textbook Adoption: Practical Nursing   **Item Number: 11C1&2**

Section: Consent   **Date: November 26, 2019**

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

Prepared by: Matthew D. Delaney, Executive Director of Secondary Teaching and Learning

Sara L. Lockett, Ed.D., Director of Technical and Career Education

Kathleen M. Vuono, Family and Consumer Sciences Coordinator

Presenter(s): Matthew D. Delaney, Executive Director of Secondary Teaching and Learning

Recommendation:
That the School Board approve the following high school Practical Nursing program textbook as recommended by the Practical Nursing Program Textbook Adoption Committee for implementation in the fall of 2020.

Course Title	Textbook	Publisher	Copyright
Nursing Fundamentals	*de Wit's Fundamental Concepts and Skills for Nursing*, 5th Edition	Elsevier	2018
Introduction to Food, Nutrition and Health	*de Wit's Fundamental Concepts and Skills for Nursing*, 5th Edition	Elsevier	2018

Background Summary:
The members of the Practical Nursing Program Textbook Adoption Committee reviewed publishers' websites and identified textbooks for consideration. The committees analyzed the textbooks for correlation to the Standards of the National League for Nursing and the Virginia Department of Education's Health and Medical Sciences Competencies for Practical Nursing. Correlation to the Virginia Standards of Learning and the Virginia Beach City Public Schools' curriculum objectives were also examined. The textbooks were reviewed by teachers, parents, student representatives, and an industry representative, and then placed in the public libraries, as well as the main entrance of the School Administration Building, for public review and comment. After reviewing the textbooks, the Practical Nursing Program Textbook Adoption Committee recommends the above textbook as its first-choice recommendation for implementation in the fall of 2020.

A negotiation team composed of the Director of the Office of Technical and Career Education, the Coordinator for Family and Consumer Sciences, and the Executive Director of Secondary Teaching and Learning communicated with the appropriate personnel from the publishing companies to discuss a preliminary contract for the full adoption cycle pending approval by the School Board.

The proposed textbook will replace the current textbooks as follows:

Course Title	Textbook	Copyright	Years in use (including this year)
Nursing Fundamentals	*de Wit's Fundamental Concepts and Skills for Nursing*, 4th Edition	2014	5
Introduction to Food, Nutrition and Health	*Nutrition and Diet Therapy*, 11th Edition	2014	4

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
Nursing Fundamentals	$2,974.40	$2,559.60
Introduction to Food, Nutrition and Health	$0	$6,798.00

Family and Consumer Sciences
Textbook Adoption
Implementation for Fall 2020

Course(s)	Recommendations	Student Enrollment	Initial Implementation Cost	Four Year Additional Costs (5%)	Total Implementation Cost
Nursing Fundamentals	**First Choice:** *de Wit's Fundamental Concepts and Skills for Nursing*, 5th Edition. Williams. Elsevier, 2018.	40	$2,974.40	$594.88	$3,569.28
	Second Choice: *Pearson Reviews & Rationales: Nursing Fundamentals with "Nursing Reviews & Rationales", 4th Edition.* Hogan. Pearson, 2018.	40	$2,559.60	$511.92	$3,071.52
Introduction to Food, Nutrition and Health	**First Choice:** *de Wit's Fundamental Concepts and Skills for Nursing*, 5th Edition. Williams. Elsevier, 2018.	40	$0	$0	$0
	Second Choice: *Nutrition and Diet Therapy, 12th Edition.* Roth and Wehrle. Cengage, 2018.	40	$6,798.00	$1,359.60	$8,157.60

TEXTBOOK ADOPTION RECOMMENDATION

PRACTICAL NURSING I/II

November 26, 2019

PRACTICAL NURSING PROGRAM
TEXTBOOK ADOPTION TIMELINE

January 2019	Textbook publishers were contacted and requested to supply textbook samples for review.
	All Practical Nursing instructors were asked to serve on the Textbook Adoption Committee.
May 2019	Teachers were given two textbook samples for the course up for review. A chairperson was appointed, while parents, students, and professional representatives were recruited and provided sample textbooks.
	The Textbook Adoption Committee members met to review the objectives and to begin review of the chosen textbooks.
September 2019	The Textbook Adoption Committee members met to discuss the selected textbooks and to select a first- and second-choice textbook. Each committee member completed an evaluation form for each textbook reviewed. Committee members reviewed comments and recommended first- and second-choice textbooks.
Sept. – Oct. 2019	The recommended textbooks were placed in the public library and the School Administration Building for public review. The director of K-12 and Gifted Programs was notified of the placement so that notification could be posted on the Internet. No public comments were received.
October 2019	Negotiations were conducted with appropriate representatives of the publisher, the director of Technical and Career Education, the executive director of Secondary Teaching and Learning, and the Family and Consumer Sciences coordinator.
October 2019	The Family and Consumer Sciences coordinator used the recommendations from the committee to prepare the report for the School Board.

PRACTICAL NURSING PROGRAM
TEXTBOOK ADOPTION COMMITTEE

Committee Chairperson

Rosa Abbott, RN, MSN, Practical Nursing Director, Virginia Beach Technical and Career Education Center

Instructor Representatives

Barbara Evard, RN, BSN, M.Ed.
Lisa Michaelis, RN, BSN, MSN
Diane Mills, RN, BSN, MSN
Maureen Rogers, RN, MSN

Parent Representative

Michael Zawacki, parent, Virginia Beach Technical and Career Education Center

Industry Representative

Michie Walton, BSN, RN, Adjunct Instructor, Tidewater Community College
Catherine Merritt, BSN, RN, B & W Healthcare, Virginia Beach

Student Representatives

PN III student, Virginia Beach Technical and Career Education Center
PN III student, Virginia Beach Technical and Career Education Center

Technical and Career Education Representative

Kathleen M. Vuono, Family and Consumer Sciences Coordinator, Office of Technical and Career Education

PRACTICAL NURSING PROGRAM
NURSING FUNDAMENTALS
GRADE 12

FIRST-CHOICE RECOMMENDATION

The Practical Nursing Program Textbook Adoption Committee recommends the following textbook as its first choice for adoption by Virginia Beach City Public Schools:

de Wit's Fundamental Concepts and Skills for Nursing, 5th Edition. Williams. Elsevier, 2018.

The recommended textbook displays the following strengths:

- The information aligns with the National League for Nursing Core Competencies, the National Association of Practical Nurse Education and Service Standards of Practice for the Licensed Practical/Vocational Nurse, the Pew Health Professions Commission 21 Competencies for the 21st Century, and the course competencies and framework for Practical Nursing published by the Virginia Department of Education.
- Well written text with instructional and organizational supports, including concept maps and graphs to support critical thinking for all students.
- Procedural explanations are thorough and include all phases of client care (admission, transfer and discharge).
- Online resources for student and instructor are expansive and include video clips, pre/post tests, and interactive review for the NCLEX.
- Text includes Healthy People (HP2020) objectives.
- This resource text is comprehensive and can be used across several of the VBSPN courses, including Introduction to Food, Nutrition and Health.

FIRST-CHOICE RECOMMENDATION
IMPLEMENTATION COSTS FOR
NURSING FUNDAMENTALS

Textbook	Allocation	Cost	Number Needed	Initial Implementation	Four-Year Projected Costs (5%)	Total Implementation
Student Edition	1 class set	$74.36 per book	40	$2,974.40	148.72 x 4= $594.88	$3,569.28
Total Implementation Cost						**$3,569.28**

PRACTICAL NURSING PROGRAM
NURSING FUNDAMENTALS
GRADE 12

SECOND-CHOICE RECOMMENDATION

The Practical Nursing Program Textbook Adoption Committee recommends the following textbook as its second choice for adoption by Virginia Beach City Public Schools:

Pearson Reviews & Rationales: Nursing Fundamentals with "Nursing Reviews & Rationales", 4th Edition.
Hogan. Pearson, 2018.

The recommended textbook displays the following strengths:

- Includes online access to additional resources, including NCLEX preparation.
- Excellent case studies for each chapter.
- Provides answers to chapter content questions in a think-through format.
- Quality instructor reference material.

The recommended textbook displays the following limitations:

- Resource lacks visual support, resulting in too much narrative.
- Content is more appropriate for the RN rather than the LPN.
- Not designed as a traditional textbook; formatted as an elongated outline.
- Lacks a glossary, which is vital to the beginning LPN students.
- Authentic visuals have been omitted.
- Cannot be used across another VBSPN course.

SECOND-CHOICE RECOMMENDATION
IMPLEMENTATION COSTS FOR
NURSING FUNDAMENTALS

Textbook	Allocation	Cost	Number Needed	Initial Implementation	Four-Year Projected Costs (5% per year)	Total Implementation
Student Edition	1 class set	$63.99 per book	40	$2,559.60	127.98 x 4= $511.92	$3,071.52
Total Implementation Cost						**$3,071.52**

PRACTICAL NURSING PROGRAM
INTRODUCTION TO FOOD, NUTRITION AND HEALTH
GRADE 12

FIRST-CHOICE RECOMMENDATION

The Practical Nursing Program Textbook Adoption Committee recommends the following textbook as its first choice for adoption by Virginia Beach City Public Schools:

de Wit's Fundamental Concepts and Skills for Nursing, 5th Edition. Williams. Elsevier, 2018.

The recommended textbook displays the following strengths:

- The information aligns with the National League for Nursing Core Competencies, the National Association of Practical Nurse Education and Service Standards of Practice for the Licensed Practical/Vocational Nurse, the Pew Health Professions Commission 21 Competencies for the 21st Century, and the course competencies and framework for Practical Nursing published by the Virginia Department of Education.
- The text is written specifically for the LPN student; NCLEX review is solid.
- Covers religious and ethnic influences on this topic.
- While not as in-depth as a nutrition-only text, it provides a good foundation of nutrition given the length of the course.
- Includes Quality and Safety Education in Nursing (QSEN) information.
- Textbook can be used by several courses in the program.

FIRST-CHOICE RECOMMENDATION
IMPLEMENTATION COSTS FOR
INTRODUCTION TO FOOD, NUTRITION AND HEALTH

Textbook	Allocation	Cost	Number Needed	Initial Implementation	Four-Year Projected Costs (5%)	Total Implementation
Student Edition	40	$0 per book	0	$0	$0	$0
Total Implementation Cost						**$0**

PRACTICAL NURSING PROGRAM
INTRODUCTION TO FOOD, NUTRITION AND HEALTH
GRADE 12

SECOND-CHOICE RECOMMENDATION

The Practical Nursing Program Textbook Adoption Committee recommends the following textbook as its second choice for adoption by Virginia Beach City Public Schools:

Nutrition and Diet Therapy, *12th Edition.* Roth and Wehrle. Cengage, 2018.

The recommended textbook displays the following strengths:

- The information aligns with the National League for Nursing Core Competencies, the National Association of Practical Nurse Education and Service Standards of Practice for the Licensed Practical/Vocational Nurse, the Pew Health Professions Commission 21 Competencies for the 21st Century, and the course competencies and framework for Practical Nursing published by the Virginia Department of Education.
- Text is very well organized, thorough, easy-to-read and has an ample amount of images and charts to assist with learning.
- Exceptional case studies in each chapter.
- Content is relevant and up-to-date.
- Resources includes medical diets, foodborne illnesses and discussion topics.

The recommended textbook displays the following limitations:

- Too much content for a class with limited time.
- Material exceeds the needs of an LPN program.
- Lack of engaging content or SEL strategies.
- Cost of the text is exorbitant.

SECOND-CHOICE RECOMMENDATION
IMPLEMENTATION COSTS FOR
INTRODUCTION TO FOOD, NUTRITION AND HEALTH

Textbook	Allocation	Cost	Number Needed	Initial Implementation	Four-Year Projected Costs (5% per year)	Total Implementation
Student Edition	1 class set	$169.95 per book	40	$6,798.00	339.90 x 4= $1,359.60	$8,157.60
Total Implementation Cost						**$8,157.60**

Subject: Policy Review Committee Recommendations   **Item Number: 11D1-5**

Section: Consent   **Date: November 26, 2019**

Senior Staff: Marc A. Bergin, Ed.D., Chief of Staff

Prepared by: Kamala Lannetti, Deputy City Attorney; John Sutton, III, Coordinator, Policy and Constituent Services

Presenter(s): School Board Legal Counsel, Kamala Lannetti, Deputy City Attorney

Recommendation:

That the School Board review Policy Review Committee recommendations regarding review, amendment, and repeal of certain policies as reviewed by the committee at their October 11, 2019 meeting and presented for Consent to the School Board November 26, 2019.

Background Summary:

Policy 2-5/Superintendent Qualifications

The PRC recommends that the school Board amend Policy 2-5 to reflect that the School Board will appoint a a Superintendent who meets the qualifications and is eligible and certified by the Virginia Department of Education to serve as a division superintendent. The amendment removes specific criteria and now cites to the VDOE requirements.

Policy 2-50/Appointment/Reappointment and Reclassification

The PRC recommends that the School Board amend Policy 2-50 to authorize the Superintendent to appoint, reappoint and reclassify administrators and supervisory personnel to positions within the School Division.

Policy 2-51/Assignments and Transfer-Administrators

The PRC recommends that the School Board amend Policy 2-51 to authorize the Superintendent to assign and transfer administrators and supervisory personnel to positions within the School Division.

Policy 4-12/Assignment and Transfer-Teachers

The PRC recommends that the School Board amend Policy 4-12 to authorize the Superintendent to assign and reassign personnel to positions within the School Division. The School Board must approve an accompanying Resolution authorizing the Superintendent to take such action and revoke a prior Resolution that authorized the Superintendent to do so.

Policy 4-16/Resignation

The PRC recommends that the School Board amend Policy 4-16 to clarify: the procedures for accepting resignations from licensed and unlicensed personnel; to define job abandonment and the procedures that will be used; and to amend certain language concerning disclosure of employment information.

Source:

Code of Virginia, 1950, as amended, §22.1-253.12:7 School Board Policies.
Policy Review Committee Meeting of October 11, 2019

Budget Impact: None.

Superintendent: Qualifications 2-5

School Board of the City of Virginia Beach
Policy 2-5

ADMINISTRATION

Superintendent: Qualifications

The School Board will appoint a Superintendent who meets the qualifications and is on the list of eligible certified by the Virginia Department of Education to serve as a division superintendent. ~~The following requirements have been established by the School Board as a basis for selection of a Superintendent.~~

~~A.   Personal Qualifications~~

~~1.   Ethical;~~

~~2.   Diplomatic;~~

~~3.   Vigorous;~~

~~4.   Innovative;~~

~~5.   A sense of humor; and~~

~~The abilities to speak and write well;.~~

~~Experience with technology and digital learning strategies applicable to educational instruction and job readiness; and~~

~~6.   Understanding of good financial and business practices.~~

~~B.   Professional Preparation and Experience~~

~~1.   Licensure or eligibility for licensure as a division superintendent in Virginia;~~

~~2.   Experience as superintendent or line administrator in a school division with similar diversity and high educational expectations; and~~

~~3.   An earned doctorate from an accredited university preferred.~~

~~C.   Professional Traits~~

~~1.   Ability to articulate the needs of the School Division;~~

~~2.   Experience in developing programs to improve students' educational achievement;~~

~~3.   Ability to involve instructional personnel in developing and implementing educational programs;~~

Legal Reference

Code of Virginia § 22.1-58, as amended. Division superintendent required.

Code of Virginia § 22.1-59, as amended. Qualifications of division superintendent.

Code of Virginia § 22.1-63, as amended. Certain officers ineligible for or to hold office of superintendent.

8VAC20-390-10, as amended. Qualifications.

8VAC20-22-600, as amended. Division Superintendent license.

Adopted by School Board: October 20, 1992
Amended by School Board: October 1, 2013

Amended by School Board: 2019

APPROVED AS TO
LEGAL SUFFICIENCY
Kamala H. Lannetti

ADMINISTRATION

Appointment/Reappointment and Reclassification

A. **Appointment/Reappointment**

All administrative and supervisory personnel, except for temporary or part-time personnel, shall be appointed and annually reappointed by the School Board upon the recommendation of the Superintendent. The Superintendent is authorized to hire temporary and part-time administrators, as supported by the budget, for up to ninety (90) days without School Board approval and full-time administrators necessary to the continued operations of the School Division, subject to School Board confirmation within thirty (30) days of such employment.

When the Superintendent exercises authority to hire full-time administrators without first obtaining School Board approval, he/she shall require the administrator to sign an agreement setting forth the terms and conditions of employment as stated in all applicable School Board Policies or Regulations which clearly states that school employment will cease absent formal action of the School Board to approve the employment within thirty (30) days if the position is full time. or ninety (90) days depending upon whether the position is full-time, part-time or temporary.

B. **Classification/Reclassification**

The Superintendent is authorized to develop and implement regulations and procedures to classify and reclassify administrative, professional and classified positions to meet the needs of the School Division. Jobs that have experienced significant change may undergo job analysis to review and facilitate salary grade adjustment if needed in order to ensure equitable and fair compensation of employees.

C. **Reassignment**

Administrative personnel, other than Principals, Assistant Principals and Supervisors who are governed by School Board Policy 2-51, shall be assigned to a position by the School Board upon the recommendation of the Superintendent. The Superintendent shall present to the School Board for its approval a list of assignments of administrative personnel for the fiscal year commencing July 1 and ending June 30 no later than the first regular June meeting of the School Board. After School Board approval of the list of assignments, Tthe Superintendent may assign/reassign any administrator not subject to School Board Policy 2-51 to any position within the School Division, provided that the Superintendent makes appropriate reports and explanations concerning such transfers upon the request of the School Board.

Editor's Note

See School Board Policy 4-11 Appointment
See School Board Policy 4-1 Definitions
See School Board Policy 2-51 Assignment and Transfer (Principals, Assistant Principals and Supervisors)

Legal Reference

Code of Virginia § 22.1-70, as amended. Powers and duties of superintendent generally.

Code of Virginia § 22.1-296, as amended. Payment of employees; reimbursement for private transportation; certain sick leave policies.

Code of Virginia § 22.1-313, as amended. Decision of school board; generally.

Code of Virginia § 22.1-297, as amended. Assignment of teachers, principals and assistant principals by superintendent.

Related Links

School Board Policy 2-51
School Board Policy 4-1
School Board Policy 4-11

Adopted by School Board: October 20, 1992
Amended by School Board: February 17, 1998
Amended by School Board: September 7, 1999
Amended by School Board: June 8, 2004
Amended by School Board: April 19, 2005
Amended by School Board: December 3, 2013
Amended by School Board:

ADMINISTRATION

Assignment and Transfer - Administrators

1. Assignment

   The administrative personnel shall be placed in the schools by the School Board upon the recommendation of the Superintendent. The Superintendent shall present to the School Board for its approval a list of assignments of administrative personnel to individual schools for the school year commencing July 1 and ending June 30 no later than the first regular June meeting of the School Board. The Superintendent shall have authority to assign all principals and assistant principals to their respective positions in the school wherein they have been placed by the School Board.

2. Transfer

   The School Board may at the time it receives the list of school assignments pursuant to Section A of this Policy, or at any time thereafter, adopt a resolution authorizing the Superintendent to reassign principals and assistant principals to any school or position within the School Division for the school year commencing July 1 and ending June 30, provided no change or reassignment shall adversely affect the salary of such principal or assistant principal for that school year and provided, further, that the Superintendent shall make appropriate reports and explanations concerning such transfers upon the request of the School Board.

   The School Board may, upon the recommendation of the Superintendent, reassign a principal, assistant principal or supervisor to a lower paying position for the school year commencing July 1 provided the School Board adheres to the procedural requirements set forth in Virginia Code § 22.1-294, as amended and gives notice to the affected individual of such reassignment by June 15.

Editor's Note

On June 15, 1999, the School Board adopted a Continuing Resolution Authorizing the Superintendent to Reassign Principals, Assistant Principals and Teachers. Such resolution will remain in effect until the School Board takes action to revoke it. A copy of the resolution can be found in the School Board Minutes for June 15, 1999, and attached to this Policy.
See School Board Policy 4-12 for assignment and transfer of teachers.
See School Board Policy 2-40 for performance evaluation process of principals, assistant principals and supervisors.

Legal Reference

Code of Virginia § 22.1-294, as amended. Probationary terms of service for principals, assistant principals and supervisors; evaluation; reassigning principal, assistant principal or supervisor to teaching position.

Code of Virginia § 22.1-297, as amended. Assignment of teachers, principals and assistant principals by superintendent.

1984-85 Report of the Attorney General at 277, School Boards. Power to Assign.

Related Links

School Board Policy 2-40
School Board Policy 4-12
Continuing Resolution

Adopted by School Board: October 20, 1992
Amended by School Board: March 3, 1998
Amended by School Board: June 15, 1999
Amended by School Board: April 4, 2000
Amended by School Board: December 3, 2013

APPROVED AS TO
LEGAL SUFFICIENCY
Kamala H. Lanetti

PERSONNEL

Assignment, Reassignment, and Transfer – Teachers

A. **Teachers**

1. A. Assignment

   The teachers in the School Division shall be employed and placed in the schools by the School Board upon recommendation of the Superintendent. By resolution, the School Board authorizes the Superintendent to assign The Superintendent shall present to the School Board for its approval a list of assignments of teachers to individual schools for the school year commencing July 1 and ending June 30 no later than the first regular June meeting of the School Board. The Superintendent delegates to the principals the authority to assign teachers to their respective positions in the schools. A principal may submit recommendations to the Superintendent for the promotion, transfer and dismissal of all personnel assigned to the principal's his or her supervision.

2. B. Transfer Reassignments

   Instructional staff members are key to an effective learning environment; consequently, appointment to a particular teaching assignment is dependent on job performance and the needs and best interests of the School Division.

   The School Board may at the time it receives the list of school assignments pursuant to section A above, or at any time thereafter, adopt a By resolution, the School Board authorizes authorizing the Superintendent to reassign teachers to any school within the School Division for the school year commencing July 1 and ending June 30, provided no change or reassignment shall adversely affect the salary of such teachers for that school year and provided, further, that the Superintendent shall make appropriate reports and explanations concerning such transfers reassignments upon the request of the School Board.

B. **Principals, Assistant Principals, and Instructional Supervisors**

1. Assignment/Reassignment

   The administrative personnel shall be employed by the School Board upon recommendation of the Superintendent. By resolution, the School Board authorizes the Superintendent to assign/reassign principals, assistant principals, and instructional supervisors to any school within the School Division for a school year, provided no change or reassignment shall affect the salary of such principal or assistant principal for that school year. The Superintendent shall make appropriate reports and explanations concerning such assignments/reassignments upon the request of the School Board.

2. Reassignment to Lower Paying Position

   The School Board authorizes the Superintendent to reassign a principal, assistant principal or instructional supervisor to a lower paying position, provided the School Board adheres to the procedural requirements set forth in Virginia Code § 22.1-294, as amended, and gives notice to the affected individual of such reassignment.

C. **Classified, Professional, and Non-instructional Administrators**

1. Assignment/Reassignment

   Classified employees, professional employees, and non-instructional administrators shall be employed by the School Board upon recommendation of the Superintendent. The Superintendent may assign/reassign personnel based on need, job performance, and in the best interests of the School Division. The Superintendent shall make appropriate reports and explanations concerning assignments/reassignments upon the request of the School Board.

2. Transfers

   a. An employee may not request a transfer during the first three months of the probationary period.
   b. An employee who is on a performance improvement plan may not be transferred.

Editor's Note

On ~~June 15, 1999~~ ---, 2019, the School Board adopted a Continuing Resolution Authorizing the Superintendent to Reassign Principals, Assistant Principals and Teachers. Such resolution will remain in effect until the School Board takes action to revoke it. A copy of the resolution can be found in the School Board Minutes for ~~June 15, 1999,~~ ---, 2019 and attached to this Policy.
~~*See School Board Policy 2-51 for assignment and transfer of administrative/supervisory personnel.*~~
~~*See School Board Policy 4-56 for financial incentives for excellence in teaching.*~~
~~*See School Board Policy 4-62 for policy on procedure for use by Superintendent and principals in evaluation of instructional personnel.*~~

Legal Reference

Code of Virginia § 22.1-295, as amended. Employment of teachers.

Code of Virginia § 22.1-297, as amended. Assignment of teachers, principals and assistant principals by superintendent.

Code of Virginia § 22.1-293, as amended. School boards authorized to employ principals and assistant principals; license required; powers and duties

Code of Virginia § 22.1-294, as amended. Probationary terms of service for principals, assistant principals and supervisors; evaluation; reassigning principal, assistant principal or supervisor to teaching position.

Related Links

School Board Continuing Resolution
~~School Board~~ ~~Policy 2-51~~
~~School Board~~ ~~Policy 4-56~~
~~School Board~~ ~~Policy 4-62~~

Adopted by School Board: July 21, 1970
Amended by School Board: August 19, 1975
Amended by School Board: July 1, 1978
Amended by School Board: July 1, 1982
Amended by School Board: July 1, 1984
Amended by School Board: July 1, 1987
Amended by School Board: July 1, 1989
Amended by School Board: August 21, 1990
Amended by School Board: July 16, 1991
Amended by School Board: July 13, 1993 (Effective August 14, 1993)

Amended by School Board: February 17, 1998
Amended by School Board: June 15, 1999
Amended by School Board: April 4, 2000
Amended by School Board: October 4, 2016
Amended by School Board:

APPROVED AS TO
LEGAL SUFFICIENCY

Kamala H. Lannetti

Continuing Resolution Authorizing the Division Superintendent to Reassign Teachers, Assistant Principals, and Principals

WHEREAS, *Virginia Code* §22.1-297 provides that a School Board may adopt a resolution authorizing the Division Superintendent to reassign teachers, assistant principals, and principals each school year to any school within the School Division, provided no change or reassignment during a school year shall affect the salary of such teacher, assistant principal, supervisor or principal for that school year;

WHEREAS, on June 15, 1999, the School Board adopted a Continuing Resolution authorizing the Superintendent to reassign principals, assistant principals and teachers following the submission and approval of a list of assignments to individual schools each year; and

WHEREAS, the Superintendent has requested that the School Board adopt a new Continuing Resolution providing the Superintendent with the authority to reassign teachers, assistant principals, and principals each year.

NOW, THEREFORE, BE IT

RESOLVED: That the School Board hereby authorizes the Superintendent to reassign teachers, assistant principals, and principals each year to any school within the School Division pursuant to the requirements of School Board Policy 4-12, as amended, are met, and that no change or reassignment during a school year shall affect the salary of such teacher, assistant principal, supervisor or principal for that school year; and be it

FURTHER RESOLVED: That the June 15, 1999 Continuing Resolution is hereby revoked and replaced with this Resolution; and be it

FINALLY RESOLVED: That a copy of this Resolution be spread across the official minutes of this School Board.

Adopted by the School Board of the City of Virginia Beach this _____th day of November 2019

_____
Beverly M. Anderson, School Board Chair

ATTEST:

_____
Dianne P. Alexander, Clerk of the School Board

PERSONNEL

Resignation and Job Abandonment

Resignation is the voluntary decision of an employee to cease employment with the School Division. To ensure the orderly administration of School Division business and the delivery of educational services, employees should resign in accordance with this Policy and applicable law or regulation. Quitting and job abandonment will be considered voluntary resignation.

While resignations should be submitted in writing, nothing in this Policy prevents the Superintendent or designee from accepting a resignation made verbally.

A.   Licensed ~~Personnel~~ Employees Resignation

1.   The School Board authorizes the Superintendent or designee to accept resignations of licensed employees and to inform the licensed employees of the approved date of resignation in accordance with this Policy

2.   Licensed ~~persons~~ employees requesting release from a contract with the School Board during the school year shall submit their written resignations to the Superintendent or designee at least two (2) weeks before the intended date of termination, unless waived by the Superintendent, or designee. ~~The employee may request an exit interview~~ After June 15, the licensed employee may only resign with the approval of the Superintendent or designee. The request shall be in writing and set forth the cause of resignation.

3.   A release from contract may be denied until a satisfactory replacement has been secured.

4.   Teachers who have submitted requests for resignation may, within one (1) calendar week, withdraw such request to resign upon written notice to the Superintendent or designee. Upon expiration of the one-week period, any change to the date of the resignation must be approved by the Superintendent or designee. The Superintendent shall notify the School Board of the decision to approve or reject the resignation through the Personnel Report or by direct communication with the School Board. If the Superintendent rejects the teacher's request to resign, the Superintendent shall notify the School Board regarding the reason for rejection. The School Board, within two (2) weeks, may reverse the decision of the Superintendent.

5.   In the event the Superintendent declines to grant the resignation on the grounds of insufficient or unjustifiable cause, and the teacher breaches such contract, the School Board may request appropriate disciplinary action by the Virginia Board of Education, which may include the revocation of the employee's teaching license.

~~A release from contract between July 1 and the beginning of school may be denied until a satisfactory replacement has been secured. The employee shall be informed that breaking a contract without School Board approval may result in a request to the Virginia Board of Education for appropriate disciplinary action which may include revocation of the person's teaching license.~~

~~Resignations are not officially approved until presented to and accepted by the School Board.~~

~~A.~~B.   ~~Classified Personnel~~ **Non-licensed employees - Resignation**

~~Classified~~ Non-Licensed employees voluntarily terminating their employment ~~shall~~ should submit notice of their intentions at least two (2) weeks prior to their final workday. Employees giving advance notice or resigning with the Superintendent's or designee's approval shall have their resignations accepted without

prejudice. ~~Failure to comply with this Policy may result in a recommendation that the employee be ineligible for reemployment at a future date.~~

Once accepted, a resignation may not be rescinded by the non-licensed employee without the approval of the Superintendent or designee.

C.   Non-licensed employees - resignation without notice

The Superintendent or designee is authorized to accept a resignation from any employee when such resignation is given less than two weeks prior to the date of resignation. However, in accordance with this Policy, failure to provide notice may result in a recommendation that the employee be ineligible for reemployment.

When a resignation is accepted with less than two weeks prior notice, the employee's separation date may be the date the resignation was accepted. In addition, a resignation accepted under these conditions may not be rescinded, and all rights and privileges provided to employees will terminate as of the date and time that the resignation was accepted.

D.   Job abandonment

The Superintendent or designee is authorized to make a determination of job abandonment. An employee will be determined to have abandoned his/her job if:

1. Without prior communication to the employee's supervisor or the Human Resources Department, the employee fails to report to his/her work assignment for three consecutive work days/nights.   In such case, the employee's supervisor or the Human Resources Department will make a reasonable attempt to contact the employee regarding the reasons for the unauthorized absences. Employees who are unable to communicate the reasons why they did not report to work may present such evidence within a reasonable period as a mitigating circumstance against a determination of job abandonment.

2. The employee fails to return to work after an authorized leave period has expired or fails to respond to School Division communications regarding an estimated return-to-work status.

3. The employee indicates, through action, that he/she does not intend to continue employment with the School Division. Actions demonstrating such intent may include, but are not limited to, verbally expressing the intention not to return, expressing in written or electronic format the intention not to return to work, walking off the worksite without authorization, or turning in issued School Division property.

~~B.~~ E.   Disclosure of Employment-Related Information

If the employee was subject to a pending recommendation for dismissal or other disciplinary action ~~facts exist and are known~~ at the time of ~~a~~ resignation or job abandonment ~~which, but for the employee's resignation, would have subjected the employee to another type of termination or disciplinary action~~, the employee's record should reflect that information ~~cause to terminate, to pursue termination of, or to pursue discipline of the employee existed at the time of the employee's resignation. Any records which support the reasons for termination or discipline will be included in the employee's file along with the resignation.~~ The Superintendent or ~~his~~ designee may, in accordance with applicable policy and/or law, disclose accurate information concerning the employee's professional conduct, job performance, or reason for separation and whether the employee is eligible for rehire.

__Editor's Note__

For confidentiality of personnel files and disclosure of information, see School Board Policy 4-15.

Legal Reference

Code of Virginia § 8.01-46.1, as amended. Disclosure of employment-related information; presumptions; causes of action; definitions.

Code of Virginia § 22.1-304, as amended. Reemployment of teacher who has not achieved continuing contract status; effect of continuing contract; resignation of teacher; reduction in number of teachers.

8VAC20-440-130, as amended. Purpose of Uniform Hiring Process.

8VAC20-440-140, as amended. Phase One of the Three Phase Employment Process.

8VAC20-440-150, as amended. Phase Two of the Three Phase Employment Process.

8VAC20-440-160, as amended. Phase Three of the Three Phase Employment Process.

Related Links

School Board Policy 4-15

Adopted by School Board: July 13, 1993 (Effective August 14, 1993)
Adopted by School Board: April 17, 2001
Amended by School Board: October 4, 2016
Amended by the School Board: 2019

APPROVED AS TO
LEGAL SUFFICIENCY

Kamala H. Lannetti

VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE

School Board Agenda Item

Subject: Personnel Report   **Item Number:** 12A

Section: Action   **Date:** November 26, 2019

Senior Staff: Mr. John A. Mirra, Chief Human Resources Officer

Prepared by: John A. Mirra

Presenter(s): Aaron C. Spence, Ed.D., Superintendent

Recommendation:

That the Superintendent recommends the approval of the appointments and the acceptance of the resignations, retirements and other employment actions as listed on the November 26, 2019, 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

Scale	Class	Location	Effective	Employee Name	Position/Reason	College	Previous Employer
Assigned to Unified Salary Scale	Appointments - Elementary School	Arrowhead	11/7/2019	Dempsey K Griffin	Technology Support Technician	Norfolk State University, VA	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Bayside	11/7/2019	Morgan A Crawford	Special Education Assistant	Hampton University, VA	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Birdneck	11/18/2019	Kyndall B Watkins	Special Education Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Centerville	11/7/2019	Benilda A Harrell	Cafeteria Assistant, 5.0 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Christopher Farms	11/7/2019	Isaiah S Cooper	Custodian I	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Green Run	11/7/2019	Julita A Garcia	Special Education Assistant	Imus Institute, PH	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Green Run	11/14/2019	Shannon T Jackson	Physical Education Assistant	Norfolk State University, VA	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Hermitage	11/14/2019	Alison M Scott	Kindergarten Assistant, .500	Old Dominion University, VA	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Lynnhaven	11/20/2019	Diamond K Griffin	Custodian I	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Newtown	11/7/2019	Connie Twine	Special Education Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Parkway	11/14/2019	Marcus L Hudson	Physical Education Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Point O'View	11/7/2019	Elexis D Whitesell	Cafeteria Assistant, 6.0 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Princess Anne	11/7/2019	Jennifer R Correll	Special Education Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Princess Anne	11/14/2019	Ashley Talford	Clinic Assistant, .500	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Rosemont	11/7/2019	Delilah M Tabron	Custodian I	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Strawbridge	11/14/2019	Joanne Thomas	Special Education Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Three Oaks	11/18/2019	Maria Olivera	Custodian III Head Day	Not Applicable	VBCPS
Assigned to Unified Salary Scale	Appointments - Elementary School	Trantwood	11/7/2019	Andreia S Holze	Cafeteria Assistant, 5.0 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Trantwood	11/14/2019	Keith D Crowe	Custodian I	Not Applicable	Pease Air National Guard, NH
Assigned to Unified Salary Scale	Appointments - Middle School	Brandon	11/7/2019	Kathryn L Korslund	Special Education Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Corporate Landing	11/7/2019	Sida B Ordonez	Cafeteria Assistant, 5.0 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Great Neck	11/6/2019	Storm D Whetstone	Custodian I	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Independence	11/25/2019	Lisa A Lagos	Custodian II	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - High School	Kellam	11/20/2019	Michael P Corrigan	Custodian I	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - High School	Princess Anne	11/20/2019	Vincent M Joe	ISS Coordinator	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - High School	Tallwood	11/14/2019	Liza Fe Y Hartman	School Administrative Associate II	Old Dominion University, VA	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Department of Teaching and Learning	11/14/2019	Codi Gillette	Administrative Office Associate I	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Department of Teaching and Learning	11/14/2019	Karen C Kaas	Instructional Specialist	Old Dominion University, VA	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Department of Technology	11/12/2019	Mallory S Rose	Customer Support Technician I	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Department of Technology	11/12/2019	Christopher T Wilkinson	Technology Support Technician	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Food Services	11/7/2019	Brandon Ainsworth	Cook, 7.0 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Food Services	11/20/2019	Lesley Davis	Cook, 7.0 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Maintenance Services	11/25/2019	Cody L Hudgins	HVAC Craftsman II	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	11/1/2019	Samantha R Tatem	Auxiliary Driver Spec Ed, 7.0 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	11/6/2019	Alecia H Morgan	Bus Assistant, 5.0 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	11/15/2019	Evelyn Mulligan	Transportation Area Supervisor	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Birdneck	10/31/2019	Charlotte Hughes	Clinic Assistant (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Brookwood	11/7/2019	Maria C Jameson Cruz	Physical Education Assistant (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Centerville	11/6/2019	Ulysa M Muirhead	General Assistant (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Pembroke Meadows	11/6/2019	Annette T Turner	Custodian I (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Providence	11/1/2019	Wanda S Eller	Custodian I (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Providence	11/22/2019	Anjanet Douglas	Cafeteria Assistant, 5.0 Hours (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Providence	11/27/2019	Lafonte T Thourogood	Physical Education Assistant (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Providence	12/20/2019	Kellee S Conroy	Security Assistant (continuing education)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Woodstock	12/20/2019	Eric Kline	Physical Education Assistant (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Middle School	Larkspur	11/29/2019	Rosalind Lopez	School Nurse (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Middle School	Plaza	10/29/2019	LeSha Wrim	Security Assistant (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - High School	First Colonial	11/14/2019	Ashley L Britt	School Office Associate II (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - High School	Princess Anne	11/1/2019	Margaret C Pope	Special Education Assistant (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - High School	Princess Anne	11/8/2019	Loren T McLaughlin	ISS Coordinator (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Department of Human Resources	12/31/2019	Benetta G Aryee	Human Resources Associate (transfer of spouse)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Consolidated Benefits	11/15/2019	Sharon A Clayton	Benefits Specialist I (regular contract to temporary)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Consolidated Benefits	12/3/2019	Lauren M Heath	Coordinator Benefits (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Purchasing Services	12/31/2019	Michelle R Purkett	Procurement Specialist II (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Student Support Services	11/8/2019	Mary K Kennedy	Psychologist (declined position)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Transportation and Fleet Management Services	11/1/2019	Toni A Pollack	Bus Assistant, 5.5 Hours (expiration of long-term leave)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Transportation and Fleet Management Services	11/13/2019	Andrea Rutledge	Bus Driver, 6.0 Hours (job abandonment)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Transportation and Fleet Management Services	11/15/2019	Jo S Fingleton	Bus Driver, 5.5 Hours (family)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Elementary School	John B. Dey	11/30/2019	Patrick L McHugh	Custodian I	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Miscellaneous	Office of Technical & Career Education	2/28/2020	Karen B Boone	Administrative Office Associate II	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Miscellaneous	Office of Transportation and Fleet Management Services	1/31/2020	Presentacion Asiatico	Bus Assistant, 6.0 Hours	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Centerville	11/8/2019	Deborah M Bonner	Reading Specialist, .200	Old Dominion University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Diamond Springs	10/31/2019	Andrea D Morris	Music/Vocal Teacher	Elizabeth City State Univ, NC	Portsmouth Public Schools, VA
Assigned to Instructional Salary Scale	Appointments - Elementary School	Fairfield	11/5/2019	Christina M Kinerk-Cruce	Special Education Teacher	University of the Rockies, CO	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Indian Lakes	11/7/2019	Rebecca A Davidson	Art Teacher	Rhode Island School of Design, RI	Richmond Public Schools, VA
Assigned to Instructional Salary Scale	Appointments - Elementary School	New Castle	10/30/2019	Katy J Kopaskey	Kindergarten Teacher	Virginia Wesleyan University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Seatack	10/17/2019	Caroline G Lupia	Kindergarten Teacher	Old Dominion University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Woodstock	11/19/2019	Kathleen A Beaulieu	Reading Specialist, .200	Old Dominion University, VA	Norfolk Public Schools, VA
Assigned to Instructional Salary Scale	Appointments - Middle School	Bayside Sixth Grade Campus	11/14/2019	Janice S Holland	Special Education	University of Phoenix, AZ	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Middle School	Great Neck	11/7/2019	Janice I Blauert	School Counselor, .400	Western Kentucky University, KY	Not Applicable

Personnel Report
Virginia Beach City Public Schools
November 26, 2019
2019-2020

Scale	Class	Location	Effective	Employee Name	Position/Reason	College	Previous Employer
Assigned to Instructional Salary Scale	Appointments - Middle School	Salem	11/7/2019	Ashley V Brenton	Seventh Grade Teacher	College of William and Mary, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Middle School	Virginia Beach	11/12/2019	Samantha M Nowak	School Counselor, .600	Azusa Pacific University, CA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - High School	Ocean Lakes	11/15/2019	Mark A Moore	Social Studies Teacher	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Bayside	11/27/2019	Lauren S Smith	First Grade Teacher (personal reasons)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Malibu	11/4/2019	Genna K Morrisette	Fifth Grade Teacher (family)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Point O'View	11/8/2019	Robert H Orton	Special Education Teacher (personal reasons)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Thoroughgood	11/27/2019	Maureen Greble	Special Education Teacher (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Middle School	Bayside Sixth Grade Campus	10/21/2019	Leonor Brea	Special Education Teacher (personal reasons)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Middle School	Larkspur	11/10/2019	Jacqueline E Wilson	Sixth Grade Teacher (death)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Middle School	Larkspur	11/20/2019	Marie A Fiorentino	Eighth Grade Teacher (personal reasons)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Middle School	Virginia Beach	11/4/2019	Alexander Laroussi	School Counselor (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - High School	Green Run Collegiate	12/2/2019	Erika C Hitchcock	Art Teacher (personal reasons)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - High School	Princess Anne	11/27/2019	Jessica P Erie	English Teacher (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Retirements - Elementary School	Bayside	10/31/2019	Patricia S Johnson	School Counselor	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Retirements - Elementary School	Landstown	12/31/2019	Margaret D Wynne	Fourth Grade Teacher	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Retirements - Elementary School	Pembroke	1/31/2020	Catherine J Jones	Gifted Resource Teacher	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Retirements - Middle School	Landstown	11/6/2019	Ellen S Hook	Eighth Grade Teacher	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Retirements - Miscellaneous	Office of Programs for Exceptional Children	1/31/2020	Lynne H Baar	Speech/Language Pathologist	Not Applicable	Not Applicable
Administrative	Appointments - Miscellaneous	Department of Human Resources	TBD	Darnita L Trotman	Human Resources Specialist	Norfolk State University, VA	Norfolk Public Schools, VA

VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE

School Board Agenda Item

Subject: *Compass to 2025* Strategic Framework	**Item Number:** 12B
Section: Action	**Date:** November 26, 2019
Senior Staff: Marc A. Bergin, Ed.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 approve the proposed strategic framework, *Compass to 2025*.

Background Summary:

Standard 6 Planning and Public Involvement of the Virginia Standards of Quality § 22.1-253.13:6 states "Each local school board shall adopt a divisionwide comprehensive, unified, long-range plan . . ." At the local level, School Board Regulation 7-21.7 provides additional direction for developing the division's strategic framework. The strategic planning cycle officially began on October 9, 2018 when the School Board was provided with a proposal for the strategic planning process. Over the course of the year public input was gathered, a community committee was convened to develop the goals for the framework, and strategy development sessions were held with school and division personnel. On September 24, 2019, the School Board received a workshop on the draft strategic framework and a recap of the strategic planning process to date on October 8. On November 12, the School Board received the public comments and feedback in response to the proposed strategic framework and suggested revisions resulting from the feedback.

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 STRATEGIC FRAMEWORK
STUDENT-CENTERED FOR STUDENT SUCCESS

Virginia Beach City Public Schools — Charting the Course

GOAL 1

EDUCATIONAL EXCELLENCE

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

EQUITY EMPHASIS

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

STRATEGIES

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

POTENTIAL INDICATORS INCLUDE:

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

GOAL 2

STUDENT WELL-BEING

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

EQUITY EMPHASIS

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

STRATEGIES

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

POTENTIAL INDICATORS INCLUDE:

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

GOAL 3

STUDENT OWNERSHIP OF LEARNING

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

EQUITY EMPHASIS

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

STRATEGIES

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

POTENTIAL INDICATORS INCLUDE:

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

COMPASS TO 2025 STRATEGIC FRAMEWORK
STUDENT-CENTERED FOR STUDENT SUCCESS

GOAL 4

AN EXEMPLARY, DIVERSIFIED WORKFORCE

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

EQUITY EMPHASIS

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

STRATEGIES

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

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

GOAL 5

MUTUALLY SUPPORTIVE PARTNERSHIPS

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

EQUITY EMPHASIS

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

STRATEGIES

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

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

GOAL 6

ORGANIZATIONAL EFFECTIVENESS & EFFICIENCY

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

EQUITY EMPHASIS

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

STRATEGIES

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

POTENTIAL INDICATORS INCLUDE:
percentage of schools accredited; perceptions of central office support, etc.

Subject: Biennial School Calendar for 2020/21 and 2021/22 _____**Item Number:** **13A**

Section: Information _____**Date: November 26, 2019**

Senior Staff: Donald E. Robertson, Jr., Ph.D., Chief Schools Officer

Prepared by: Donald E. Robertson, Jr., Ph.D., Chief Schools Officer, Dept. of School Leadership and Natalie N. Allen, Chief Communications and Community Engagement Officer, Dept. of Communications and Community Engagement

Presenter(s): Donald E. Robertson, Jr., Ph.D., Chief Schools Officer, Dept. of School Leadership and Natalie N. Allen, Chief Communications and Community Engagement Officer, Dept. of Communications and Community Engagement

Recommendation:

That the School Board receive the proposed biennial school year calendars, 2020-2021 and 2021-2022 created based upon the information received from the calendar workgroup, which is comprised of a variety of stakeholders, community input surveys, and feedback received at Board meetings.

Background Summary:

The Department of School Leadership and the Department of Communications and Community Engagement worked with the calendar workgroup, met with the Regional Calendar Committee—which includes representatives from the surrounding divisions—and reviewed and compiled data from two school start date surveys. The information was obtained over the past two months, and used to create these preliminary options.

Source:

Calendar workgroup, Regional Calendar Committee, division survey results and feedback from Board meetings

Budget Impact:

None

2020-2021 School Calendar

JULY 2020

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
			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 2020

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23 30	24 31	25	26	27	28	29

SEPTEMBER 2020

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
	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 2020

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
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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 2020

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
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 2020

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
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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 2021

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
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24 31	25	26	27	28	29	30

FEBRUARY 2021

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
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7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

MARCH 2021

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
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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 2021

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
				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 2021

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
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2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23 30	24 31	25	26	27	28	29

JUNE 2021

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
		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			

First Day of School
Sept. 8

Holidays
Sept. 7 - Labor Day
Nov. 11 - Veterans Day
Nov. 26 & 27 - Thanksgiving
Dec. 23, 2020 - Jan. 1, 2021 - Winter Break
Jan. 18 - Martin Luther King Jr. Day
Feb. 15 - Presidents Day
April 5-9 - Spring Break
May 31 - Memorial Day

Staff Days (no school for students)
Aug. 28, 31   Feb. 1
Sept. 2-4   March 5
Nov. 3

Flexible Staff Day
August 27   June 21

Adjusted Dismissal for All Students
Nov. 10   April 14

Adjusted Dismissal for All Staff and Students
Nov. 25   April 2
Dec. 22

Professional Learning Day
(no school for students)
Sept. 1   Oct. 12

Virtual Learning Day
Oct. 12   Nov. 3

Last Day of School and Early Dismissal for All Students
June 18

First Semester:
First nine-weeks: Sept. 8 - Nov. 10
Second nine-weeks: Nov. 12 - Jan. 29

Second Semester:
Third nine-weeks: Feb. 2 - April 14
Fourth nine-weeks: April 15 - June 18

In cases of school closings due to inclement weather or emergency conditions, makeup days will be designated by the superintendent and may include available staff days or holidays.

VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE

2021-2022 School Calendar

JULY 2021

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
				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 2021

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
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 2021

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
			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 2021

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
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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 2021

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
	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 2021

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
			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 2022

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
						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 2022

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
		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 2022

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
		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 2022

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
					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 2022

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
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 2022

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
			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		

Legend

First Day of School
Sept. 7

Holidays
Sept. 6 - Labor Day
Nov. 11 - Veterans Day
Nov. 25 & 26 - Thanksgiving
Dec. 23-31, 2021 - Winter Break
Jan. 17 - Martin Luther King Jr. Day
Feb. 21 - Presidents Day
April 11-18 - Spring Break
May 30 - Memorial Day

Staff Days (no school for students)
Aug. 27, 30   Jan. 31
Sept. 1-3   March 14
Oct. 11

Flexible Staff Day
August 26   June 20

Adjusted Dismissal for All Students
Nov. 10   April 5

Adjusted Dismissal for All Staff and Students
Nov. 24   Dec. 22

Professional Learning Day
(no school for students)
Aug. 31   Nov. 2

Virtual Learning Day
Oct. 11   Nov. 2

Last Day of School and Early Dismissal for All Students
June 17

First Semester:
First nine-weeks: Sept. 7 - Nov. 10
Second nine-weeks: Nov. 12 - Jan. 28

Second Semester:
Third nine-weeks: Feb. 1 - April 5
Fourth nine-weeks: April 6 - June 17

In cases of school closings due to inclement weather or emergency conditions, makeup days will be designated by the superintendent and may include available staff days or holidays.

VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE

Subject: School Start Times   **Item Number: 13B**

Section: Information   **Date: November 26, 2019**

Senior Staff: Daniel F. Keever, Senior Executive Director for High Schools

Prepared by: Daniel F. Keever

Presenter(s): Daniel F. Keever

Recommendation:

That the School Board review survey results from the recent School Start Times Survey introduced in Workshop, and provide guidance to Administration on how to proceed.

Background Summary:

Based on School Board action during the October 22 meeting, Administration conducted a community survey regarding school start times that defined the two remaining options as one that maintains the current time schedule with no change; and the other shifting school start times that supports a later start for adolescents as presented by Administration in October after reporting results from the transportation analysis. .

Source:

July 2019 School Board Retreat

October 2019 School Board Workshop

October 2019 School Board action

Subject: Schoology: Implementation Evaluation   **Item Number:** 13C

Section: Information   **Date:** November 26, 2019

Senior Staff: Marc A. Bergin, Ed.D., Chief of Staff

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 Schoology: Implementation Evaluation Report and the administration's recommendations. Schoology is a Learning Management System (LMS) adopted by Virginia Beach City Public Schools (VBCPS) in December 2016 to deliver educational content to students online. The main desire for obtaining an LMS was to provide a streamlined, user-friendly application for interacting with and accessing educational content and providing assessments as well as to facilitate the transition to personalized learning. An LMS reduces the touchpoints for teachers, students, and parents when interacting with the division's digital content and serves as a single destination point for curriculum from the Department of Teaching and Learning. Schoology also offers the ability to assess students' learning using classroom or divisionwide assessments. The implementation evaluation during 2018-2019 focused on the operational components of the initiative, staff and student use of Schoology, progress toward meeting established goals and objectives, stakeholder perceptions, and the cost of Schoology to the school division.

Background Summary:

According to School Board Policy 6-26, "All new programs will be evaluated for a minimum of two years." The 2018-2019 school year was the first year when all schools began to implement various components of Schoology based on each school's staff readiness and needs. On September 11, 2018, the School Board approved the 2018-2019 Program Evaluation Schedule, in which Schoology was recommended for an implementation evaluation.

Source:

School Board Policy 6-26
School Board Minutes September 11, 2018

Budget Impact:

Schoology

Implementation Evaluation

November 2019

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

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Introduction

Background

Schoology is a Learning Management System (LMS) adopted by Virginia Beach City Public Schools (VBCPS) in December 2016 to deliver educational content to students online. The main desire for obtaining an LMS was to provide a streamlined, user-friendly application for interacting with, accessing educational content, and providing assessments as well as to facilitate the transition to personalized learning.[1] An LMS reduces the touchpoints for teachers, students, and parents when interacting with the division's digital content and serves as a single destination point for curriculum from the Department of Teaching and Learning. Schoology also offers the ability to assess students' learning using classroom or divisionwide assessments. The plan was for Schoology to replace the previous assessment platform. Additionally, although not an initial reason for obtaining Schoology, the system offers a way to provide online professional learning to staff. The School Board approved the Schoology initiative for an evaluation on September 11, 2018. The 2018-2019 school year was the first year when all schools began to implement various components of Schoology based on each school's staff readiness and needs.

Purpose

This implementation evaluation provides the School Board, Superintendent, and central office Schoology implementation team with information about Schoology's first year of divisionwide implementation. Because this initiative is new and operates with local resources, evaluation of the initiative is required for a minimum of two years by Policy 6-26. This implementation evaluation focused on the operational components of the initiative, staff and student use of Schoology, progress toward meeting established goals and objectives, stakeholder perceptions, and the cost of Schoology to the school division.

Program Goals and Objectives

Goals and objectives for Schoology that are assessed as part of this evaluation were developed in collaboration with the central office Schoology implementation team and based on a review of documentation related to the implementation of Schoology. The goals focused on the following areas: 1) providing a single location for instructional content, resources, and assessments, 2) supporting communication and collaboration, 3) ease of use, 4) staff professional learning, and 5) transformational learning. The specific goals and objectives are outlined in the section of the report where progress toward meeting the goals and objectives is discussed.

Evaluation Design and Methodology

Evaluation Design and Data Collection

The evaluation utilized a mixed-methods design to collect quantitative and qualitative information about the initiative's operation.

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

➢ Administered surveys to teachers, instructional technology specialists (ITSs), school administrators, and students in grades 3 through 12.

- Administered implementation questionnaires to Schoology school leadership teams.

- Communicated with the central office Schoology implementation team regarding components of the initiative.

- Conducted interviews with members of the central office Schoology implementation team from each department involved with implementation regarding individual department's roles in implementation.

- Gathered school student and instructional staff usage data from the Schoology platform.

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

In addition, school principals were able to determine the extent of Schoology use during the 2018-2019 school year; therefore, analyses were conducted to examine school variation in Schoology implementation level. Groups with similar levels of implementation were created through cluster analyses using an implementation questionnaire and Schoology usage data. These groupings allowed for comparisons of perception data by level of implementation.

Surveys

The Office of Research and Evaluation invited teachers, administrators, ITSs, and students to complete surveys regarding their perceptions of the Schoology implementation. Surveys for the program evaluation were administered during a two-week period in the spring.[2] Survey response rates are summarized in Table 1. For this evaluation, the evaluators used the following survey instruments:

- **Teacher Survey -** Teachers received email invitations on April 29, 2019 to complete the survey. Reminders were sent on May 6, 2019 to teachers who had not completed the survey. Of the 4,661 teachers invited to take the survey, 1,765 (38%) responded to the survey. See Table 1 for approximated response rates by level.

- **Administrators and ITS Survey –** Administrators and ITSs received email invitations on April 29, 2019 to complete the survey. Reminders were sent on May 6, 2019 to administrators and ITSs who had not completed the survey. Of the 248 administrators and 92 ITSs invited to take the survey, 107 administrators (43%) and 62 ITSs (67%) responded to the survey. See Table 1 for approximated response rates by level.

- **Student Survey –** Principals were provided with unique survey links and passwords for students in grades 3 through 12 to complete the survey. Principals were asked to provide the link with the password to the teachers who would administer the survey in their classrooms beginning on April 29, 2019. Students who indicated they had no experience with Schoology were not provided any additional survey questions. To allow schools ample time to administer the survey, the survey window for students was extended to the last day of the school year. The overall student response rate was 57 percent (see Table 1 for approximated response rates by level). Six elementary schools did not administer the student survey.

Table 1: Number of Survey Respondents by Group

Group	Elementary		Middle		High		All Levels	
	# of Respondents	Response Rate	# of Respondents	Response Rate	# of Respondents	Response Rate	# of Respondents	Response Rate
Students	9,564	61.6%	11,831	75.3%	8,705	41.0%	30,100	57.4%
Teachers	728	33.9%	481	44.8%	556	38.7%	1,765	37.9%

Group	Elementary		Middle		High		All Levels	
	# of Respondents	Response Rate	# of Respondents	Response Rate	# of Respondents	Response Rate	# of Respondents	Response Rate
Admin	51	45.5%	23	42.6%	33	40.2%	107	43.0%
ITS	38	70.4%	16	80.0%	8	44.4%	62	67.4%

To allow for more precise implementation level analyses, teachers were asked to provide their school name. Due to the small number of ITSs and administrators per school, no comparisons of perception data were made by implementation level for these groups. 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). For objectives related to the use of Schoology features, unless otherwise noted, regular use was defined as frequent or occasional use. Responses to open-ended questions were analyzed for common themes.

Questionnaires

The Department of Teaching and Learning facilitated the completion of the implementation questionnaires for Schoology school leadership teams. During support meetings, members of schools' implementation leadership teams were asked to collaborate and complete one questionnaire for their school. Items on the questionnaire included approximating the percentage of teachers who used Schoology for various types of activities, such as using discussion boards or administering an assessment, as well as the overall percentage of teachers using Schoology and teachers' comfort level with Schoology. Team members were encouraged to collaborate with one another and their administration to complete all items on the questionnaire. All schools provided responses to the questionnaire.

Interviews

Interviews were conducted with key members of the central office Schoology implementation team who were involved with the implementation of Schoology as well as staff who were involved with using Schoology for professional learning purposes. Questions focused on the role of each department in implementing various aspects of Schoology as well as the use of Schoology for professional learning. In addition, central office staff were invited to anonymously respond to closed- and open-ended survey items regarding their perceptions of the ease and accuracy of transitioning data to and from Schoology and their satisfaction with the implementation of Schoology.

Evaluation Questions

Evaluation questions for this report were created by the evaluators with feedback from the central office Schoology implementation team. The evaluation questions established for the implementation evaluation follow:

1. **What were the operational components of the Schoology initiative?**
   a. What were the main operational components of launching the Schoology initiative?
   b. What were the main operational components of the LMS?
   c. How did schools vary in their level of implementation of the Schoology initiative during 2018-2019?
2. **To what extent did students and staff report using Schoology and how did this vary throughout the division?**
3. **What progress has been made toward meeting the goals and objectives of the initiative?**
4. **How was the Schoology implementation perceived by stakeholders (i.e., students, teachers, ITSs, administrators, and central office staff)?**
5. **What were the costs of the Schoology initiative since implementation?**

Evaluation Results and Discussion

Operational Components

The first evaluation question focused on the launch of the Schoology initiative as well as the main operational components of the LMS. The launch of Schoology included the Request for Proposal (RFP) process, the Schoology implementation team, the Digital Learning Anchor Schools (DLAS) field test, divisionwide implementation, and professional learning and support meetings. The operational components of the Schoology initiative included information about the LMS such as curriculum management, course delivery, assessment and reporting, communication and collaboration, data management and integration, third-party resources, and parent access. Additionally, the evaluation question addressed how schools varied in their level of implementation of the Schoology initiative during 2018-2019.

Operational Components of Launching Schoology Initiative

RFP Process

The decision to pursue an LMS was determined in January 2015 due to the desire for a single location for teachers, students, and parents to access educational content and for teachers to assess student learning. An initial Request for Information (RFI) was developed and issued in February 2015 to obtain information about the functionality and capabilities LMSs had and to determine which LMS features would be needed for VBCPS. A committee of staff members from the Department of Teaching and Learning, Department of Technology, Department of School Leadership, and Office of Planning, Innovation, and Accountability reviewed the responses to the RFI provided by several vendors detailing features of their LMSs. Following this review and discussion about the necessary LMS features for VBCPS, a Request for Proposals (RFP) was developed and issued in January 2016. The committee reviewed the vendor responses to the RFP and select vendors provided presentations to a broader committee, which included additional central office staff, principals, and teachers. The contract was negotiated and awarded to Schoology in December 2016.

Schoology Implementation Team

The division's central office Schoology implementation team includes approximately 25 staff members from several departments and offices, including the Department of Teaching and Learning, Department of Technology, Department of School Leadership, and Office of Planning, Innovation, and Accountability. Since February 2017, the team has held weekly meetings to discuss any issues with implementation throughout the division. In addition, the central office Schoology implementation team has met weekly with a project manager from Schoology. These weekly phone calls typically involved discussion of current issues related to implementation that needed to be discussed with Schoology.

Schoology Field Test

Prior to divisionwide implementation in 2018-2019, 14 schools that were previously identified as Digital Learning Anchor Schools were invited to participate in a field test of Schoology during the 2017-2018 school year (8 elementary schools, 2 middle schools, 4 high schools). These field test schools were asked to utilize Schoology for curriculum management and deliver coursework to their students through Schoology. Each school established a Schoology school leadership team, which included the principal or assistant principal, ITS(s), library media specialist(s), and two or more teachers. The central office Schoology implementation team met with the Schoology school leadership teams four times throughout the 2017-2018 school year to provide professional learning and guidance on implementation.

The Office of Research and Evaluation conducted three staff surveys and two student surveys at the field test schools during the 2017-2018 school year for the purposes of monitoring the field test. Individual schools' teacher and student perception data were provided to the central office Schoology implementation team and school principals for their reflection. These data provided guidance for the continued implementation of Schoology at their schools.

Divisionwide Implementation

During the 2018-2019 school year, all other school principals were asked to begin using Schoology at their schools; however, school principals determined the extent to which their teachers and students would use the system. Therefore, it was anticipated that although all schools would begin using Schoology in 2018-2019 to some extent, the level of implementation would vary by school. For this reason, further analyses were conducted to examine the variation of implementation across the division. The division plan for Schoology implementation was that all schools would be fully utilizing the system during the 2019-2020 school year.

Professional Learning and Support Meetings

Professional learning for Schoology was initially provided by Schoology representatives for central office staff in March 2017. Schoology representatives then provided professional learning in July and August 2017 to a few staff members at each of the field test schools who were selected as "Schoology champions," which meant they would serve as Schoology leaders for their schools. The professional learning plan followed a train-the-trainer model with Schoology champions providing training to their school staff during in-service week in 2018 prior to the field test. Other training opportunities during the field test school year involved a Schoology introductory course offered online through Schoology and regular professional learning/support meetings with the central office Schoology implementation team that were led by instructional technology coordinators in the Department of Teaching and Learning.

During 2018-2019, a similar professional learning model was used for all schools. The Schoology champions were trained by Schoology representatives from April 2018 through August 2018. The Schoology champions then provided training to their school staff during the summer and/or in-service week prior to the 2018-2019 school year. In addition, the Schoology introductory course was provided through a Schoology course that was adapted by the instructional technology coordinators for staff at the new schools implementing Schoology. The Schoology school leadership teams from schools that participated in the field test continued to attend regular meetings with instructional technology coordinators in 2018-2019. The new schools implementing Schoology were also asked to establish Schoology school leadership teams, which also included the principal or assistant principal(s), ITS(s), library media specialist(s), and two or more teachers. These teams participated in separate meetings with the instructional technology coordinators to provide professional learning and guidance on implementation. Similar to the previous year, ORE staff provided the central office Schoology implementation team and principals with teacher and student perception data from a survey administered in fall 2018 to help inform school implementation.

An additional professional learning opportunity was made available to schools in October 2018 through a Schoology course created by the Office of Student Assessment regarding creating and administering classroom assessments as well as assessments in AMP, Schoology's assessment platform. The course continues to remain active for staff to access the course content. Staff from the Office of Student Assessment were also available at multiple support meetings throughout 2018-2019 for additional assistance in this area.

Additional professional learning opportunities for central office Schoology implementation team members and select school-based staff included attending Schoology NEXT conferences. Central office staff from the Department of Technology, Department of Teaching and Learning, and the Office of Planning, Innovation, and

Accountability attended the Schoology NEXT Conference in the summer of 2017. Central office staff from the Department of Teaching and Learning and Office of Planning, Innovation, and Accountability as well as 12 teachers attended the conference in the summer of 2019.

When asked about professional learning during 2018-2019 on the surveys, 97 percent of teachers, 98 percent of administrators, and all ITSs indicated they had received professional learning on Schoology. In addition, most staff indicated that they sought help or support for Schoology during 2018-2019 (93% of teachers and 98% of administrators and ITSs). The most frequently selected source for help or support by teachers and administrators was an ITS (see Table 2). For ITSs, the most selected source for help or support was an instructional technology coordinator.

Table 2: Percentages of Staff Who Indicated Seeking Help From Various Sources

School Level	Teacher	Administrator	ITS
Schoology champion	46.2%	59.8%	32.8%
Instructional technology specialist	74.2%	92.2%	42.6%
Instructional technology coordinator	10.6%	12.7%	86.9%
Department of Teaching and Learning curriculum coordinator	7.5%	12.7%	11.5%
Schoology self-help center*	10.8%	3.9%	68.9%
VBCPS Schoology champion group*	8.4%	16.7%	41.0%
VBCPS school-specific Schoology group*	7.5%	7.8%	4.9%
VBCPS service desk*	2.4%	2.0%	13.1%
Other help	8.2%	1.0%	18.0%

Note: *Online resource available within Schoology.

Operational Components of the Learning Management System

Curriculum Management

A major component of an LMS involves housing and managing educational curricula. Prior to obtaining Schoology, instructional content was housed in word files and shared with teachers on a VBCPS SharePoint site. When planning the implementation of Schoology, the Department of Teaching and Learning worked to redesign how curricula would be delivered to students as well as how this information would be shared with instructional staff.[3] The Department of Teaching and Learning curriculum coordinators worked within grade levels at the elementary level and course areas at the secondary level to revise the structure of content delivery to be more interactive, such as through adding external links and discussion boards. Curriculum coordinators created resources for teachers that addressed content within the elementary grades and secondary courses. The resources included assignments, files, links to external websites, rubrics, discussion boards, and assessments.

The Department of Teaching and Learning curriculum coordinators discovered the best method of sharing educational content with school-based instructional staff was through grade-specific or course-specific groups that could be easily accessed and copied into a course.[4] All groups were organized in a similar way to allow for easy access of resources for all teachers. Group access codes were posted on a VBCPS SharePoint site to allow teachers to add themselves to any curriculum resource group. Although the most recently updated curriculum content was provided through these Schoology groups, teachers may have accessed other curriculum resources through other google sites or resources from previous years through a SharePoint site.

When surveyed about the frequency of accessing and using these division-created curriculum resources in Schoology, 34 percent of teachers indicated they frequently accessed and used these resources and 34 percent of teachers indicated they occasionally accessed and used them, while 21 percent of teachers indicated they

rarely did so, and 11 percent indicated they had no experience with these resources. Overall, 60 percent of teachers agreed that moving the content from the curriculum resources to their courses was seamless.

In addition to the division-created curriculum resources created by curriculum coordinators, staff had the option of creating their own curriculum resources. This option allows teachers to load curriculum resources directly into a course, their personal resources folder, or to a group. Similar to division-created curriculum resources, teachers are able to move content between courses, groups, and their personal resources. Overall, 39 percent of teachers indicated they frequently accessed and used self-created curriculum resources and 28 percent indicated they occasionally accessed and used them, while 14 percent indicated they rarely did so, and 19 percent indicated no experience with this.

Course Delivery

An LMS allows teachers to deliver educational course content directly to students. Overall, 77 percent of teachers indicated they used Schoology with students to deliver course content. Further, 42 percent of all teachers who responded to the survey indicated they used Schoology daily to deliver course content and 25 percent indicated they used Schoology weekly to deliver course content. Schoology offers a variety of ways to deliver course content to students, such as through providing content within folders, files, links, or pages, or more interactively through discussion boards. Most teachers indicated they either frequently (69%) or occasionally (17%) added folders, files, or links within their courses.

Teachers can also monitor student learning through creating and grading assignments and providing students feedback. Most teachers indicated they either frequently (59%) or occasionally (19%) created assignments in Schoology during 2018-2019, while 9 percent indicated rarely doing so, and 13 percent indicated no experience. Lower percentages of teachers indicated they graded assignments in Schoology, with 31 percent of teachers indicating they frequently graded assignments and 21 percent indicating they occasionally had, while 17 percent having rarely graded assignments and 31 percent indicated they had no experience.

Another use for Schoology is delivering course content to staff members to provide online professional learning. Several departments and offices have taken advantage of this Schoology feature, such as the Department of Human Resources, the Office of Professional Growth and Innovation, the Office of Student Assessment, and the Office of Student Support Services.

Several administrators and ITSs also utilized Schoology to create courses for staff during 2018-2019. Of those who responded to the survey, depending on level, between 39 and 48 percent of administrators indicated they created a course for staff during the 2018-2019 school year (see Table 3). Higher percentages of ITSs indicated they provided courses to staff with between 63 and 94 percent of ITSs indicating they created courses. Overall, highest percentages were found at the middle school level for both administrators (48%) and ITSs (94%).

Table 3: Percentages of Administrators and ITSs Who Indicated Creating a Schoology Course for Staff

School Level	Administrator	ITS
Elementary	42.6%	66.7%
Middle	47.8%	93.8%
High	37.5%	62.5%

Assessment and Reporting

Schoology also offers teachers the ability to monitor student learning through assessments. Assessments that teachers create within their course for learning of course content are called classroom assessments. Questions for classroom assessments can be typed in during creation or they can be imported from a test bank or previous assessment. In addition, curriculum coordinators in the Department of Teaching and Learning created

assessments that can be imported by the teachers to be administered as classroom assessments. Classroom assessments offer technology-enhanced items (TEIs), such as questions that require students to highlight text or use a number line. Classroom assessments provide teachers with the percentage of correct items for each student as well as class averages but generally do not provide more detailed reporting by item or student. Reporting of classroom assessments is restricted to the individual course and section in which it was administered. Overall, 26 percent of teachers indicated they frequently created classroom assessments in Schoology and 23 percent indicated they did so occasionally, while 18 percent indicated they rarely created classroom assessments and 34 percent indicated they had no experience doing so.

Schoology's Assessment Management Platform (AMP) can also be used to create assessments. Assessments through AMP can be utilized by more than one teacher (e.g., schoolwide, divisionwide) and offer detailed assessment reporting by item and student. In addition, assessments administered through AMP allows for reporting across all sections that administered the assessment. AMP provides more detailed data than classroom assessments; however, during the field test in 2016-2017, there were concerns about the strength and power of the data provided through AMP in comparison to the other platforms. Due to these concerns, during 2018-2019, divisionwide assessments were administered in the previous platform, SchoolNet. In addition, teachers may have opted to continue using SchoolNet for any other assessment needs because of using SchoolNet for divisionwide assessments. Schools were told to plan to use Schoology for all assessments, including divisionwide assessments, through Schoology beginning in 2019-2020. These issues were reflected in teacher survey responses regarding usage during 2018-2019. Low percentages of teachers indicated they created assessments through AMP, with 12 percent of teachers indicating they either frequently or occasionally created these assessments. An additional 17 percent indicated they rarely created these assessments and 71 percent indicated they had no experience doing so. In the spring of 2019, the Department of Technology in collaboration with the Office of Student Assessment began building more detailed reporting capabilities for AMP that would provide similar data as the previous platform. This would allow for more detailed data at the item level and provide school level comparison. These more detailed reporting capabilities will be piloted in the 2019-2020 school year.

Each school has an individual AMP team that can manage their schoolwide AMP assessments. These AMP teams typically include administrators and Schoology champions. If a teacher wants to utilize AMP for an assessment within a course, he/she would need to be added to their school's AMP team. For divisionwide assessments, the creation and management are completed by central office staff. During the first half of 2017-2018 for the field test, the Office of Student Assessment loaded divisionwide assessments in AMP that were previously offered through the other assessment platform. During 2018-2019 and moving forward, the Department of Teaching and Learning worked to create and manage the divisionwide assessments offered through AMP.

In addition to the challenges with reporting capabilities, there have been other challenges with assessments related to locking down the website browser while students are taking an assessment and accessing the previously used item bank available in the other assessment platform. During 2018-2019, VBCPS contracted with Respondus to ensure that teachers could lock down website browsers when students take an assessment to ensure that students could not access any information during an assessment. However, there remained issues with tests loading correctly when using this application.

The inability to access the previously used item bank was another challenge for teachers. The previously used platform had the ability to search through a test bank provided by Certica, which offers suggested questions by learning objective within content areas. Beginning in 2019-2020, there was an agreement with Certica that permitted previously created tests with Certica items to be exported from SchoolNet into Schoology and that Certica would work with Schoology to incorporate the previously used item bank.

Communication and Collaboration

An additional benefit of an LMS includes the ability to connect and communicate with others. This includes connections and communications amongst students, teachers, and administrators within schools and between staff and a broader online community. Schoology offers the ability to communicate through direct messaging, posting within groups, discussion boards, and through posting on calendars.

As leaders at their schools, several administrators and ITSs have utilized groups to communicate with others in their schools. In response to a survey item, between 60 and 78 percent of administrators and 70 and 100 percent of ITSs, depending on school level, indicated they either frequently or occasionally used groups to distribute information to staff (see Figure 1).
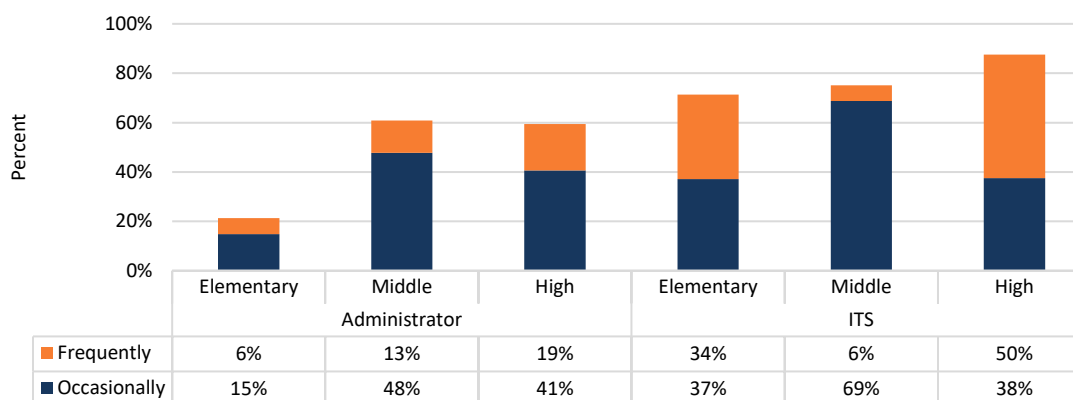
Figure 1: Frequency of Using Groups to Distribute Information to Staff

	Elementary	Middle	High	Elementary	Middle	High
	Administrator			ITS		
■ Frequently	13%	26%	22%	28%	50%	63%
■ Occasionally	47%	52%	56%	42%	50%	25%
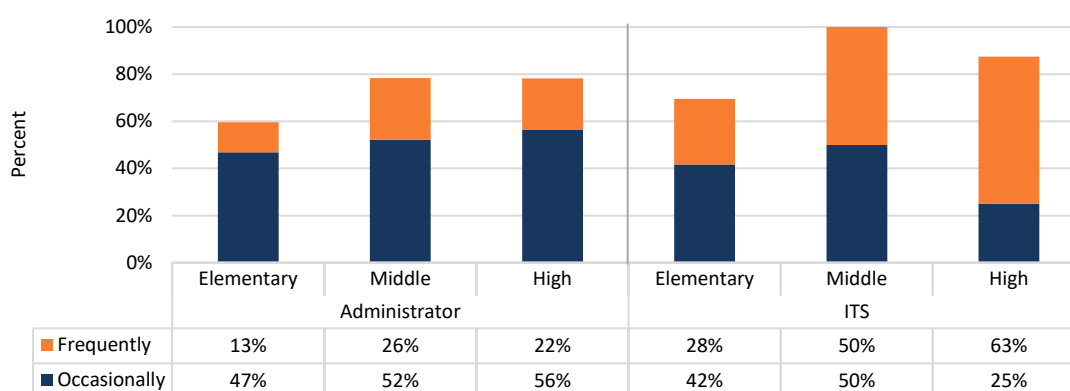
Note: The other response options were rarely and no experience with this activity.

Overall, lower percentages of administrators indicated they had leveraged groups to communicate with students, with between 21 and 61 percent of administrators indicating they had, whereas similar percentages of ITSs indicated they had utilized groups for this purpose (see Figure 2). Depending on level, between 71 and 88 percent of ITSs indicated they frequently or occasionally used groups to distribute information to students.

Figure 2: Frequency of Using Groups to Distribute Information to Students

	Elementary	Middle	High	Elementary	Middle	High
	Administrator			ITS		
■ Frequently	6%	13%	19%	34%	6%	50%
■ Occasionally	15%	48%	41%	37%	69%	38%

Note: The other response options were rarely and no experience with this activity.

Another way to use Schoology to communicate is through the use of discussion boards. In particular, teachers can allow students to communicate with them and amongst the students through discussion boards. Overall, 11 percent of teachers indicated frequent use and 32 percent indicated occasional use, while 29 percent of teachers indicated rare use and 29 percent indicated they had no experience with discussion boards.

Overall, 54 percent of teachers agreed that Schoology facilitated their communication with other teachers, while 65 percent agreed that Schoology facilitated collaboration with other teachers. A higher percentage of teachers (81%) agreed that Schoology facilitated communication with students, but less than half (41%) of teachers agreed that Schoology facilitated communication with administrators.

Data Management and Integration

The contract with Schoology included providing assistance with migrating educational content from previously used systems into Schoology. Due to most previously used educational content not being housed in a similar system, there was not much content that needed to be migrated. To integrate other data into Schoology, it needed to follow a specific format. After discussions with Schoology representatives about these requirements, the Department of Technology developed automated processes that would pull data from the VBCPS data warehouse and be imported into Schoology. These processes ensured that class enrollment, user information, groups, group enrollment, standardized test results, and other student data are updated within Schoology on a nightly basis. These data are queried from the Student Information System (Synergy) into the VBCPS data warehouse, which integrates with Schoology. Schoology has also been synced with Office 365 One Drive and Google Drive through Learning Tools Interoperability (LTI) integration.

Although not in the initial plan for Schoology, after the LMS was acquired, VBCPS decided that all secondary assignment and assessment grades entered into Schoology should be directly imported into the Student Information System (Synergy), which is the official gradebook of record for VBCPS students. This decision required custom development effort by both Schoology and Synergy vendors. This integration between Schoology and Synergy was expected to be ready prior to the start of the 2019-2020 school year but the custom development has not been completed. Because of this, during the 2018-2019 school year, teachers had to input all grades by hand into Synergy. This is applicable only for grades at the secondary level because only quarter and final standards-based grades are provided in Synergy at the elementary level. When custom development work is completed, the plan for 2019-2020 is to pilot this ability to pass grades from Schoology to Synergy with a small number of teachers before divisionwide implementation.

Third-Party Resources

Schoology also has the capability of integrating with other outside applications that provide educational content. Several third-party applications are currently available through VBCPS and Schoology, such as Clever, Gale Resources, Khan Academy, and PlayPosit. These third-party applications can be accessed either from within the Schoology platform or through links that take students to the application separately. The third-party resources that are accessed within the Schoology platform must have LTI integration. To ensure this integration, the Department of Technology staff worked with the third-party vendors. All third-party vendors must have a separate agreement and may have a separate cost from Schoology. To have a seamless system, the goal of using third-party applications with Schoology is to be able to access them within the Schoology platform without the user needing to sign into or open a different application or browser, which requires this LTI integration. Although this is the goal of accessing all third-party resources, according to the departments of Technology and Teaching and Learning, there have been no major issues with utilizing third-party resources that do not integrate with Schoology due to the ability to link to the external content if there is not integration.[5]

Regarding teacher use of third-party division resources within Schoology, 12 percent of teachers indicated frequent use and 24 percent indicated occasional use, while 23 percent indicated rare use. The highest percentage of teachers (42%) indicated they have no experience with using third-party resources.

In addition to the third-party applications that offer educational content (e.g., Khan Academy), there are vendors who offer additional features not provided through Schoology, such as Respondus, which ensures that browsers are locked down when students are completing an assessment. Therefore, students are unable to search on other websites when taking an assessment. A contract with Respondus was signed for this locked-down browser feature in March 2018. At times, there were difficulties ensuring that the LTI integration worked with various applications because some applications would not work within the "sandbox/testing" feature in Schoology.

Parent Access

As of the end of the 2018-2019 school year, parent access was not available. Challenges for providing parent access have included linking students with parents and determining the appropriate information for parents to access. As of the summer of 2019, the Department of Technology made strides towards providing parent access, including ensuring that parents are linked with their student through Synergy. The plan for 2019-2020 is to pilot parent access at a small number of schools prior to the divisionwide implementation.

School Variation in Implementation of the Schoology Initiative in 2018-2019

During 2018-2019, school principals were able to determine the extent of Schoology usage within their school. Therefore, an initial focus of the evaluation was to examine school variation in implementation during the 2018-2019 school year. School implementation of Schoology was evaluated in two ways: Schoology school leadership teams' perceptions of Schoology use within their schools and instructional staff and student usage data that were available through Schoology.

Implementation Questionnaire Responses

The Schoology school leadership teams at each school were invited to complete an implementation questionnaire to gauge level of implementation during 2018-2019. Questions included approximating on a scale of 1 to 4 (i.e., 0-25%, 26-50%, 51-75%, 76-100%) the percentages of teachers who participated in various activities within Schoology, such as accessing curriculum resources, creating assignments, and administering assessments. In addition, leadership teams were asked to approximate the percentage of teachers using Schoology with students in general and the overall teacher comfort level with Schoology for those who are using Schoology on a scale of 1 to 5 (i.e, very low, low, moderate, high, very high).

For later analyses, the reported percentages of teachers who participated in activities were collapsed into categories based on level of complexity, ranging from introductory skills to complex skills.[6] Basic skills included accessing curriculum resources and using groups; level one skills included adding folders, files, or links and creating assignments; level two skills included creating classroom assessments and using third-party applications; and level three skills included creating AMP assessments and analyzing assessment results. The scaled scores provided for each skill level were totaled.

Schoology Usage Data

Individual school usage data were pulled directly from Schoology for the entire school year, beginning in July 2018 and ending on June 14, 2019. The usage data included totals of the following: instructional staff and student website visits, student assignment and quiz submissions, instructional staff and student comments, and instructional staff and student files uploaded. To allow for more precise comparisons of implementation

across schools regardless of school size, rates were calculated for each variable using either the total instructional staff or cumulative student enrollment for each individual school. Due to students being assigned within the Schoology system to their home school, student data could not be obtained for two high schools. Therefore, they were not included in the analyses that were based on level of implementation, though the data for these schools were included in the analyses that were based on school level only.

Implementation Groupings

Evaluators attempted to create groups of schools that had similar levels of implementation during the 2018-2019 school year using cluster analyses. Cluster analyses were conducted for each school level using the perception data from schools' implementation questionnaire (i.e., total scaled scores for each skill level and scaled scores of percentage of teachers using Schoology and teachers' comfort level) and staff and student usage data (i.e., visits, comments, and uploads for instructional staff and students, submissions for students).[7] All variables contributed equally to the cluster analyses to obtain groupings. Two main groups were found for each school level. If schools did not statistically cluster with a main group, evaluators visually examined the data to determine the appropriate group. The first group that was found for each level was an "emergent" implementation group, which had overall lower approximated percentages of teachers using more complex skills as well as less involvement with the Schoology platform as measured by usage data (i.e., overall, lower total number of visits, submissions, etc.). The second group that was found for each level was a "comprehensive" group, which had overall higher approximated percentages of teachers using more complex skills as well as more widespread involvement with the Schoology platform as measured by usage data. See Table 4 for differences between groups at each level. There were several statistically significant differences between groups as noted in the table.

Table 4: Questionnaire and Usage Data by Implementation Group

School Level	Elementary		Middle		High	
	Emergent (N = 24)	Comprehensive (N = 32)	Emergent (N = 9)	Comprehensive (N = 6)	Emergent (N = 5)	Comprehensive (N = 8)
Basic level total rating (2-8)	6.08*	7.06*	6.56	7.00	5.20	5.50
Level 1 total rating (3-12)	6.33*	8.94*	7.67*	10.5*	7.00*	10.75*
Level 2 total rating (4-16)	5.46*	7.47*	8.67*	11.5*	8.40*	12.25*
Level 3 total rating (3-12)	3.75	4.19	3.22*	5.00*	3.40*	5.75*
Teacher use (1-4)	2.42*	3.69*	3.56	4.00	3.20*	4.00*
Teacher comfort (1-4)	2.54*	3.47*	3.00	3.50	2.80	3.38
Instructional staff visits	193.52*	233.45*	415.19	490.42	321.96*	526.60*
Instructional staff comments	4.04*	5.66*	16.54	23.91	21.19*	40.02*
Instructional staff files uploaded	8.80	11.21	48.62	63.39	53.74*	102.12*
Student visits	54.41*	128.00*	568.39*	860.71*	715.00	1010.24
Student comments	0.85	3.34	31.42	81.20	18.63*	42.00*
Student submissions	0.23	1.87	28.40	47.18	52.11*	119.75*
Student files uploaded	0.08	0.58	5.54	14.15	23.97	36.58

Note: *Statistically significant differences, $p < .05$.

Overall, when comparing perception and usage data by school level, lowest averages were found at the elementary school level, followed by the middle school level, and high school level. This suggests that implementation at the high school level was overall more widespread, followed by the middle school level, and the elementary school level. Due to these large variations in implementation by school level and implementation group, data related to the goals and objectives will be provided by school level and by the six implementation groups.

Staff and Student Reported Schoology Use

The second evaluation question addressed the extent to which staff and students reported using Schoology as well as the variation throughout the division. Perceptions focused on the extent to which teachers indicated they used Schoology to deliver course content to students and the extent to which students indicated they used Schoology at all during the year. Due to the implementation differences found by school level, data were reported separately for each school level.

Elementary School

Overall, approximately 65 percent of elementary school teachers indicated they used Schoology to deliver course content to students. Approximately 31 percent of all elementary school teachers who responded to the survey indicated they used Schoology daily with students and 22 percent indicated they did so weekly.

Across all 56 elementary schools throughout the division, the percentages of teachers who indicated they used Schoology with students for course delivery ranged from 25 percent of teachers to all teachers (100%). As shown in Figure 3, based on teachers' responses to the survey, the highest number of elementary schools (n = 27) had between 51 and 75 percent of the teachers indicate they used Schoology with students. In addition, there were 12 elementary schools where 50 percent of the teachers or fewer and 17 elementary schools where 76 percent of the teachers or more indicated they used Schoology with students to deliver course content. These results support the idea that schools at the elementary school level varied widely in their level of implementation.

Figure 3: Distribution of Elementary Schools by Percentage of Teachers Who Indicated They Used Schoology With Students
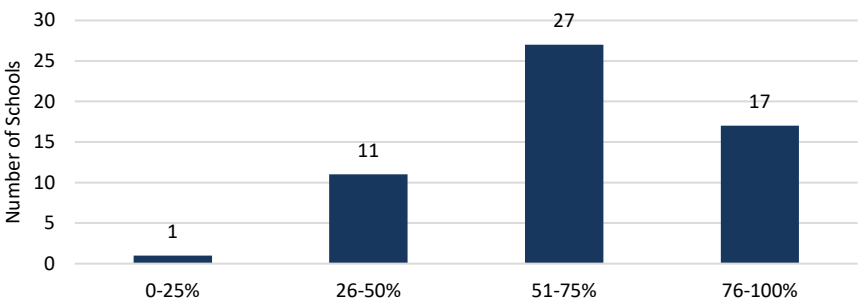
Additional analyses showed that teachers' use of Schoology with students varied by grade level taught. As shown in Table 5, between 47 and 64 percent of teachers in grades K through 2 indicated they did not use Schoology with students, while lower percentages of teachers at the higher elementary grades did not use Schoology with students. Further, higher percentages of teachers in grades 3 through 5 indicated they used Schoology with their students daily, although the percentages of teachers at each grade level were low (approximately one-fourth of teachers). A slightly higher percentage of grade 5 teachers indicated they used Schoology daily than grade 3 and 4 teachers, whereas higher percentages of grade 3 and 4 teachers indicated they used Schoology weekly than grade 5 teachers.

Table 5: Teacher Indicated Frequency of Use by Grade Level

School Level	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Daily use	5.5%	12.3%	14.5%	25.6%	26.0%	27.8%
Weekly use	15.6%	18.9%	21.9%	22.2%	22.0%	19.2%
Monthly use	11.1%	14.9%	11.8%	10.7%	10.2%	12.2%
Quarterly use	4.0%	5.3%	5.3%	3.0%	3.1%	3.3%
Unknown frequency of use	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
No use	63.8%	48.7%	46.5%	38.5%	38.6%	37.6%

Students in grades 3 through 5 were also asked whether they used Schoology at all during the year. Overall, nearly all students indicated they used Schoology during the school year (99%). Further, students most often indicated they used Schoology either two or more times a day (49%), one time a day (9%), or a few times a week (23%). These percentages were higher than the percentages of teachers who indicated they used Schoology to deliver content to students either daily or weekly.

Across all 50 elementary schools with students who responded to the survey, the percentages of students who indicated they used Schoology at all during the school year ranged from 90 percent of students to all students (100%). These results suggest that most students were exposed to Schoology at all elementary schools that had students respond to the survey. There was more variance in the frequency with which students reported using Schoology. The percentages of students who indicated they used Schoology two or more times per day ranged from 9 percent to 89 percent across the 50 elementary schools.

Examining data by grade level showed that higher percentages of students in grade 5 indicated they used Schoology daily (i.e., two or more times a day or one time a day) than students in grades 3 or 4, while higher percentages of students in grades 3 or 4 indicated they used Schoology either weekly or monthly (i.e., a few times a week, one time a week, or a few times a month) than students in grade 5 (see Table 6). These patterns were more pronounced than the patterns found with teachers by grade level.

**Table 6: Student Indicated Frequency of Use by Grade Level**

School Level	Grade 3	Grade 4	Grade 5
Two or more times a day	38.7%	46.7%	60.1%
One time a day	13.7%	8.8%	6.7%
A few times a week	26.1%	24.6%	19.0%
One time a week	2.9%	2.9%	1.7%
A few times a month	15.8%	14.8%	11.3%
Unknown frequency of use	1.1%	0.7%	0.5%
No use	1.7%	1.6%	0.8%

Middle School

Overall, approximately 87 percent of middle school teachers indicated they used Schoology to deliver course content to students. Approximately 53 percent of all middle school teachers who responded to the survey indicated they used Schoology daily with students and 25 percent indicated they used Schoology weekly.

Across all 16 middle schools throughout the division, the percentages of teachers who indicated they used Schoology with students for course delivery ranged from 71 percent of teachers to all teachers (100%). As shown in Figure 4, most middle schools (n = 14) had between 76 and 100 percent of the teachers indicate they used Schoology with students. The remaining two middle schools had between 51 and 75 percent of the teachers indicate they used Schoology with students to deliver course content. Unlike at the elementary level, there appeared to be less variation with middle schools having most of their teachers using Schoology with students.

Figure 4: Distribution of Middle Schools by Percentage of Teachers Who Indicated They Used Schoology With Students
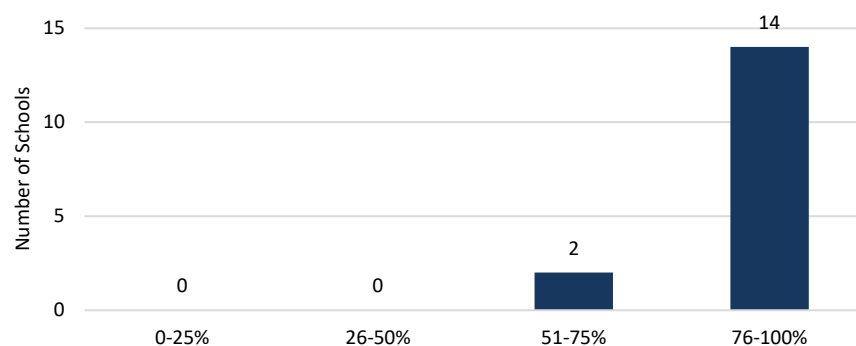
Analyses showed that teachers' use of Schoology with students varied by content area (focused specifically on core content areas). Overall, slightly higher percentages of math and science teachers (87%) indicated they used Schoology for course content than English (85%) and social studies teachers (83%). However, higher percentages of science and social studies teachers indicated they used Schoology daily than English and math teachers, while the lowest percentage of teachers who used Schoology with their students daily was math teachers (see Table 7).

Table 7: Middle School Teacher Reported Use of Schoology by Content Area

School Level	English	Math	Science	Social Studies
Daily use	54.7%	45.9%	62.0%	63.1%
Weekly use	23.1%	29.6%	18.5%	16.5%
Monthly use	6.0%	10.2%	5.6%	2.9%
Quarterly use	0.9%	1.0%	0.0%	0.0%
Unknown frequency of use	0.0%	0.0%	0.9%	0.0%
No use	15.4%	13.3%	13.0%	17.5%

Overall, 99 percent of middle school students indicated they used Schoology during 2018-2019, with the majority (80%) of students indicated they used Schoology two or more times a day and 5 percent indicated they used Schoology once per day.

Across all 16 middle schools, the percentages of students who indicated they used Schoology at all during the school year ranged from 90 percent of students to all students (100%). There was more variance in the frequency with which students reported using Schoology. The percentages of students who indicated they used Schoology two or more times per day ranged from 42 percent to 94 percent. Similar to the pattern with teachers, middle schools appeared to have most of their teachers using Schoology regularly with students.

In addition, similar patterns by content area were found for middle school students (see Table 8). Highest percentages of students indicated they used Schoology every class in social studies, while lowest percentages of students indicated they used Schoology every class in math. However, in comparison to the other content areas, slightly lower percentages of students indicated they used Schoology in social studies at all (90% indicated any frequency of use).

Table 8: Middle School Student Reported Use by Content Area

School Level	English	Math	Science	Social Studies
Every class	63.7%	43.6%	64.1%	66.0%
Weekly	22.3%	35.2%	21.6%	17.8%
Monthly	6.2%	14.6%	8.0%	6.2%
Not used	7.8%	6.6%	6.3%	10.0%

High School

Overall, approximately 84 percent of high school teachers indicated they used Schoology to deliver course content to students. Approximately 48 percent of all high school teachers who responded to the survey indicated they used Schoology daily with students and 29 percent indicated they used Schoology weekly.

Across all 15 high schools throughout the division, the percentages of teachers who indicated they used Schoology with students for course delivery ranged from 64 percent of teachers to all teachers (100%). As shown in Figure 5, most high schools (n = 14) had between 76 and 100 percent of the teachers indicate they used Schoology with students. The one remaining high school had 64 percent of the teachers indicate they used Schoology with students to deliver course content. Similar to the pattern found for middle schools, there appeared to be less variation with high schools having most of their teachers using Schoology with students.

Figure 5: Distribution of High Schools by Percentage of Teachers Who Indicated They Used Schoology With Students
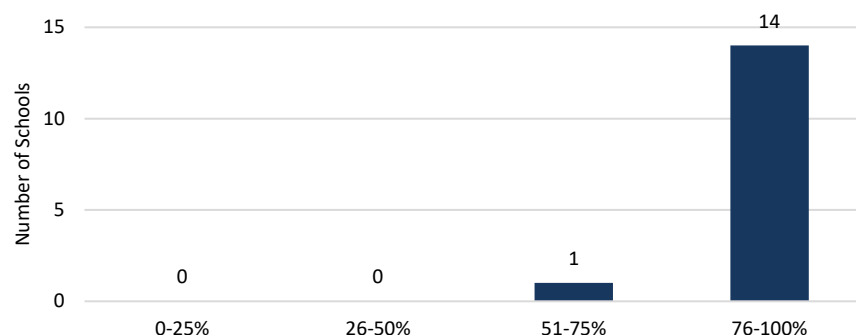
Analyses showed that teachers' use of Schoology with students varied by content area. As shown in Table 9, at the high school level, slightly higher percentages of science (86%), social studies (85%), and English (84%) teachers indicated they used Schoology for course delivery than math teachers (80%). Highest percentages of teachers who indicated they used Schoology daily were social studies (61%) and English teachers (55%), while lowest percentages of teachers who indicated they used Schoology daily were math teachers (45%).

Table 9: High School Teacher Reported Use of Schoology by Content Area

School Level	English	Math	Science	Social Studies
Daily use	55.1%	44.7%	51.3%	61.0%
Weekly use	23.7%	22.4%	30.0%	23.2%
Monthly use	4.2%	9.4%	2.5%	0.0%
Quarterly use	0.0%	1.2%	0.0%	0.0%
Unknown frequency of use	0.8%	2.4%	2.5%	1.2%
No use	16.1%	20.0%	13.8%	14.6%

Overall, 99 percent of high school students indicated they used Schoology during 2018-2019, with the majority (69%) indicating they used Schoology two or more times a day and 10 percent indicating they used Schoology once per day.

Across the 15 high schools, there was little variation amongst schools regarding whether students used Schoology at all during 2018-2019. Percentages of students who reported using Schoology ranged from 98 percent of students to all students (100%). Similar to the other school levels, there was more variance in the frequency with which students used Schoology. The percentages of students who indicated they used Schoology two or more times per day ranged from 44 percent to 90 percent.

Analyses by content area showed that highest percentages of students indicated they used Schoology every class in English and social studies, while lowest percentages of students indicated using Schoology every class in math (see Table 10). In general, in comparison to the other content areas, the lowest percentages of students indicated they used Schoology in math.

Table 10: High School Student Reported Use by Content Area

School Level	English	Math	Science	Social Studies
Every class	54.3%	26.7%	41.4%	51.9%
Weekly	28.8%	24.3%	29.4%	24.7%
Monthly	6.8%	20.1%	13.9%	9.1%
Not used	10.1%	28.9%	15.5%	14.2%

Teacher Assistance

Students were also asked to indicate the extent to which teachers have assisted them with learning how to use Schoology. At least 91 percent of elementary students and 87 percent of middle school students indicated their teachers knew how to use Schoology to help them learn, showed them how to use Schoology, and showed them how to use Schoology to learn independently (see Table 11). Slightly lower agreement percentages were found at the high school level, especially in regards to their teacher showing them how to use Schoology (77%) and showing them how to use Schoology to learn independently (74%).

Table 11: Student Agreement Regarding Teacher Showing How to Use

School Level	Teachers knew how to use Schoology to help me learn	Teachers showed me how to use Schoology	Teachers showed me how to use Schoology to learn independently
Elementary	96.4%	95.5%	91.1%
Middle	92.2%	89.7%	86.7%
High	83.6%	76.9%	73.6%

Progress Toward Meeting Goals and Objectives

The third evaluation question focused on progress made toward meeting the initiative's goals and objectives. Goals and objectives focused on the following areas: providing a single location for instructional content, resources, and assessments; supporting communication and collaboration; ease of use; staff professional learning; and transformational learning. Due to school differences in the extent of Schoology use and implementation level, data related to goals and objectives were provided by school level and implementation group.

Goal 1: Schoology will provide a single place for teachers to access and deliver instructional content, access and provide resources, create and administer assessments, and access and analyze assessment data for students.

Objective 1: *Teachers will access and store content for their courses in Schoology as measured by teacher survey responses.*

At least 79 percent of teachers at each school level indicated they accessed and stored content in Schoology for one or more of their courses (see Figure 6). Highest percentages of teachers who accessed and stored content in Schoology were found at the middle and high school levels. At the middle school level, 87 percent of teachers indicated they accessed and stored content for one or more of their courses, while 89 percent of high school teachers indicated they had. Further, approximately three-fourths of teachers at the secondary level indicated they accessed and stored content in Schoology for all courses, whereas 43 percent of elementary teachers indicated they had.
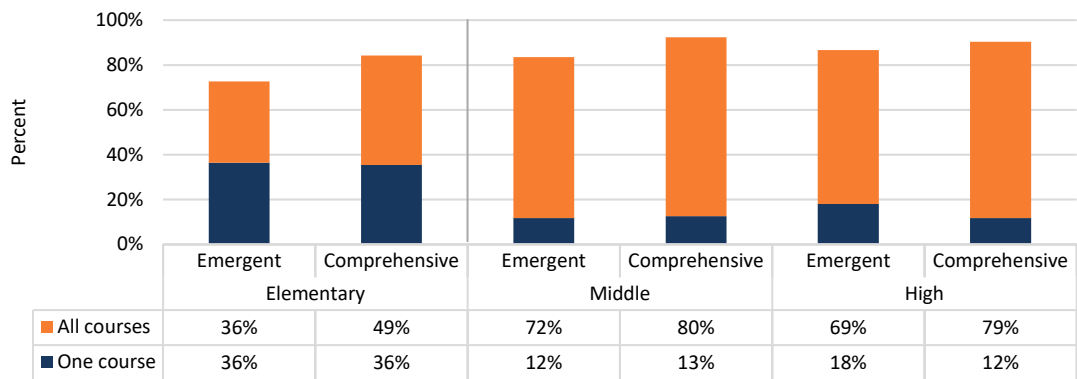
Figure 6: Percentages of Teachers Who Accessed and Stored Course Content in Schoology

	Elementary	Middle	High
All courses	43%	75%	74%
One course	36%	12%	15%
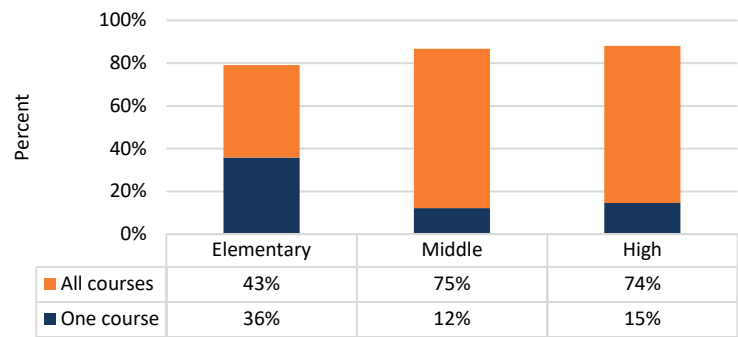
Note: The other survey response option was no.

As expected, differences in the percentages of teachers who indicated they accessed and stored content in Schoology varied by implementation group. At each school level, higher percentages of teachers at schools in the comprehensive implementation groups indicated they accessed and stored content in Schoology for all their courses than teachers from schools in the emergent implementation groups (see Figure 7).

Figure 7: Percentage of Teachers Who Accessed and Stored Content in Schoology by Implementation Group

	Emergent	Comprehensive	Emergent	Comprehensive	Emergent	Comprehensive
	Elementary		Middle		High	
All courses	36%	49%	72%	80%	69%	79%
One course	36%	36%	12%	13%	18%	12%

Note: The other survey response option was no.

Objective 2: *Teachers will use Schoology regularly (i.e., at least weekly in grades K through 2 and at least daily in grades 3 through 12) with their students to deliver course content as measured by teacher survey responses.*

Teachers were asked to indicate whether they used Schoology with their students to deliver course content and the frequency of use. For teachers in grades K through 2, regular use of Schoology was defined as at least weekly, whereas for teachers in grades 3 through 12, regular use of Schoology was defined as at least daily. Of

all elementary teachers in grades K through 2 who responded to the survey, 33 percent indicated they used Schoology at least weekly to deliver course content, while 52 percent indicated they did not use Schoology at all for course delivery (see Table 12). Of all elementary teachers in grades 3 through 5 who responded to the survey, 38 percent indicated they used Schoology daily to deliver course content, while 29 percent indicated they did not use Schoology all for course delivery. Higher percentages of teachers who indicated they used Schoology daily were found at the secondary level, with 53 percent of middle school teachers and 48 percent of high school teachers indicating they used Schoology with their students daily for course delivery.

Table 12: Teacher Indicated Use of Schoology to Deliver Course Content

School Level	K-2	3-5	Elementary	Middle	High
Daily use	13.0%	37.5%	31.0%	52.5%	47.7%
Weekly use	19.5%	23.3%	22.3%	24.5%	29.4%
Monthly use	11.2%	8.4%	8.8%	7.7%	5.4%
Quarterly use	4.7%	1.7%	2.6%	1.5%	1.3%
Unknown frequency of use*	0.0%	0.0%	0.0%	1.1%	0.6%
No use	51.6%	29.1%	35.4%	12.7%	15.6%

Note: *This included teachers who indicated they used Schoology for this purpose but did not respond to the survey item about frequency of use.

As expected, higher percentages of teachers at schools in the comprehensive implementation groups indicated they used Schoology to deliver course content than teachers at schools in the emergent implementation groups at each school level (see Table 13). Further, higher percentages of teachers at schools in the comprehensive implementation groups indicated they used Schoology to deliver course content daily than teachers at schools in the emergent implementation groups.

Table 13: Teacher Indicated Frequency of Using Schoology to Deliver Content by Implementation Group

School Level	Elementary		Middle		High	
	Emergent	Comprehensive	Emergent	Comprehensive	Emergent	Comprehensive
Daily use	17.8%	41.3%	47.5%	60.3%	41.4%	52.2%
Weekly use	21.0%	23.3%	23.6%	26.1%	29.7%	29.6%
Monthly use	11.0%	7.1%	9.8%	4.3%	7.8%	3.3%
Quarterly use	2.9%	2.3%	2.2%	0.5%	2.2%	0.7%
Unknown frequency of use*	0.0%	0.0%	1.1%	1.1%	0.0%	1.0%
No use	47.2%	26.1%	15.9%	7.6%	19.0%	13.3%

Note: *This included teachers who indicated they used Schoology for this purpose but did not respond to the survey item about frequency of use.

Objective 3: *Students will use Schoology regularly (at least daily in grades 3-12) to access course content as measured by student survey responses.*

At all school levels, most students who were surveyed indicated they used Schoology to some extent (see Table 14). The frequency of use varied by school level, with higher percentages of secondary students indicating they used Schoology daily (i.e., one or more times a day) than elementary students, and higher percentages of elementary students indicating they used Schoology either weekly (i.e., one or a few times a week) or monthly when compared to secondary students.

Table 14: Student Indicated Frequency of Use

School Level	Elementary (3-5)	Middle	High
Two or more times a day	49.4%	79.5%	69.4%
One time a day	9.4%	5.3%	10.0%
A few times a week	23.0%	8.1%	13.4%

School Level	Elementary (3-5)	Middle	High
One time a week	2.5%	0.6%	1.2%
A few times a month	13.8%	3.4%	2.7%
Unknown frequency of use*	0.7%	2.5%	2.5%
No use	1.3%	0.7%	0.8%

Note: Students in grades K through 2 were not surveyed. *This included students who indicated they used Schoology but did not respond to the survey item about frequency of use.

In addition, at all levels, higher percentages of students at schools in the comprehensive implementation groups indicated they used Schoology daily (i.e., one or more times a day) than students at schools in the emergent implementation groups (see Table 15). Higher percentages of students at school in the emergent implementation groups indicated they used Schoology either weekly (i.e., one or a few times a week) or monthly than students at schools in the comprehensive implementation groups.

**Table 15: Student Indicated Frequency of Use by Implementation Group**

School Level	Elementary (3-5)		Middle		High	
	Emergent	Comprehensive	Emergent	Comprehensive	Emergent	Comprehensive
Two or more times a day	34.8%	55.6%	73.7%	86.3%	57.2%	79.8%
One time a day	11.2%	8.6%	6.4%	3.9%	13.0%	7.6%
A few times a week	28.3%	20.7%	10.5%	5.3%	20.0%	8.0%
One time a week	4.3%	1.7%	1.0%	0.2%	2.0%	0.4%
A few times a month	18.7%	11.7%	5.1%	1.4%	4.3%	1.2%
Unknown frequency of use*	0.8%	0.7%	2.4%	2.5%	2.5%	2.5%
No use	1.9%	1.1%	0.9%	0.4%	1.1%	0.6%

Note: Students in grades K through 2 were not surveyed. *This included students who indicated they used Schoology but did not respond to the survey item about frequency of use.

Objective 4: *Teachers will use division-created curriculum resources and third-party resources and applications (e.g., Playposit, Gale resources) through Schoology as measured by teacher and ITS survey responses.*

A higher percentage of elementary school teachers indicated they accessed and used division-created curriculum resources than teachers at the secondary level (see Figure 8). Overall, 86 percent of elementary school teachers indicated they accessed and used these resources and the majority (59%) of teachers indicated they did so frequently. At the secondary level, 61 percent of middle school teachers and 50 percent of high school teachers indicated they either frequently or occasionally accessed and used division-created curriculum resources.

Figure 8: Teacher Indicated Frequency of Access and Use of Division-Created Curriculum Resources

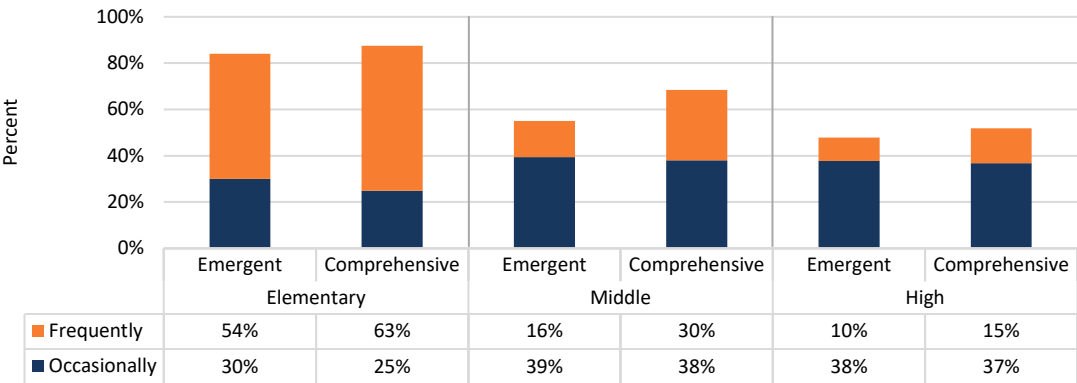|	Elementary	Middle	High
Frequently	59%	22%	13%
Occasionally	27%	39%	37%
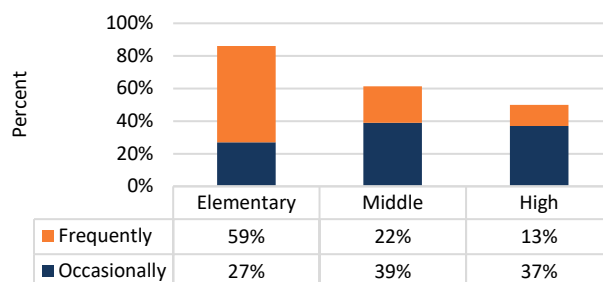
Note: The other survey response options were rarely and no experience with this activity.

Additional data analyses compared the percentages of secondary teachers who accessed and used division-created resources by content area. The highest percentages of secondary teachers who indicated they accessed and used division-created resources were teachers in the areas of math (66%), art (63%), and health and PE (62%). The lowest percentages of secondary teachers who indicated they accessed and used these resources were teachers in the areas of technology and career education (TCE) (41%), music (41%), and social studies (50%). Slightly more than half of the teachers in the remaining content areas reported they accessed and used division-created resources (52% of world language teachers, 55% of English teachers, 57% of science teachers).

At each school level, higher percentages of teachers at schools in the comprehensive implementation groups indicated they accessed and used division-created resources in comparison to teachers at schools in the emergent implementation groups (see Figure 9). However, school-level differences remained. Higher percentages of elementary school teachers at schools in *both implementation groups* indicated they accessed and used these resources than secondary teachers at schools in all groups. In addition, lower percentages of high school teachers at schools in *both implementation groups* indicated they accessed and used these resources than elementary and middle school teachers at schools in all groups.

Figure 9: Teacher Indicated Frequency of Access and Use of Division-Created Curriculum Resources by Implementation Group

	Elementary		Middle		High	
	Emergent	Comprehensive	Emergent	Comprehensive	Emergent	Comprehensive
Frequently	54%	63%	16%	30%	10%	15%
Occasionally	30%	25%	39%	38%	38%	37%

Note: The other survey response options were rarely and no experience with this activity.

In comparison to teachers' indicated usage of resources, higher percentages of ITSs indicated they accessed and used division-created resources. All elementary and high school ITSs indicated they used these resources, while 88 percent of middle school ITSs indicated they had (see Figure 10).

Figure 10: ITS Indicated Frequency of Access and Use of Division-Created Curriculum Resources
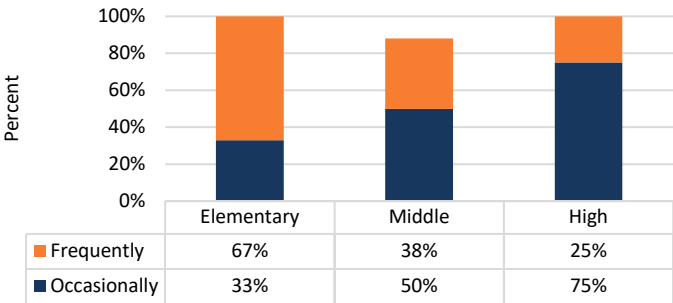
	Elementary	Middle	High
Frequently	67%	38%	25%
Occasionally	33%	50%	75%

Note: The other survey response options were rarely and no experience with this activity.

Third-party division resources and applications, such as Playposit and Gale resources, could also be used in Schoology. In comparison to the use of division-created resources, there were overall lower percentages of teachers who indicated they used third-party resources. Less than half of teachers at all levels indicated they used third-party resources (see Figure 11). The highest percentage was found at the middle school level, with 42 percent of teachers indicating they used third-party resources.
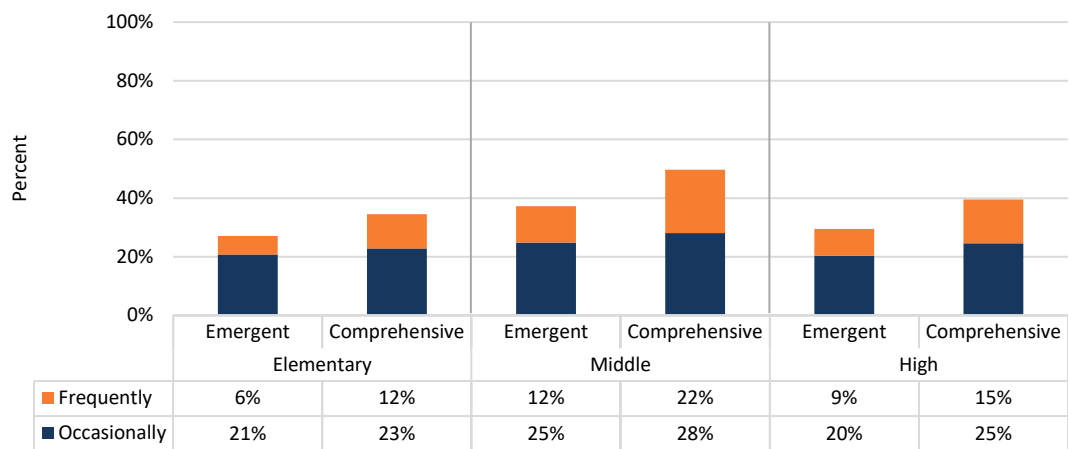
Figure 11: Teacher Indicated Frequency of Use of Third-Party Division Resources
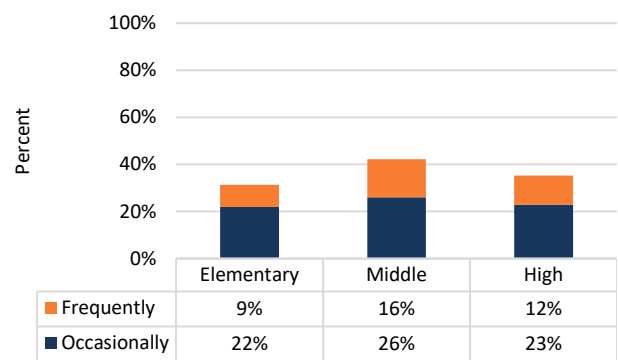
	Elementary	Middle	High
Frequently	9%	16%	12%
Occasionally	22%	26%	23%

Note: The other survey response options were rarely and no experience with this activity.

When examining teachers' third-party division resource use by implementation group, percentages were higher for teachers at schools in the comprehensive implementation groups than teachers at schools in the emergent implementation groups (see Figure 12). The highest percentage of teachers who indicated they used third-party resources was middle school teachers at schools in the comprehensive group, with approximately half of the teachers indicating they used third-party resources.

Figure 12: Teacher Indicated Frequency of Use of Third-Party Division Resources by Implementation Group

|	Emergent	Comprehensive	Emergent	Comprehensive	Emergent	Comprehensive
	Elementary		Middle		High	
Frequently	6%	12%	12%	22%	9%	15%
Occasionally	21%	23%	25%	28%	20%	25%

Note: The other survey response options were rarely and no experience with this activity.

Objective 5: *Teachers will create classroom and/or common assessments in Schoology as measured by teacher survey responses and administer assessments in Schoology (i.e., classroom, common, and district) as measured by teacher and student survey responses.*

Large school level differences were found regarding teachers indicating they created classroom assessments in Schoology. Approximately 61 percent of teachers at the middle and high school levels indicated they created classroom assessments in Schoology, while 29 percent of elementary teachers indicated they had (see Figure 13).
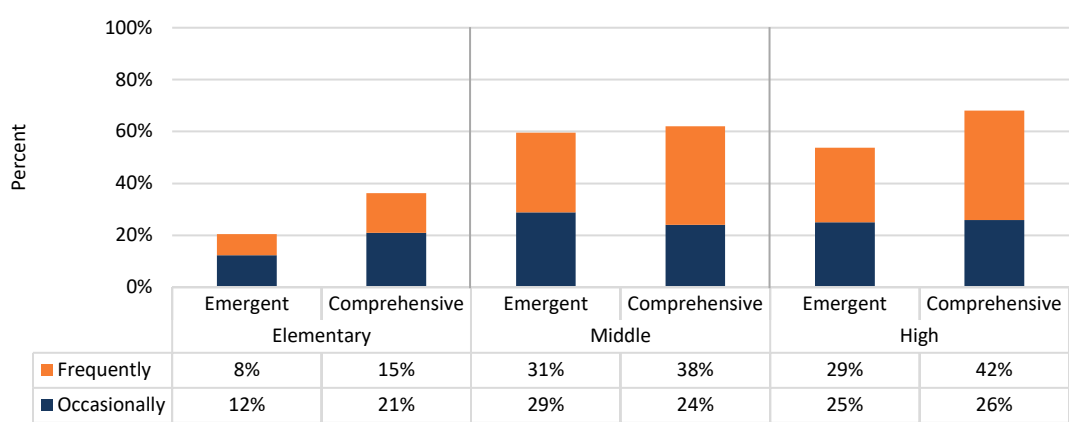
Figure 13: Teacher Indicated Frequency of Creating Classroom Assessments in Schoology
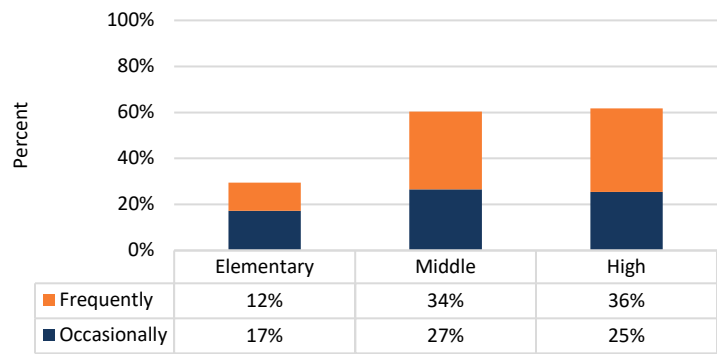
	Elementary	Middle	High
■ Frequently	12%	34%	36%
■ Occasionally	17%	27%	25%

Note: The other survey response options were rarely and no experience with this activity.

Similar to previous findings, at each level, higher percentages of teachers at schools in the comprehensive implementation groups created classroom assessments than teachers at schools in the emergent implementation groups (see Figure 14). However, this difference was small at the middle school level. The overall highest percentage of teachers who indicated they created classroom assessments in Schoology was high school teachers at schools in the comprehensive group, with 68 percent of teachers indicating they had. In addition, although there was a difference between implementation groups at elementary school, the percentage remained low for teachers at schools in the comprehensive implementation group (36%).

Figure 14: Teacher Indicated Frequency of Creating Classroom Assessments by Implementation Group

	Emergent	Comprehensive	Emergent	Comprehensive	Emergent	Comprehensive
	Elementary		Middle		High	
■ Frequently	8%	15%	31%	38%	29%	42%
■ Occasionally	12%	21%	29%	24%	25%	26%

Note: The other survey response options were rarely and no experience with this activity.

Lower percentages of teachers at all levels indicated they created assessments using AMP than classroom assessments. At all levels, 18 percent of teachers or fewer indicated they used AMP to create assessments in Schoology, though higher percentages of secondary teachers indicated they had done so than elementary teachers (see Figure 15).
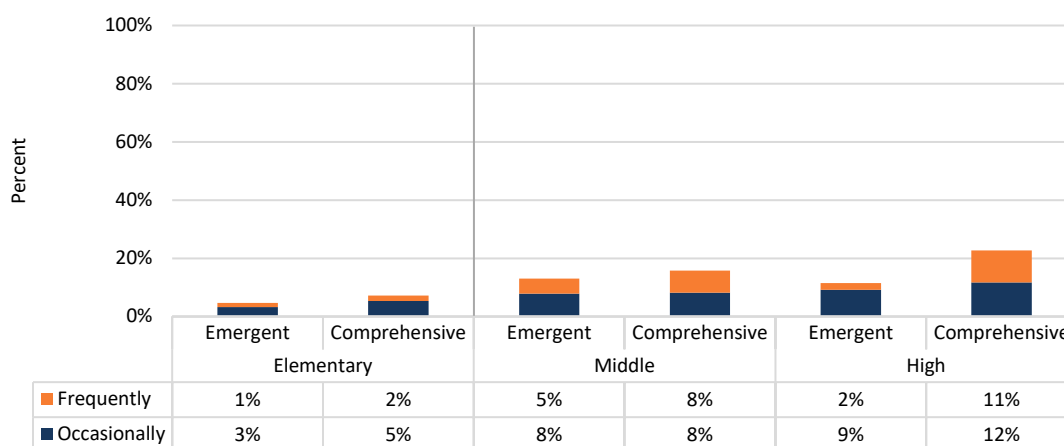
Figure 15: Teacher Indicated Frequency of Using AMP to Create Common Assessments in Schoology

	Elementary	Middle	High
■ Frequently	2%	6%	7%
■ Occasionally	4%	8%	11%
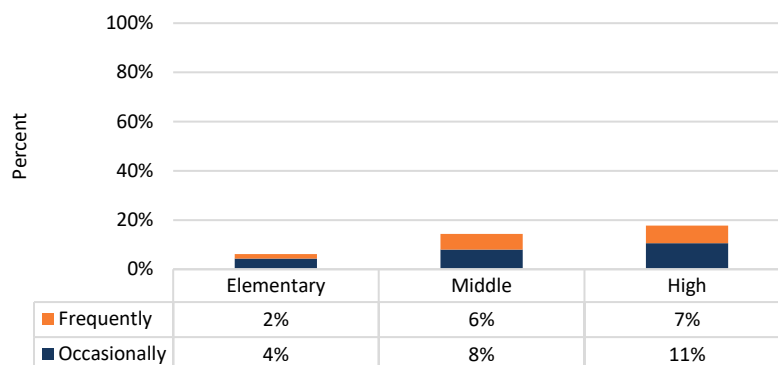
Note: The other survey response options were rarely and no experience with this activity.

Although overall percentages of teachers who indicated they used AMP to create common assessments in Schoology were low, there was a pattern that slightly higher percentages of teachers at the comprehensive implementation groups indicated they created AMP assessments than teachers at schools in the emergent implementation groups at each school level (see Figure 16).

Figure 16: Teacher Reported Frequency of Creating Assessments in AMP by Implementation Group

	Emergent	Comprehensive	Emergent	Comprehensive	Emergent	Comprehensive
	Elementary		Middle		High	
■ Frequently	1%	2%	5%	8%	2%	11%
■ Occasionally	3%	5%	8%	8%	9%	12%

Note: The other survey response options were rarely and no experience with this activity.

A similar pattern emerged with having administered assessments to students in Schoology. Higher percentages of secondary teachers indicated they administered assessments to students than elementary teachers (see Figure 17). Slightly more than half of secondary teachers indicated they had, while 31 percent of elementary teachers indicated they administered assessments.
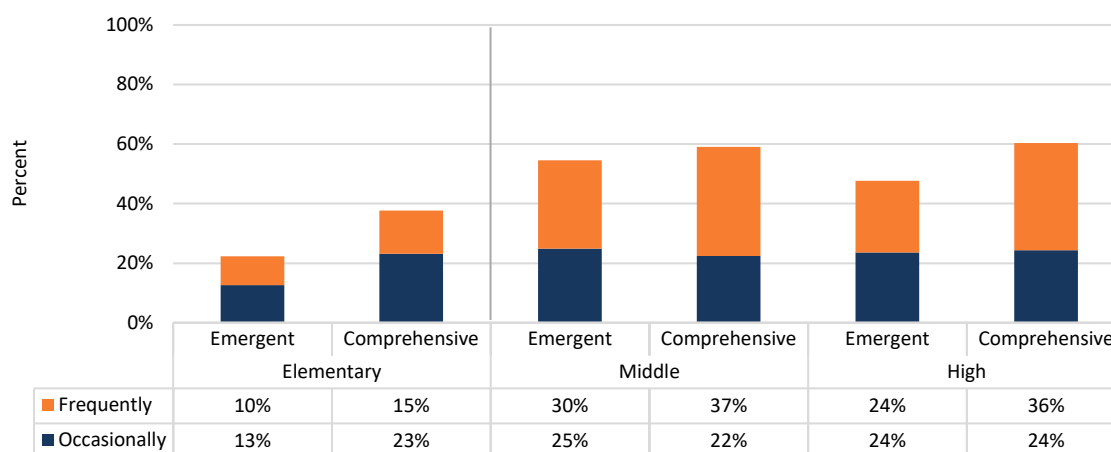
Figure 17: Teacher Indicated Frequency of Administering Assessments in Schoology

	Elementary	Middle	High
■ Frequently	12%	32%	31%
■ Occasionally	19%	24%	24%
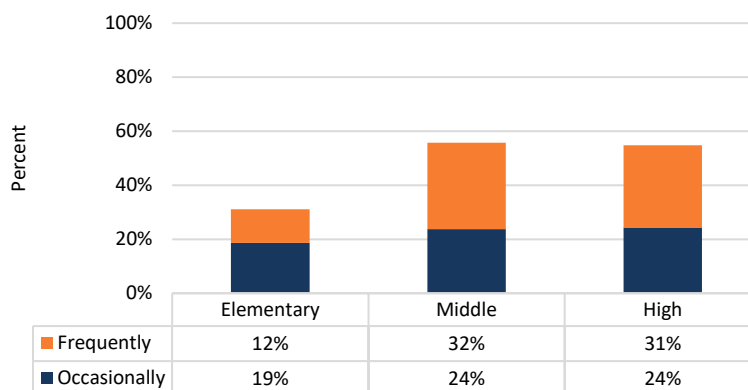
Note: The other survey response options were rarely and no experience with this activity.

At each level, higher percentages of teachers at schools in the comprehensive implementation groups indicated they administered assessments than teachers at schools in the emergent implementation groups (see Figure 18). In addition, consistent with the pattern found regarding teachers creating classroom assessments, the difference between implementation groups at the middle school level was smaller than at the other levels. The overall highest percentage of teachers who indicated they administered assessments in Schoology was again found for high school teachers at schools in the comprehensive group, with 60 percent of teachers indicating they had. Additionally, the percentage of elementary teachers reporting they had administered assessments in Schoology was low at schools in the comprehensive implementation group (38%).

Figure 18: Teacher Indicated Frequency of Administering Assessments by Implementation Group

	Emergent	Comprehensive	Emergent	Comprehensive	Emergent	Comprehensive
	Elementary		Middle		High	
■ Frequently	10%	15%	30%	37%	24%	36%
■ Occasionally	13%	23%	25%	22%	24%	24%

Note: The other survey response options were rarely and no experience with this activity.

When students were asked whether they had taken a quiz, test, or assessment in Schoology, 91 percent of middle school students and 86 percent of high school students indicated they had, while 71 percent of students in grades 3 through 5 students indicated they had taken a quiz, test, or assessment in Schoology (see Figure 19).
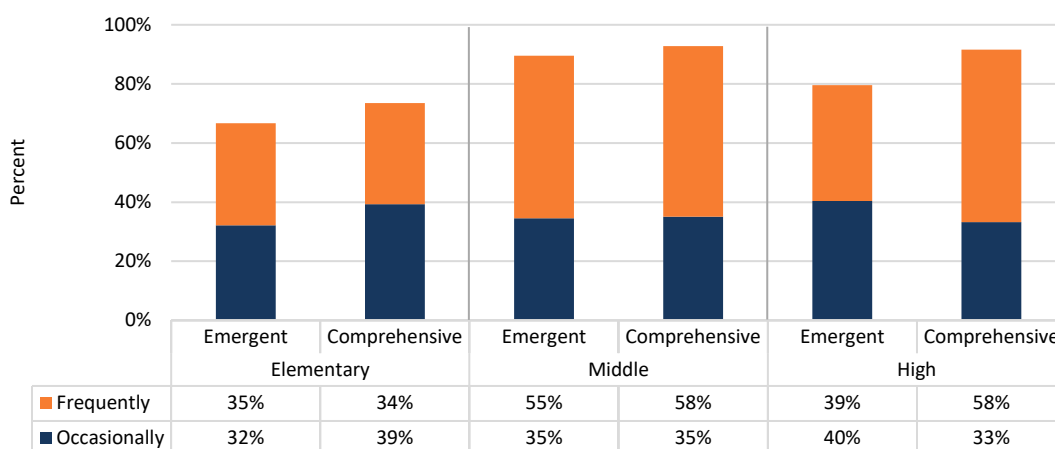
Figure 19: Student Reported Frequency of Taking a Quiz, Test, or Assessment
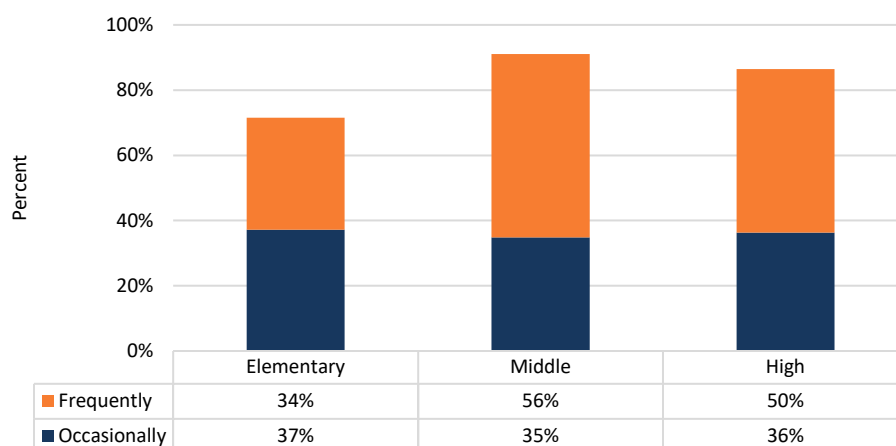
	Elementary	Middle	High
■ Frequently	34%	56%	50%
■ Occasionally	37%	35%	36%

Note: The other survey response options were rarely and no experience with this activity.

Similar to findings with teachers, higher percentages of students at schools in the comprehensive implementation groups indicated they took a quiz or test than students at schools in the emergent implementation groups (see Figure 20). Again, a smaller difference was found at the middle school level and the largest overall percentage was found at the middle school level for schools in the comprehensive implementation group (93%).

Figure 20: Student Reported Frequency of Taking a Quiz, Test, or Assessment by Implementation Group


	Emergent	Comprehensive	Emergent	Comprehensive	Emergent	Comprehensive
	Elementary		Middle		High	
■ Frequently	35%	34%	55%	58%	39%	58%
■ Occasionally	32%	39%	35%	35%	40%	33%

Note: The other survey response options were rarely and no experience with this activity.

Objective 6: *Teachers will access and analyze assessment data in Schoology as measured by teacher survey responses.*

At the secondary level, 47 percent of middle school teachers and 46 percent of high school teachers indicated they accessed and analyzed assessment results for a classroom assessment in Schoology (see Figure 21). A much lower percentage was again found at the elementary school level, with 24 percent of elementary teachers indicating they accessed and analyzed classroom assessment data in Schoology.
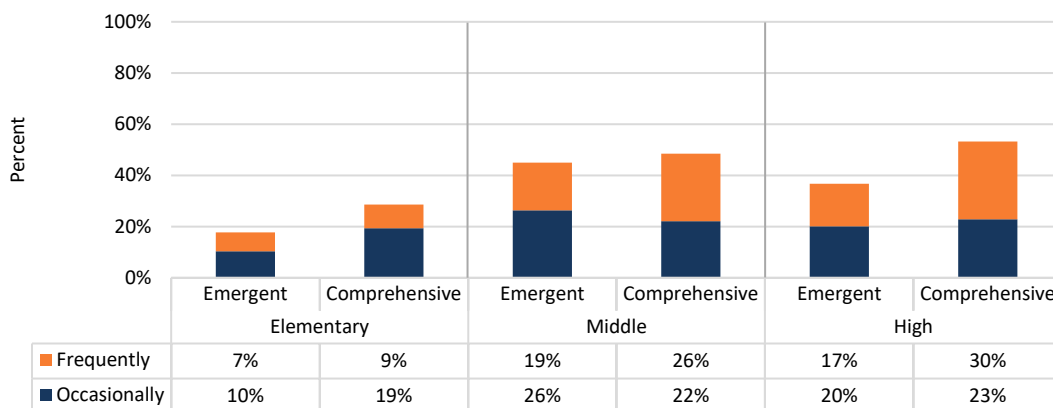
Figure 21: Teacher Indicated Frequency of Accessing and Analyzing Assessment Results With a Classroom Assessment

	Elementary	Middle	High
■ Frequently	8%	22%	24%
■ Occasionally	16%	25%	22%
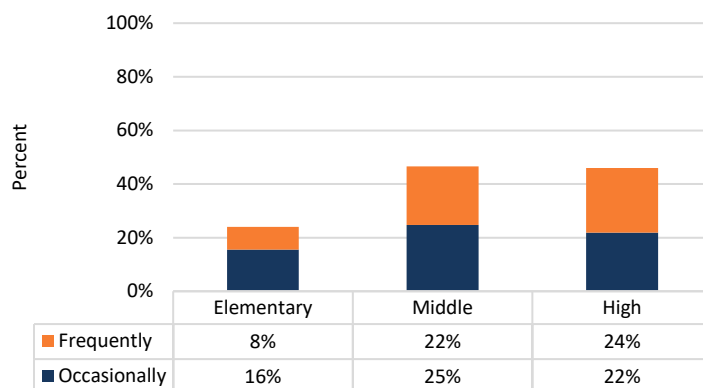
Note: The other survey response options were rarely and no experience with this activity.

Higher percentages of teachers at schools in the comprehensive implementation groups indicated they accessed and analyzed classroom assessment results than teachers at schools in the emergent implementation groups (see Figure 22). The difference between implementation groups was again smallest at the middle school level and the highest percentage of teachers was at high schools in the comprehensive implementation group (53%).
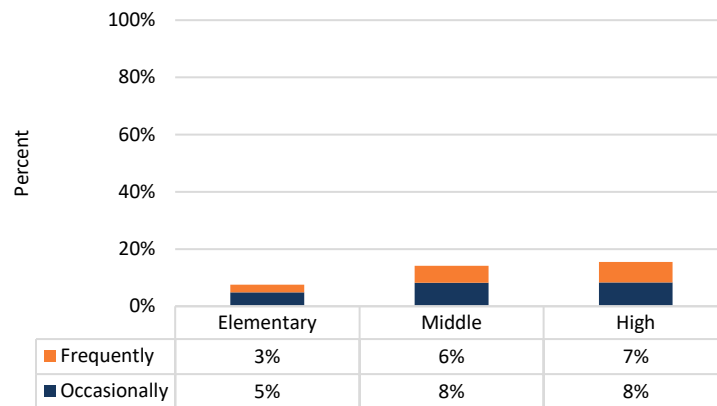
Figure 22: Teacher Indicated Frequency of Accessing and Analyzing Assessment Results With a Classroom Assessment by Implementation Group

	Elementary		Middle		High	
	Emergent	Comprehensive	Emergent	Comprehensive	Emergent	Comprehensive
■ Frequently	7%	9%	19%	26%	17%	30%
■ Occasionally	10%	19%	26%	22%	20%	23%

Note: The other survey response options were rarely and no experience with this activity.

Regarding accessing and analyzing results with an AMP assessment, although higher percentages were found at the secondary level than elementary school level, 15 percent of teachers or fewer indicated they had (see Figure 23).
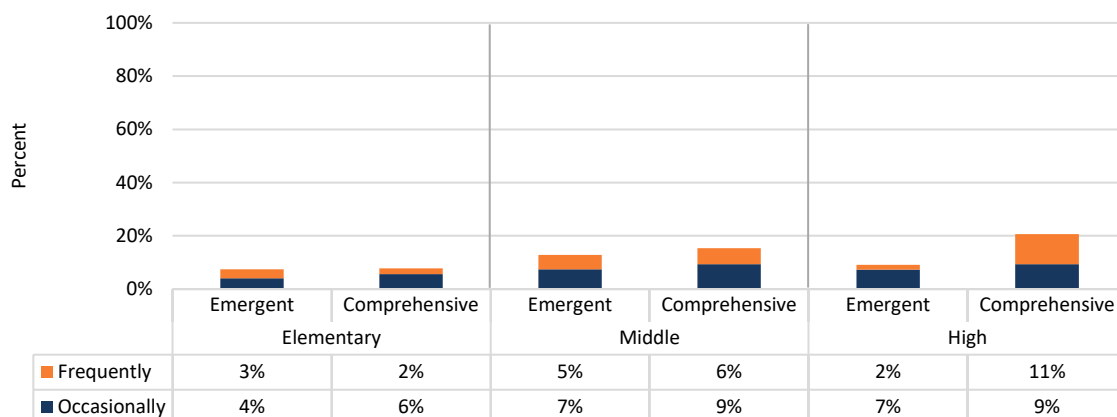
Figure 23: Teacher Indicated Frequency of Accessing and Analyzing Assessment Results With an AMP Assessment

	Elementary	Middle	High
■ Frequently	3%	6%	7%
■ Occasionally	5%	8%	8%

Note: The other survey response options were rarely and no experience with this activity.

The patterns by implementation group remained. Higher percentages of teachers at schools in the comprehensive implementation groups indicated they accessed and analyzed the assessment results with an AMP assessment than teachers at schools in the emergent implementation groups at each school level (see Figure 24).

Figure 24: Teacher Indicated Frequency of Accessing and Analyzing Assessment Results With an AMP Assessment by Implementation Group

	Emergent	Comprehensive	Emergent	Comprehensive	Emergent	Comprehensive
	Elementary		Middle		High	
■ Frequently	3%	2%	5%	6%	2%	11%
■ Occasionally	4%	6%	7%	9%	7%	9%

Note: The other survey response options were rarely and no experience with this activity.

Goal 2: Schoology will support communication and collaboration amongst teachers, administrators, students, and parents.

Objective 1: Schoology will help facilitate the communication between teachers as well as administrators and teachers as measured by staff survey responses.

There were overall low teacher agreement percentages regarding Schoology helping facilitate their communication with other teachers and with administration, although there were slightly more positive perceptions at schools in the comprehensive groups (see Table 16). In particular, depending on school level, between 57 and 65 percent of teachers at schools in the comprehensive implementation groups agreed that Schoology helped facilitate communication with other teachers, while between 46 and 48 percent of teachers at schools in the emergent implementation groups agreed. Similarly, depending on school level, between 41 and 54 percent of teachers at schools in the comprehensive implementation groups agreed that Schoology

helped facilitate communication with administration, while between 33 and 38 percent of teachers at schools in the emergent implementation groups agreed.

Table 16: Teacher Agreement Regarding Schoology Helping Facilitate Communication

School Level	Communication with other teachers			Communication with administration		
	Emergent	Comprehensive	All Schools	Emergent	Comprehensive	All Schools
Elementary	48.0%	57.3%	53.4%	33.7%	41.4%	38.0%
Middle	46.6%	59.9%	52.3%	33.2%	45.4%	38.3%
High	45.9%	64.5%	56.5%	37.5%	54.1%	46.7%

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

Higher agreement percentages were found for administrators and ITSs regarding Schoology facilitating their communication with teachers, with at least 72 percent agreement depending on level and role (see Table 17). Both administrator and ITS agreement percentages were highest at the high school level.

Table 17: Administrator and ITS Agreement Regarding Schoology Helping Facilitate Communication With Teachers

School Level	Administrator	ITS
Elementary	78.4%	72.2%
Middle	85.0%	93.8%
High	92.3%	100%

Note: These numbers exclude administrators and ITSs who indicated the question was not applicable.

Objective 2: *Schoology will help facilitate the communication between teachers and students as well as administrators and students as measured by staff and student survey responses.*

As shown in Table 18, higher agreement percentages were found for teachers regarding Schoology helping facilitate the communication between teachers and students in comparison to student agreement percentages. Agreement percentages were highest for teachers and students at high schools in the comprehensive implementation group (94% of teachers, 69% of students) and lowest for teachers at elementary schools in the emergent implementation group (61%) and for students at high schools in the emergent implementation group (45%).

Table 18: Teacher and Student Agreement Regarding Schoology Helping Facilitate Communication Between Them

School Level	Teacher			Student		
	Emergent	Comprehensive	All Schools	Emergent	Comprehensive	All Schools
Elementary	61.4%	78.8%	71.6%	50.8%	59.4%	56.8%
Middle	82.0%	91.8%	86.0%	57.7%	64.3%	60.8%
High	75.9%	93.5%	85.9%	44.9%	69.3%	58.7%

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

Consistent with the pattern for teachers, highest administrator agreement regarding communication between administrators and students was found at high school and lowest administrator agreement was found at elementary school (see Table 19). High agreement regarding Schoology facilitating their communication with students was found for ITSs at all levels.

Table 19: Administrator and ITS Agreement Regarding Schoology Helping Facilitate Communication Between Administrator and Student

School Level	Administrator	ITS
Elementary	60.0%	94.3%
Middle	80.0%	100%
High	92.0%	100%

Note: These numbers exclude administrators and teachers who indicated the question was not applicable.

Student agreement regarding Schoology having facilitated communication with administrators was very low, ranging from 22 to 40 percent depending on school level and implementation group (see Table 20). Slightly higher percentages were found for students at schools in the comprehensive implementation groups than students at schools in the emergent implementation groups.

Table 20: Student Agreement Regarding Schoology Helping Facilitate Communication Between Administrator and Student

School Level	Emergent	Comprehensive	All Schools
Elementary	34.0%	36.3%	35.6%
Middle	30.5%	39.5%	34.8%
High	22.2%	38.3%	31.3%

Objective 3: *Schoology will help facilitate the collaboration between teachers as measured by teacher survey responses.*

Perceptions regarding collaboration between teachers varied by implementation group. Between 68 and 78 percent of teachers at schools in the comprehensive implementation groups, depending on level, agreed that Schoology helped facilitate collaboration between teachers, whereas between 52 and 60 percent of teachers at schools in the emergent implementation groups agreed (see Table 21). The highest agreement percentage was found for middle school teachers at schools in the comprehensive implementation group (78%) and lowest agreement percentage was found for high school teachers at schools in the emergent implementation group (52%).

Table 21: Teacher Agreement Regarding Schoology Helping Facilitate Collaboration Between Teachers

School Level	Emergent	Comprehensive	All Schools
Elementary	59.9%	68.1%	64.6%
Middle	57.3%	77.8%	65.9%
High	52.2%	71.4%	63.1%

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

Two additional objectives related to communication and collaboration with parents will be assessed beginning in the 2019-2020 school year. These objectives will focus on parents' access of student academic information and work via Schoology and Schoology facilitating the communication between teachers and parents as well as administrators and parents.

Goal 3: Schoology will be user-friendly for all users.

Objective 1: *Content in Schoology will be easily accessible for Schoology users as measured by staff and student survey responses.*

At least 73 percent of teachers at each school level and implementation group agreed that content was easily accessible for them (see Table 22). In addition, at least 84 percent of teachers at each school level and implementation group agreed that content was easily accessible for their students, with the exception of elementary students at schools in the emergent implementation group (64% agreement).

Table 22: Teacher Agreement Regarding Content Being Easily Accessible

School Level	Content is easily accessible for me			Content is easily accessible for students		
	Emergent	Comprehensive	All Schools	Emergent	Comprehensive	All Schools
Elementary	72.7%	80.2%	77.0%	63.8%	84.3%	76.1%
Middle	76.3%	82.1%	78.9%	84.6%	90.7%	87.2%
High	75.0%	89.9%	83.3%	83.9%	94.5%	89.8%

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

Similarly, high agreement percentages were found for administrators and ITSs, with at least 88 percent agreeing that content was easily accessible for themselves, at least 76 percent agreeing that content was easily accessible for teachers, and at least 96 percent agreeing that content was easily accessible for students (see Table 23).

Table 23: Administrator and ITS Agreement Regarding Content Being Easily Accessible

School Level	Content is easily accessible for me		Content is easily accessible for teachers		Content is easily accessible for students	
	Administrator	ITS	Administrator	ITS	Administrator	ITS
Elementary	100%	91.9%	97.9%	75.7%	100%	100%
Middle	95.7%	100%	91.3%	100%	95.7%	100%
High	87.5%	87.5%	93.5%	100%	96.8%	100%

Note: These numbers exclude administrators and teachers who indicated the question was not applicable.

When students were asked about the ease of accessing content for themselves, at least 78 percent of students at each school level and implementation group agreed, with the exception of high school students at schools in the emergent implementation group (63% agreement) (see Table 24).

Table 24: Student Agreement Regarding Content Being Easily Accessible for Them

School Level	Emergent	Comprehensive	All Schools
Elementary	83.1%	88.6%	86.9%
Middle	79.1%	85.2%	82.0%
High	62.8%	78.2%	71.5%

Objective 2: *Moving content from curriculum resource groups to courses will be seamless for teachers as measured by teacher survey responses.*

At least 70 percent of secondary teachers at schools in the comprehensive groups agreed that moving content from curriculum resources to courses was seamless, while 60 percent of elementary teachers at schools in the comprehensive implementation group agreed (see Table 25). Additionally, between 45 and 56 percent of teachers at schools in the emergent groups, depending on level, agreed that moving content was seamless.

Table 25: Teacher Agreement Regarding Moving Content From Curriculum Resource Groups Being Seamless

School Level	Emergent	Comprehensive	All Schools
Elementary	44.7%	59.6%	53.5%
Middle	55.9%	70.4%	62.1%
High	55.5%	73.4%	65.4%

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

Objective 3: *Schoology will provide a platform for teachers to efficiently create assessments as measured by teacher responses and for students to easily navigate assessments as measured by student and teacher responses.*

Regarding the ease of creating assessments, 64 percent of middle school teachers and 69 percent of high school teachers at schools in the comprehensive groups agreed that Schoology provided a platform for teachers to efficiently create assessments, while 47 percent of elementary teachers at schools in the comprehensive implementation group and between 36 and 53 percent of teachers at all levels in the emergent implementation groups agreed (see Table 26). Higher agreement percentages were found regarding students' ability to easily navigate assessments. At least 70 percent of secondary teachers in all implementation groups agreed that Schoology provided a platform for students to easily navigate assessments, while 61 percent of elementary teachers at schools in the comprehensive implementation group and 50 percent of elementary teachers at schools in the emergent implementation group agreed.

Table 26: Teacher Agreement Regarding Efficiency of Creating and Ease of Navigating Assessments

School Level	Creating assessments in Schoology is efficient			Assessments in Schoology are easy for students to navigate		
	Emergent	Comprehensive	All Schools	Emergent	Comprehensive	All Schools
Elementary	36.0%	47.0%	42.7%	50.0%	60.5%	56.3%
Middle	52.9%	63.8%	57.5%	74.6%	82.0%	77.6%
High	50.3%	68.7%	60.5%	69.8%	83.8%	77.8%

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

As shown in Table 27, at least 81 percent of students at all levels and implementation groups agreed that tests or quizzes in Schoology were easy to navigate, with the exception of high school students at schools in the emergent implementation group (68% agreement).

Table 27: Student Agreement Regarding Ease of Navigating Assessments

School Level	Emergent	Comprehensive	All Schools
Elementary	81.6%	81.7%	81.7%
Middle	81.2%	85.1%	83.0%
High	67.7%	81.0%	75.6%

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

Objective 4: *The process of transitioning data to/from Schoology and various other VBCPS platforms will be efficient and accurate (e.g., course enrollment, student information, grade passback [beginning in 2019-2020], third-party applications) as measured by central office implementation team interviews.*

Central office Schoology implementation team members were asked about the efficiency and accuracy of the data transitioning process. More than half of the members indicated that they did not know. Of those who indicated they knew about the data transitioning process, half agreed that the process of transitioning data to/from Schoology and various other VBCPS platforms was efficient, and 71 percent agreed that the process was accurate.

A similar pattern of results was found for administrators and ITSs with higher agreement percentages regarding the accuracy of transitioning data in comparison to agreement percentages regarding the efficiency (see Table 28).

Table 28: Administrator and ITS Agreement Regarding Efficiency and Accuracy of Transitioning Data

School Level	Transitioning data is efficient		Transitioning data is accurate	
	Administrator	ITS	Administrator	ITS
Elementary	82.1%	50.0%	89.7%	81.5%
Middle	75.0%	73.3%	78.9%	92.3%
High	73.1%	87.5%	88.5%	100%

Note: These numbers exclude administrators and ITSs who indicated the question was not applicable.

Goal 4: Professional learning opportunities and support will provide teachers, administrators, and ITSs with the necessary information to utilize Schoology.

Data for the professional learning objectives were not provided by implementation group because all schools should have received similar professional learning opportunities and support.

Objective 1: *Professional learning on Schoology will provide teachers, administrators, and ITSs with the necessary knowledge to use Schoology as measured by staff survey responses.*

At least 96 percent of administrators and ITSs at all levels agreed that the professional learning they received provided them with the necessary knowledge to use Schoology (see Table 29). Additionally, between 76 and

82 percent of teachers, depending on school level, agreed that professional learning provided them with the necessary knowledge.

Table 29: Staff Agreement Regarding Professional Learning Providing Necessary Knowledge

School Level	Teacher	Administrator	ITS
Elementary	75.6%	95.8%	97.3%
Middle	79.8%	95.7%	100%
High	82.3%	100%	100%

Note: These numbers exclude staff who indicated they had not received professional learning.

Objective 2: Schoology support will be available when needed, helpful resources or strategies are provided, and issues are resolved in a timely manner as measured by staff survey responses.

At least 85 percent of staff at all levels indicated that help was available when needed, that helpful resources or strategies were provided, and issues were resolved in a timely manner (see Table 30).

Table 30: Staff Agreement Regarding Receiving Schoology Support

School Level	Help available when needed			Helpful resources			Timely resolution		
	Teacher	Administrator	ITS	Teacher	Administrator	ITS	Teacher	Administrator	ITS
Elementary	90.2%	100%	100%	91.1%	100%	100%	90.4%	100%	97.2%
Middle	89.2%	100%	100%	88.0%	95.5%	100%	85.0%	94.7%	100%
High	91.5%	100%	100%	90.0%	100%	100%	88.0%	100%	100%

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

Baseline Data for Transformational Learning Outcome Goal and Objectives

The current evaluation report focused on the implementation of Schoology across the division during 2018-2019. In addition, baseline data were collected and analyzed for the transformational learning outcome goal and objectives to provide preliminary results. The following baseline data included perception data regarding using Schoology as a tool for students, teachers, and building leaders to exhibit dispositions that exemplify transformational learning. Due to the large variations in implementation by school level and implementation group, baseline data related to the transformational learning objectives will only be provided for the implementation groups.

Goal 5: Schoology will be a tool that transforms curriculum delivery to support student-centered practices that foster student agency and provide students with the opportunity to create and apply new knowledge across contexts.

Objective 1: Using Schoology will help students exhibit dispositions that exemplify transformational learning (e.g., self-assessment and reflection, using inquiry and collaboration, mastery in critical thinking and creativity, collaborating using digital tools, demonstrating academic mastery through digital work) as measured by student and teacher survey responses.

Student agreement percentages regarding various student dispositions related to transformational learning were higher at schools in the comprehensive implementation groups than at schools in the emergent implementation groups (see Table 31). Highest agreement percentages were found at the elementary schools in the comprehensive implementation group, while lowest agreement percentages were found at the high schools in the emergent implementation group. At the secondary level, the items with the highest agreement percentages related to being a responsible and respectful student at the middle school level and working with my teacher to get information at the high school level, while the items with the highest agreement related to developing and using critical thinking skills at the elementary level.

Table 31: Student Agreement Regarding Schoology Helping Students Exhibit Dispositions Related to Transformational Learning

School Level	Elementary		Middle		High	
	Emergent	Comprehensive	Emergent	Comprehensive	Emergent	Comprehensive
Monitor learning	80.2%	83.1%	70.6%	77.3%	54.5%	70.3%
Show what I know	84.1%	85.8%	69.1%	76.0%	53.5%	64.4%
Make choices about learning	76.8%	78.2%	60.7%	68.3%	47.0%	61.2%
Work with teacher to get information	75.6%	78.6%	68.6%	73.7%	56.6%	70.7%
Work with others to think about topics from other perspectives	64.3%	68.7%	55.3%	64.9%	42.0%	55.0%
Responsible and respectful student	81.0%	85.4%	71.1%	77.4%	55.7%	69.3%
Critical thinking skills	88.6%	90.5%	68.8%	76.6%	49.9%	62.9%
Share thoughts	71.0%	74.0%	64.3%	71.7%	50.5%	67.5%
Communicate in imaginative ways	—	—	57.2%	65.8%	42.0%	57.1%
Do schoolwork in creative ways	75.2%	77.7%	60.3%	66.6%	45.0%	57.8%
Work with others help me learn	67.8%	70.5%	55.3%	64.2%	39.8%	54.4%
Work with others help them learn	65.9%	69.7%	53.7%	62.6%	38.0%	52.5%
Create work online	57.6%	65.0%	60.6%	68.6%	45.2%	58.6%

At all levels, higher percentages of teachers at schools in the comprehensive groups agreed that Schoology helped students exhibit various dispositions that exemplified transformational learning (see Table 32). Overall, highest agreement percentages were found for the middle school teachers at schools in the comprehensive group, while lowest agreement percentages were found for the elementary school teachers at the schools in the emergent implementation groups. At each school level, highest agreement percentages were found regarding regularly collaborating using digital tools to support their learning and the learning of others.

Table 32: Teacher Agreement Regarding Schoology Helping Students Exhibit Dispositions Related to Transformational Learning

School Level	Elementary		Middle		High	
	Emergent	Comprehensive	Emergent	Comprehensive	Emergent	Comprehensive
Self-assess and reflect to help personal learning	22.8%	41.0%	38.7%	57.1%	33.2%	49.4%
Use inquiry and collaboration to approach concepts from different perspectives	27.2%	43.7%	37.5%	57.1%	33.6%	48.7%

School Level	Elementary		Middle		High	
	Emergent	Comprehensive	Emergent	Comprehensive	Emergent	Comprehensive
Demonstrate mastery in critical thinking, communication, creativity, collaboration, and citizenship	30.3%	46.1%	40.3%	56.8%	33.6%	50.6%
Collaborate using digital tools to support learning	33.6%	49.4%	47.2%	67.3%	41.4%	57.0%
Demonstrate mastery through creation of digital work	28.7%	46.1%	41.1%	59.8%	42.2%	50.9%

Note: The other response options were neutral and disagreement.

Objective 2: *Using Schoology will enhance teachers' ability to exhibit dispositions that exemplify transformational learning (e.g., planning personalized learning opportunities, planning digital learning experiences, taking a student-centered approach, leveraging digital tools to enhance student agency, incorporating collaboration inside and outside the classroom, using gradual release and differentiation) as measured by teacher, administrator, and ITS survey responses.*

Similar to previous findings, higher percentages of teachers at schools in the comprehensive groups agreed that Schoology helped teachers exhibit various dispositions that exemplified transformational learning than teachers at schools in the emergent groups (see Table 33). Overall, highest agreement percentages were again found for the teachers at middle schools in the comprehensive group, while lowest agreement percentages were found for the teachers at elementary schools in the emergent implementation group. At each school level, highest agreement percentages were found regarding planning for digital learning experiences that provide students with opportunities to build and demonstrate knowledge in a way that would be challenging or otherwise impossible without the use of technology and purposefully leveraging digital tools to facilitate personalized learning and enhance student agency. These two items also had the highest agreement for administrators and ITSs at each school level (see Table 34).

Table 33: Teacher Agreement Regarding Schoology Helping Teachers Exhibit Dispositions Related to Transformational Learning

School Level	Elementary		Middle		High	
	Emergent	Comprehensive	Emergent	Comprehensive	Emergent	Comprehensive
Plan personalized learning opportunities	33.9%	51.4%	39.5%	57.9%	36.8%	57.0%
Plan digital learning experiences	38.3%	56.8%	50.8%	67.1%	41.8%	62.1%
Take a personalized, student-centered approach	32.7%	48.3%	45.9%	63.4%	36.8%	54.7%
Leverage digital tools for personalized learning	41.6%	55.6%	49.0%	69.8%	48.8%	61.2%

School Level	Elementary		Middle		High	
	Emergent	Comprehensive	Emergent	Comprehensive	Emergent	Comprehensive
Incorporate collaboration and connection	30.4%	46.5%	40.5%	61.6%	37.3%	56.1%
Use gradual release and differentiation	34.4%	50.2%	46.3%	61.6%	34.6%	55.8%

Note: The other response options were neutral and disagreement.

Table 34: Administrator and ITS Agreement Regarding Schoology Helping Teachers Exhibit Dispositions Related to Transformational Learning

School Level	Elementary		Middle		High	
	Administrator	ITS	Administrator	ITS	Administrator	ITS
Plan personalized learning opportunities	74.5%	83.3%	65.2%	81.3%	78.1%	75.0%
Plan digital learning experiences	85.1%	83.3%	73.9%	87.5%	78.1%	100%
Take a personalized, student-centered approach	80.9%	66.7%	69.6%	87.5%	81.3%	87.5%
Leverage digital tools for personalized learning	85.1%	86.1%	69.6%	93.8%	83.9%	100%
Incorporate collaboration and connection	80.9%	63.9%	65.2%	87.5%	71.9%	75.0%
Use gradual release and differentiation	78.7%	72.2%	69.6%	75.0%	54.8%	87.5%

Note: The other response options were neutral and disagreement.

Objective 3: *Using Schoology will enhance administrators' and ITSs' abilities to exhibit leadership dispositions that exemplify transformational learning (e.g., promoting innovation, focusing on teamwork, supporting staff for innovative risk-taking) as measured by administrator and ITS survey responses.*

Overall, higher agreement percentages regarding Schoology enhancing administrators' and ITSs' abilities to exhibit leadership dispositions that exemplify transformational learning were found for ITSs than for administrators (see Table 35). In comparison to the other school levels, the highest agreement percentages were found at the high school level for administrators. For ITSs and elementary school administrators, the item with the highest agreement related to focusing on teamwork and collegiality to increase student achievement. For secondary administrators, the item with high agreement related to supporting innovation risk taking.

Table 35: Administrator and ITS Agreement Regarding Schoology Helping Administrators and ITSs Exhibit Dispositions Related to Transformational Learning

School Level	Elementary		Middle		High	
	Administrator	ITS	Administrator	ITS	Administrator	ITS
Embody and actively promote innovation	48.9%	54.3%	50.0%	68.8%	59.4%	57.1%
Focus on teamwork and collegiality to increase student achievement	54.3%	63.9%	56.5%	81.3%	62.5%	100%
Support innovative risk-taking	51.1%	63.9%	65.2%	62.5%	65.6%	62.5%

Note: The other response options were neutral and disagreement.

Stakeholder Perceptions

The fourth evaluation question focused on stakeholders' perceptions. Survey results in this section of the report include teacher perceptions of their depth of use through the Navigational Markers as well as satisfaction.

Navigational Marker Level

The central office Schoology implementation team provided school staff with Schoology Navigational Markers that helped them gauge their depth of use (see Appendix A). Skills at the first level, Digital Presence, included technical skills, while skills at the second level, Developing a Digital Curriculum, and the third level, Blended Classroom, included transformational uses of Schoology with more difficult skills progressing from Level 1 to Level 3. Teachers were asked to select which level most clearly reflected their skill level in using Schoology. At all levels, there were higher percentages of teachers at the digital presence level for teachers at schools in the emergent implementation groups than schools in the comprehensive implementation groups (see Table 36).

The percentages of teachers who indicated they were at the third level, Blended Classroom, was larger for the schools in the comprehensive implementation groups than schools in the emergent implementation groups at the elementary and high school levels but did not largely differ at the middle school level.

Table 36: Teacher Reported Navigational Marker Level by Implementation Group

| School Level	Level 1 - Digital Presence		Level 2 – Developing a Digital Curriculum		Level 3 – Blended Classroom	
	Emergent	Comprehensive	Emergent	Comprehensive	Emergent	Comprehensive
Elementary	73.4%	58.1%	24.3%	35.3%	2.2%	6.7%
Middle	52.9%	42.7%	37.0%	46.2%	10.1%	11.1%
High	51.2%	42.9%	43.3%	43.6%	5.6%	13.5%

Satisfaction

At least 94 percent of administrators and ITSs at each level indicated they were satisfied with the Schoology implementation (see Figure 25). Lower percentages were found for teachers and students; however, the variations in satisfaction by school level were different for teachers and students. For teachers, highest satisfaction was found at the high school level (81%) and lowest satisfaction was found at the elementary school level (71%). In contrast, highest satisfaction for students was found at the elementary school level (83%) and lowest satisfaction was found at the high school level (59%).

Figure 25: Percentages of Staff and Student Satisfaction With Schoology Implementation

|	Administrator	Teacher	ITS	Student
■ Elementary	98%	71%	94%	82%
■ Middle	96%	77%	100%	70%
■ High	97%	81%	100%	59%
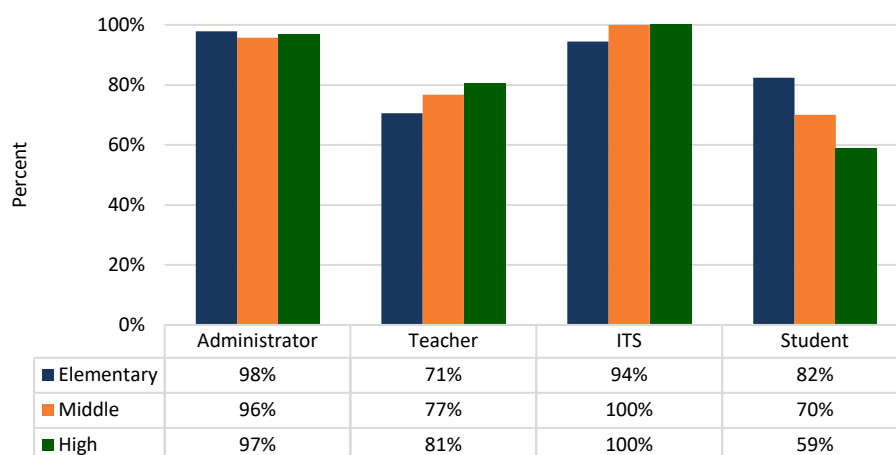
When examining teacher satisfaction by implementation group, higher satisfaction percentages were found for teachers at schools in the comprehensive implementation group compared to teachers at the schools in the emergent implementation group (see Figure 26). Depending on level, between 78 and 88 percent of teachers were satisfied at schools in the comprehensive implementation groups, while between 61 and 72 percent of teachers were satisfied at schools in the emergent implementation groups.

Figure 26: Teacher Satisfaction by Implementation Group

	Elementary	Middle	High
■ Emergent	61%	71%	72%
■ Comprehensive	78%	86%	88%
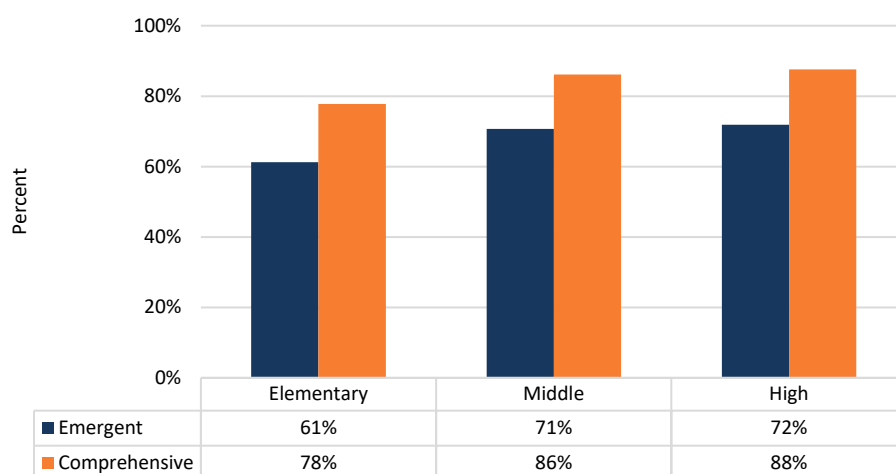
When examining student satisfaction by implementation group, higher satisfaction percentages were found for students at schools in the comprehensive implementation group compared to students at the schools in the emergent group (see Figure 27). The difference between the comprehensive and emergent implementation groups was largest at the high school level (67% vs. 48%) and smallest at the elementary school level (83% vs. 81%).

Figure 27: Student Satisfaction by Implementation Group

	Elementary	Middle	High
■ Emergent	81%	66%	48%
■ Comprehensive	83%	75%	67%
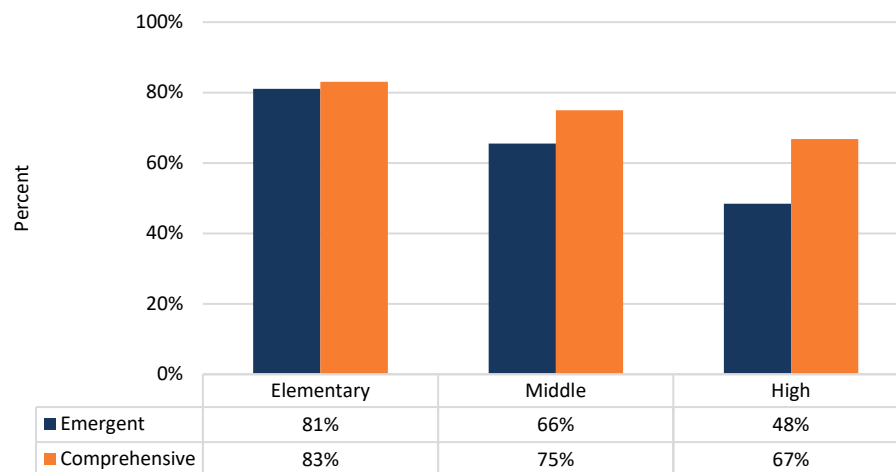
Schoology Implementation Strengths and Challenges

Open-ended survey items provided the opportunity for staff to comment about what worked well and the greatest challenges during implementation of Schoology and for students to comment about what they liked best and least about Schoology. Several themes emerged from responses about what worked well during Schoology implementation. A common theme from teachers, administrators, and ITSs related to aspects of support and training, such as ITSs and Schoology Champions having been helpful and knowledgeable, and that support was available when needed. In addition, teachers, administrators, and ITSs commented on the ability to access and share curriculum resources provided by the division. Administrators and ITSs also identified the willingness of teachers to have embraced the system as being a positive of the implementation, while teachers identified the ability to create and post assignments for students and collaborate and share resources with other teachers as having worked well. For students, many indicated what they liked best was that Schoology was easy to use and the organization of Schoology, including the use of folders and organization of their work. Elementary students also indicated that they liked the games within Schoology and that they liked that it was online and had fun aspects, while secondary students also indicated they liked the ability to communicate with teachers.

Several themes also emerged from responses about the greatest challenges during Schoology implementation. For teachers, the most common theme that emerged related to assessments and reporting. In particular, there were challenges related to the difficulty of and time it took to create assessments in Schoology as well as the ability to get data from these assessments. Many teachers also reported that they were continuing to learn the system and that a challenge was having the time to continue to learn. The challenge of time to learn also emerged as a theme from responses by administrators and ITSs. In addition, teachers, administrators, and ITSs identified the switch from Google classroom having been a challenge, and several teachers indicated that they thought Google classroom was a better system. Teachers also identified a challenge as needing more Schoology professional learning and support provided at their school. In addition, teachers indicated a challenge was the syncing of grades from Schoology into Synergy. Another common theme for administrators and ITSs was the need to expand teacher usage throughout the school. For students, many indicated that they disliked "everything" or "nothing" about Schoology. Similar to staff members, many students also commented that they preferred Google classroom to Schoology. Students also indicated that they found Schoology difficult to navigate, such as finding assignments and there being too many folders, that it was unorganized, that it was complicated or confusing, and that Schoology took a long time to load.

Schoology Implementation Cost

The final evaluation question focused on the cost to VBCPS for implementing Schoology. All costs related to Schoology from initial acquisition (December 2016) through the summer of 2019 are included. Costs related to the following areas: subscription, implementation, customized implementation, professional development and training provided by Schoology, division training, Schoology conferences, and other related expenses.

The contract with Schoology separated cost into two implementation phases. Phase 1 spanned the first two years (i.e., 6 months of 2016-2017 and 2017-2018 school year) and Phase 2 spanned year three (i.e., 2018-2019 school year). Costs related to the subscription and student license were based on student enrollment. Initially in the RFP, Schoology provided an estimate of $6.35 per student. Based on the contract, the actual cost per student was $6.14. For Phase 1, the total cost for the subscription was $115,742 (Year 1: $21,769.30; Year 2: $93,972.70) and for implementation was $31,500. As outlined in Schoology's statement of work, the schedule for paying these subscription and implementation costs for Phase 1 was set as occurring at five milestones (20% due at each milestone). These milestones were established based on certain implementation events occurring. For example, Milestone 1 was after signing the contract, Milestone 2 was after various planning meetings, Milestone 3 was after configuring Single Sign-on and champion training, Milestone 4 was after populating Schoology live environment, and Milestone 5 was after ensuring the site was ready for students and instructional staff (see Table 37 for additional details).

Table 37: Schedule of Payment for Subscription and Implementation Costs for Phase 1

	Events Precipitating Payments During Phase 1
Milestone 1	Signed contract
Milestone 2	Schoology kickoff meeting Initial account configuration Domain customization meeting Technical planning meeting Training and professional development planning meeting Create test environment
Milestone 3	Test technical data population Configure Single Sign-on Begin content migration Initial deployment Schoology champion training
Milestone 4	Administrative and product management consulting Establish internal support plan Populate Schoology live environment Complete content migration
Milestone 5	Site ready for student and faculty access Access to support desk

There was one customized feature that VBCPS asked from Schoology, which was the student profile. The student profile allows teachers to view individual student information, such as their demographics, academic record (i.e., previous years' final grades), enrollment history, and standardized test scores. The cost for the student profile customization was split in half. Half was paid up front ($30,000) and half was paid upon completion when the feature was fully functional ($30,000). Although it was expected that the full cost would be paid during Phase 1, the half paid upon completion was not paid until September 2018.

Professional development and training provided by Schoology was offered as onsite training and web-based training. During Phase 1, onsite training costs were $26,250, while web-based training costs were $14,400. A majority of these costs were paid for by the Technology Initiative Grant (all of the onsite training costs and

$5,400 of the web-based training costs), while VBCPS paid for $9,000 for the web-based training. The Technology Initiative Grant covered technology related professional learning opportunities for teachers. During Phase 2, onsite training costs were $17,250. The Technology Initiative Grant covered $5,250 of these costs, while VBCPS paid for $12,000.

The division also provided training to staff members during both phases. Additional costs to the division for these trainings were related to substitute coverage that was offered to schools. This was $44,383 for Phase 1 and $35,763 for Phase 2.

Several staff members attended the Schoology Next conference during the summer of 2017 and summer of 2019. For the conference in 2017, Schoology paid for the cost of the conference for all VBCPS attendees. Costs for the travel and accommodations for this conference were $6,054. For the conference in 2019, the conference fees totaled $6,810. The Technology Initiative Grant covered $4,889, while VBCPS paid for $1,921 of this cost. Costs for the travel and accommodations totaled $11,420. The Technology Initiative Grant covered $8,963, while VBCPS paid for $2,457 of this cost. An additional Schoology conference during Phase 2 was attended by the director of instructional technology and cost $179 for travel and accommodations. The total travel and accommodations costs for Phase 2 were $11,600, of this cost, $2,637 was paid for by VBCPS.

Other related expenses included paying other vendors to ensure optimal functioning of and integration with Schoology. VBCPS signed a contract with Respondus to ensure that website browsers were locked down during testing. The costs related to this feature were $1,997 during Phase 1 and $8,295 during Phase 2. VBCPS also signed a contract with EduPoint for their work ensuring that grades within Schoology will be integrated with Synergy. The costs related to this were $21,617 during Phase 1. The remaining cost for this feature has not been paid due to it not yet functioning.

Table 38: Costs for Schoology Implementation

Category	Items	Phase 1 Dec 2016 - Aug 2018	Phase 2 Aug 2018 - Aug 2019	Total Dec 2016 - Aug 2019
Subscription	Subscription fee/student license*	$115,742.00	$417,520.00	$533,262.00
Implementation	Content migration	$1,500.00	$0.00	$1,500.00
	District implementation and project management	$30,000.00	$0.00	$30,000.00
Customized Implementation	Student profile customization**	$60,000.00	$0.00	$60,000.00
Schoology Provided Professional Learning	Onsite training *funded by Grant*	$26,250.00	$5,250.00	$31,500.00
	Onsite training *funded by VBCPS*	$0.00	$12,000.00	$12,000.00
	Web-based training *funded by Grant*	$5,400.00	$0.00	$5,400.00
	Web-based training *funded by VBCPS*	$9,000.00	$0.00	$9,000.00
Division Professional Learning	Substitute coverage for professional learning	$44,382.94	$35,763.48	$80,146.42
Schoology Conferences	Schoology Conference fees *funded by Grant*	$0.00	$4,888.80	$4,888.80

Category	Items	Phase 1 Dec 2016 - Aug 2018	Phase 2 Aug 2018 - Aug 2019	Total Dec 2016 - Aug 2019
	Schoology Conference fees *funded by VBCPS*	$0.00	$1,921.20	$1,921.20
	PL Travel and Accommodations *funded by Grant*	$0.00	$8,963.00	$8,963.00
	PL Travel and Accommodations *funded by VBCPS*	$6,053.60	$2,636.75	$8,690.35
Other Related Expenses	Testing lockdown browser	$1,997.00	$8,295.00	$10,292.00
	Synergy grade passback***	$21,617.00	$0.00	$21,617.00
Subtotals	*Funded by Grant*	$31,650.00	$19,101.80	$50,751.80
	Funded by VBCPS	$290,292.54	$478,136.43	$768,428.97
Grand Totals		$321,942.54	$497,238.23	$819,180.77

Note: *Year 1 subscription costs were $21,769.30 and Year 2 costs were $93,972.70.
**Half of this cost was not paid until September 2018 after the feature became functional.
***The remaining cost has not been paid yet due to it not functioning.

Moving forward, the majority of the cost for Schoology will include the subscription fee/student license. In addition, the plan was that Schoology would replace the previous assessment platform, SchoolNet. The contract with SchoolNet was discontinued after the 2018-2019 school year, which was intended to offset some Schoology cost.

Summary

The purpose of obtaining Schoology was to provide a streamlined, user-friendly application for interacting with and accessing educational content and assessing student learning. The goal of Schoology was to help facilitate the transition to personalized learning. The launch of the Schoology initiative began with an initial Request for Information and Request for Proposals to obtain information about potential LMS features. Schoology was selected as the LMS for VBCPS in December 2016. A total of 14 schools participated in a Schoology field test during the 2017-2018 school year. Divisionwide implementation began during the 2018-2019 school year. Although schools varied in their level of implementation, all schools began using Schoology with the plan that all schools would be fully using Schoology during the 2019-2020 school year.

An LMS offers curriculum management and course delivery for students. Prior to the implementation, the Department of Teaching and Learning worked to redesign the curriculum to leverage the interactive features in Schoology. Curriculum coordinators provided instructional staff with curriculum resources at the grade level for elementary staff and course level for secondary staff. Teachers can deliver content through Schoology in a variety of ways, including files, folders, or pages; discussion boards; and third-party applications. Schoology also allows teachers to assess students on classroom material and provides an assessment platform for assessments that require more detailed reports or are provided divisionwide. An LMS also provides a way to communicate and collaborate amongst staff and students through messaging, groups, and discussion boards. The Department of Technology has ensured that data, such as class enrollment and user information, have integrated with the Schoology system; however, ensuring that grades are transferred to the Student

Information System remains a challenge. Overall, third-party applications are also able to be integrated with Schoology with the facilitation of the Department of Technology and third-party vendors. A goal of 2019-2020 is to provide parents access to Schoology.

Due to school principals determining the extent of Schoology usage in their schools; variation in level of Schoology implementation was examined through cluster analyses to group schools based on similar implementation levels. Two groups were found for each school level: emergent implementation groups and comprehensive implementation groups. The emergent implementation groups had lower percentages of teachers using more complex skills as well as less involvement with the Schoology platform, whereas the comprehensive implementation groups had higher percentages of teachers using more complex skills as well as more involvement with the Schoology platform as measured by usage statistics.

The extent to which staff and students reported using Schoology and the variation throughout the division was examined. Overall, approximately 65 percent of elementary school teachers indicated they used Schoology to deliver course content to students. Across all elementary schools, the percentages of teachers who indicated they used Schoology for course delivery ranged from 25 percent of teachers to all teachers. Additional analyses by grade level showed that lower percentages of teachers in grades K through 2 (36% to 54%) indicated they used Schoology for course delivery compared to teachers in grades 3 through 5 (61% to 62%). Most elementary students in grades 3 through 5 (99%) indicated they used Schoology during the school year. Approximately 87 percent of middle school teachers indicated they used Schoology to deliver course content to students. Across all middle schools, the percentages of teachers who indicated they used Schoology for this purpose ranged from 71 percent of teachers to all teachers (100%). Analyses by content area showed that slightly higher percentages of middle school math and science teachers (87%) indicated they used Schoology for course content than middle school English (85%) and social studies teachers (83%). Most middle school students (99%) indicated they used Schoology. Approximately 84 percent of high school teachers indicated they used Schoology to deliver course content to students. Percentages of teachers who indicated they used Schoology for this purpose ranged from 64 percent of teachers to all teachers (100%) across all high schools. Slightly higher percentages of high school science (86%), social studies (85%), and English (84%) teachers indicated they used Schoology for course delivery than high school math teachers (80%).

Goals and objectives focused on providing a single location for instructional content, resources, and assessments; supporting communication and collaboration; ease of use; staff professional learning; and transformational learning. Overall, at least 79 percent of teachers indicated they used Schoology to access and store content for one or more of their courses. Lower percentages of teachers indicated they used Schoology regularly with their students to deliver course content. In particular, 33 percent of teachers in grades K through 2 indicated weekly use and 38 percent of teachers in grades 3 through 5, 53 percent of middle school teachers and 48 percent of high school teachers indicated daily use. At all school levels, higher percentages of teachers at schools in the comprehensive implementation groups indicated more frequent use. In comparison to teachers, higher percentages of students reported they used Schoology daily (59% at elementary, 85% at middle, 79% at high). School-level differences were seen regarding the types of resources and features utilized by teachers. Higher percentages of elementary school teachers (86%) indicated they accessed and used division-created resources than middle school (61%) or high school teachers (61%). Relatively higher percentages of middle school teachers (42%) indicated they used third-party resources, followed by high school teachers (35%), and elementary school teachers (31%). Higher percentages of secondary teachers (61% at both levels) indicated they created classroom assessments than elementary teachers (29%). However, low percentages of teachers at all levels indicated they created assessments in AMP (between 6% and 18%).

Regarding the communication and collaboration goal, between 52 and 57 percent of teachers, depending on level, agreed that Schoology helped facilitate communication with other teachers. Higher percentages of administrators (between 78% and 92%) and ITSs (between 72% and 100%) agreed that Schoology helped

facilitate communication between administrators and teachers than percentages of teachers (between 38% and 47%). Teachers were more positive regarding the impact on communication with students, with between 72 and 86 percent agreeing that Schoology helped facilitate communication. However, student agreement was lower, with between 57 and 61 percent agreement. Although administrators and ITSs had at least 80 percent agreement, with the exception of elementary administrators, regarding Schoology facilitating communication with students, between 31 and 36 percent of students agreed that Schoology helped communicate with administrators. In regard to Schoology facilitating collaboration with teachers, between 63 and 66 percent of teachers agreed.

The next goal related to the ease of use of Schoology. Depending on level, between 77 and 83 percent of teachers, 88 and 100 percent of administrators and ITSs, and 72 and 87 percent of students indicated that content in Schoology was easy for them to access. Less positive perceptions were found regarding the ease of moving content, assessments, and transitioning data. Depending on level, between 54 and 65 percent of teachers agreed that moving content from curriculum groups was seamless. Regarding assessments, between 43 and 61 percent of teachers agreed that creating assessments in Schoology was efficient, while between 76 and 83 percent of students agreed that navigating assessments in Schoology was easy. At least 73 percent of administrators agreed that transitioning data to/from Schoology was efficient and accurate.

Highly positive perceptions were found related to the professional learning and support provided for Schoology. At least 96 percent of administrators and ITSs at each level and between 76 and 82 percent of teachers, depending on level, agreed that professional learning provided them with the necessary knowledge to use Schoology. In addition, at least 85 percent of all staff groups at all levels indicated the help was available when needed, helpful resources were provided, and issues were resolved in a timely manner.

Although the focus of the current evaluation was on implementation, baseline data for transformational learning outcomes were analyzed to provide preliminary results. Results were analyzed by implementation group due to varying levels of implementation. Student and teacher agreement percentages regarding Schoology enhancing various student dispositions related to transformational learning were higher at schools in the comprehensive implementation groups than at schools in the emergent implementation groups. Highest agreement percentages were found for students at elementary schools in the comprehensive implementation group, while highest agreement percentages were found for teachers at the middle schools in the comprehensive implementation group. This pattern was also found for teacher agreement percentages regarding Schoology enhancing teacher dispositions related to transformational learning, with highest agreement for middle schools in the comprehensive group. Overall, ITSs had higher agreement percentages regarding Schoology enhancing leadership dispositions related to transformational learning when compared to administrator agreement.

At least 94 percent of administrators and ITSs at each level indicated they were satisfied with the Schoology implementation. Lower percentages were found for teachers and students; however, the variations by school level were different for teachers and students. For teachers, highest satisfaction was found at the high school level (81%) and lowest satisfaction was found at the elementary school level (71%). In contrast, highest satisfaction for students was found at the elementary school level (82%) and lowest satisfaction was found at the high school level (59%).

The recommendations included providing schools with the necessary knowledge, support, and reporting capabilities to administer assessments through Schoology; ensuring schools access resources through Schoology, especially division-created resources at the secondary level; encouraging schools to utilize Schoology as a means for communication and collaboration; and continuing to work toward providing parents access to Schoology.

Recommendations and Rationale

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

Rationale: The first recommendation is to continue Schoology implementation 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 program without modifications, continue the program with modifications, expand the program, or discontinue the program. The recommendation to continue Schoology with modifications is to enhance efforts related to administering assessments in Schoology, accessing and using division-created resources in Schoology, utilizing Schoology as a means for communication and collaboration, and continuing to work towards providing parents access. The implementation of Schoology during the 2018-2019 school year appeared to be successful in many areas. In particular, high percentages of staff indicated the professional learning provided them with the necessary knowledge for Schoology and that support was available, helpful, and timely. In addition, although the level of Schoology implementation varied by school, findings suggested that the schools with more comprehensive implementation had more positive results related to transformational learning dispositions.

Recommendation #2: Continue to provide schools with the necessary knowledge, support, and reporting capabilities to administer assessments through Schoology in 2019-2020. *(Responsible Groups: Office of Planning, Innovation, and Accountability; Department of Technology; Department of Teaching and Learning)*

Rationale: The second recommendation is to provide schools with the necessary knowledge, support, and reporting capabilities to administer assessments through Schoology in 2019-2020. The least utilized feature of Schoology during 2018-2019 was related to assessments, including creating and administering assessments and analyzing assessment data. At all levels, 18 percent of teachers or fewer indicated they frequently or occasionally created assessments in AMP. When focusing exclusively on schools in the comprehensive groups, the percentages of teachers who indicated they created assessments in AMP was 23 percent or below. Lower percentages were found regarding teachers who accessed and analyzed assessments results with an AMP assessment (20% or below). According to the Office of Student Assessment, during 2018-2019, there were concerns about the reporting capabilities of Schoology. As a response, the Department of Technology in collaboration with the Office of Student Assessment has worked to build more detailed reporting capabilities for AMP. Higher percentages of secondary teachers indicated they either frequently or occasionally created classroom assessments (29% at elementary level, 61% at secondary level), although the percentage of teachers remained low, especially at the elementary school level. Elementary schools were more varied in their level of implementation. Moving forward, elementary schools may need additional knowledge and support with assessments. In addition, teachers appeared to have concerns about the creation of assessments as indicated by teacher agreement percentages regarding the efficiency of creating assessments. In particular, depending on school level, between 43 and 61 percent of teachers agreed that creating assessments in Schoology was efficient.

Recommendation #3: Ensure schools access resources through Schoology, especially the division-created curriculum resources at the secondary level. *(Responsible Groups: Department of Teaching and Learning, Department of School Leadership)*

Rationale: The third recommendation is to ensure schools access resources through Schoology, especially the division-created curriculum resources at the secondary level and third-party resources at all levels. The Department of Teaching and Learning has worked to redesign instructional content for instructional staff that is housed within grade-specific groups at the elementary level and course-specific groups at the secondary level. Overall, 61 percent of middle school teachers and 50 percent of high school teachers indicated they either frequently or occasionally accessed and used division-created resources, while 86 percent of elementary school teachers indicated they had. An examination of secondary teachers' access and use of resources by content area showed that teachers in the following content areas had the lowest percentages of teachers who indicated they accessed and used them (between 41% and 57%): TCE, music, social studies, world languages, English, and science. Higher percentages of teachers in the areas of math, art, and health and PE indicated they used these resources, although percentages were between 66 and 62 percent. When examining secondary teachers' access and use by implementation groups, the percentages of secondary teachers at the schools in the comprehensive implementation groups were still low, especially at the high school level with 52 percent of high school teachers at schools in the comprehensive implementation group indicating they accessed and used division-created resources. An additional concern that appeared was related to the ease of moving content from curriculum resources into courses. In particular, 54 percent of elementary school teachers agreed that moving content from curriculum resource groups was seamless. This is particularly important because higher percentages of elementary school teachers indicated they accessed and used division-created curriculum resources than teachers at the secondary level. Low agreement percentages regarding the ease of moving resources were also found at the secondary level with 62 and 65 percent agreement at the middle and high school levels.

Recommendation #4: Encourage schools to utilize Schoology as a means for communication and collaboration. *(Responsible Group: Department of Teaching and Learning)*

Rationale: The fourth recommendation is to encourage schools to utilize Schoology as a means for communication and collaboration. An LMS offers the ability to connect, communicate, and collaborate with other users through the system. Schoology allows users to connect through direct messaging, posting within groups, discussion boards, and posting on calendars. However, low agreement percentages were found regarding Schoology facilitating communication among teachers, students, and administrators as well as collaboration between teachers. Overall, 54 percent of teachers agreed that Schoology facilitated their communication with other teachers and 65 percent agreed that Schoology facilitated their collaboration with other teachers. In addition, although 81 percent of teachers agreed that Schoology facilitated communication with students, between 57 and 61 percent of students, depending on level, agreed that Schoology helped facilitate communication with their teachers. Lower agreement percentages were found for teachers and students regarding Schoology helping to facilitate communication with administrators. Overall, 41 percent of teachers agreed and between 31 and 36 percent of students agreed, depending on level, that Schoology helped facilitate their communication with administration. More positive perceptions were found for administrators and ITSs. In particular, at least 78 percent of administrators and 72 percent of ITSs, depending on level, agreed that Schoology facilitated communication with teachers and at least 80 percent of administrators and 94 percent of ITSs, with the exception of elementary administrators, agreed that Schoology helped communication with students. When asked specifically about having used groups to communicate with others, relatively high percentages of secondary administrators (78% at both levels) and ITSs (100% at middle school, 88% at high school) indicated they frequently or occasionally utilized groups to distribute information to staff. Lower percentages were found at the elementary school level, with 60 percent of elementary

administrators and 71 percent of ITSs indicated they either frequently or occasionally used groups to distribute information to staff.

Recommendation #5: Continue to work towards providing parents access to Schoology in 2019-2020. *(Responsible Groups: Department of Teaching and Learning, Department of Technology, Department of School Leadership)*

Rationale: The fifth recommendation is to continue to work towards providing parents access to Schoology in 2019-2020 throughout the division. As of July 2019, although the Department of Technology had made steps towards providing parents access, it had not been implemented. The plan for the 2019-2020 school year is to begin with piloting parent access at a small number of schools and then implementing divisionwide later in the school year. Next year's evaluation will involve evaluating two objectives related to parents having access to information in Schoology. These objectives include that parents will access students' academic information and work via Schoology and that Schoology will help facilitate the communication between teachers and parents as well as administrators and parents. In addition, parent general perceptions of the Schoology implementation will be assessed, including parent satisfaction.

Appendices

Appendix A: Schoology Navigational Markers

Schoology Navigational Markers

LEVEL 1
(toes in the water)

I can access my personal resources and create personal resource collections.

I can post updates and announcements to my course, including reminders, class summary, etc.

I can create ungraded, graded and shared discussions with due dates.

I can create folders, files, links and pages.

I can organize learning materials within folders into logical and clear instructional sequences (such as by time, unit or subject).

I can create an assignment and tag with aligned learning objective.

I can provide feedback and score student assignments.
(Document Viewer)
(Google Assignment)

I know the difference between Schoology Assessment, Test/Quiz, and AMP.

I can create and administer an assessment in Schoology Assessment and/or a Test/Quiz.

I can add or import a curriculum resource from a T&L curriculum group.

I can recognize the difference between an event and an assignment in Schoology.

I can maintain an updated calendar of events, assignments and assessments.

I can administer an AMP assessment *

*By fall 2019 (in 2018-2019 all division created assessments will be delivered through Schoolnet)

LEVEL 2
(waist-high)

I can create a group with a team, including sharing resources.

I can share a personal resource collection.

I can use the gradebook and view mastery learning data.

I can create a media album.

I can create a rubric aligned to learning objectives and set it as the grading scale/rubric on an item requiring student submission.

I can organize members into grading groups within a course.

I can individually assign tests, quizzes, assignments, and discussions to individual students or to grading groups.

I can embed features such as online videos (e.g. Youtube), Interactive Images (e.g. Thinglink), quiz oriented videos (e.g. PlayPosit), web published presentations (e.g. Google Slides), etc. directly into pages, test and quizzes and assignments in Schoology to promote ease of use and efficient access.

I can integrate third party applications into my course content (DefinedSTEM, Discovery Education, Gale Databases, WELNET, CK-12, Playposit, etc).

I can use the workload planning feature to help determine student workload in Schoology.

LEVEL 3
(all in)

I can allow students to contribute to the course via the update feature, discussions and comments within assignments.

I can set up student completion rules to allow self-paced learning.

I can access course analytics to identify student use and trends.

I can collaborate with colleagues to create and distribute a common assessment in AMP.

I can create opportunities for students to share learning artifacts via the media album or portfolios.

I can create a personalized student experience.

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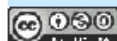
August 2018

Endnotes

[1] Source: September 25, 2017 Senior Staff presentation.

[2] Surveys were also provided to students, teachers, administrators, and ITSs in the fall to inform the central office implementation team and building administrators about individual school implementation. Only results from the spring surveys are reported to provide perceptions for the full year.

[3] Source: Interviews with the Department of Teaching and Learning members.

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

[5] Source: Interviews with the Department of Teaching and Learning and Department of Technology members.

[6] Skill complexity was discussed and confirmed with the instructional technology coordinators.

[7] Old Donation School completed separate questionnaires for elementary and middle schools use of Schoology. However, usage data was combined for elementary and middle school level use. Due to the usage data being calculated as a rate per instructional staff, the usage data were used for both elementary and middle school levels. Renaissance Academy completed one questionnaire for middle and high school levels use of Schoology and usage data was combined for both levels. Renaissance Academy was considered a school only at the high school level; therefore, in analyses in the report that includes implementation grouping, Renaissance Academy is considered a high school and includes all data for Renaissance Academy. However, analyses by school level only separate students at Renaissance Academy by school level. Although Technical and Career Education Center and Advanced Technology Center completed a questionnaire, there were no student usage data; therefore, these schools were not included in the implementation level analyses. However, students and teachers at these schools were included in analyses by school level.

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Office of Research and Evaluation

Schoology: Implementation Evaluation

The table below indicates the proposed recommendations resulting from the **Schoology: Implementation Evaluation**. It is requested that the School Board review and approve the administration's recommendations as proposed.

School Board Meeting Date	Evaluation	Recommendations From the Fall 2019 Program Evaluation	Administration's Recommendations
<u>Information</u> November 26, 2019 <u>Consent</u> December 10, 2019	Schoology: Implementation Evaluation	1. Recommendation #1: Continue Schoology implementation with modifications noted in recommendations 2 through 5. (*Responsible Groups: Department of Teaching and Learning; Department of School Leadership; Department of Technology; Office of Planning, Innovation, and Accountability*) 2. Recommendation #2: Continue to provide schools with the necessary knowledge, support, and reporting capabilities to administer assessments through Schoology in 2019-2020. (*Responsible Groups: Office of Planning, Innovation, and Accountability; Department of Technology; Department of Teaching and Learning*) 3. Recommendation #3: Ensure schools access resources through Schoology, especially the division-created curriculum resources at the secondary level. (*Responsible Groups: Department of Teaching and Learning, Department of School Leadership*) 4. Recommendation #4: Encourage schools to utilize Schoology as a means for communication and collaboration. (*Responsible Group: Department of Teaching and Learning*)	The administration concurs with the recommendations from the program evaluation.

School Board Meeting Date	Evaluation	Recommendations From the Fall 2019 Program Evaluation	Administration's Recommendations
		5. Recommendation #5: Continue to work towards providing parents access to Schoology in 2019-2020. (*Responsible Groups: Department of Teaching and Learning, Department of Technology, Department of School Leadership*)	

Subject: ACT and SAT Results for 2018-2019 Graduates   **Item Number:** 13D

Section: Information   **Date:** November 26, 2019

Senior Staff: Marc A. Bergin, Ed.D., Chief of Staff

Prepared by: Robert A. Veigel, M.S., Research 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): Robert A. Veigel, M.S., Research Specialist
Office of Planning, Innovation, and Accountability

Recommendation:

That the School Board receive a presentation summarizing the ACT and SAT results from 2018-2019 graduating seniors from Virginia Beach City Public Schools and the accompanying ACT and SAT assessment briefs. The ACT assessment brief summarizes results for seniors in the Class of 2019 who took the test at least once during high school. Data are reported for ACT test takers across the nation, Virginia, and Virginia Beach City Public Schools. The SAT assessment brief summarizes the results of seniors for the Class of 2019 who took the SAT and provides school-level results. Data are reported at the division, state, and national levels for the SAT and ACT, and data from previous graduating classes are included for comparisons.

Background Summary:

Every year, ACT, Inc., and the College Board report on the performance of graduating seniors on the ACT and SAT college entrance examinations. This presentation provides a brief overview for seniors in the Virginia Beach City Public Schools graduating Class of 2018-2019 who took the ACT or SAT during high school. Participation as well as the mean scores for the ACT and SAT will be compared at the division, state, and national levels.

Source:

None

Budget Impact:

None

ACT Results for the Graduating Class of 2019

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ABSTRACT

Data and results from the ACT college readiness assessment for graduates in the Virginia Beach City Public Schools (VBCPS) Class of 2019 are described in this assessment brief. ACT data for VBCPS students are compared with state and national data, as well as with ACT results from previous VBCPS graduating classes. A total of 662 students, or 13.3 percent of the VBCPS Class of 2019, took the ACT during high school, including each of the four tests—English, math, reading, and science. The VBCPS average ACT composite score of 22.8 was 1.1 points lower than the average composite score of 2019 public school graduates in Virginia, but 2.1 points higher than the national average ACT composite score. Results for ACT test takers in the VBCPS Class of 2019 indicated 40 percent of the students met the benchmarks on the English, math, reading, and science sections. When analyzed by subject area, 75 percent of test takers met or exceeded the benchmark in English, 56 percent of the test takers met or exceeded the benchmark in math, 58 percent met or exceeded the benchmark in reading, and 51 percent met or exceeded the benchmark in science.

BACKGROUND

The first ACT test was administered in 1959 at the University of Iowa under the auspices of an education professor, E. F. Lindquist, and registrar Ted McCarrel. Unlike the much older Scholastic Aptitude Test (SAT), which focused on aptitude, the ACT assessed "academic achievement mastery of the skills and knowledge taught in schools."[1]

The current version of the ACT includes multiple-choice tests in English, math, reading, and science, plus an optional writing test. The English test focuses on mechanics (e.g., grammar, punctuation, and rhetorical skills) while the reading test focuses on things such as atmosphere, character relationships, and comprehension. Each test is designed to measure specific skills deemed to be vital for students to achieve success in college. Questions on ACT tests are aligned with high school course content.[2]

This brief summarizes ACT results for seniors in the Class of 2019 who took the test at least once during grades 10, 11, or 12, and indicated their intent to graduate in 2019. Data are reported for ACT test takers across the nation, Virginia, and Virginia Beach City Public Schools (VBCPS). The brief includes data from previous graduating classes for comparison purposes.

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[1] *ACT, Inc., About ACT: ACT History*, https://www.act.org/content/act/en/about-act.html, accessed on November 4, 2019.
[2] ACT, Inc., *About the ACT Test,* http://www.act.org/content/act/en/products-and-services/the-act-educator/the-act-test.html, accessed on November 4, 2019.

ACT PARTICIPATION

For nearly 20 years, VBCPS experienced annual increases in the number of graduates who took the ACT. Starting with the Class of 2017, this trend reversed. As shown in Table 1, the number of ACT test takers decreased for VBCPS as well as the state and national levels since 2016. From 2018 to 2019, the number of ACT test takers in VBCPS decreased by 188 students and declined by 3.2 percentage points.

Table 1: Number and Percent of Graduates Who Took the ACT – Five-Year

Graduation Year	2015	2016	2017	2018	2019
VBCPS	1,011	1,073	872	850	**662**
Percent of VBCPS Graduates	20.7%	22.1%	17.7%	16.5%	**13.3%**
Virginia	25,038	25,866	25,518	21,645	19,062
Nation	1,924,436	2,090,342	2,030,038	1,914,817	1,782,820

Sources: *ACT Profile Report – District, Graduating Class 2019 and VBCPS Report of Combined Term Graduates* for each school year.

ACT SUBJECT AND COMPOSITE SCORES

ACT test takers receive a score from 1 to 36 on each of the four subject tests. Composite scores are calculated for test takers by averaging their subject test scores. Table 2 contains the average ACT subject test and composite scores for the last five high school graduating classes at the division, state, and national levels. The average scores for students who attended public high schools in Virginia are shown in parentheses in the table.

The average scores on all four ACT subject areas decreased slightly from the previous year for VBCPS students as well as for ACT test takers at the national level. Average scores for public school students in Virginia either remained the same or increased slightly in 2019. Virginia Beach ACT test takers had lower average scores than their public school peers across the state and all ACT test takers in Virginia. When compared to the nation, VBCPS had higher average scores in every subject area.

Table 2: Average ACT Scores - Five-Year Trends

Graduation Year	English			Mathematics			Reading			Science			Composite		
	VBCPS	VA	Nation	VBCPS	VA	Nation	VBCPS	VA	Nation	VBCPS	VA	Nation	VBCPS	VA	Nation
2015	21.7	22.8 (22.5)	20.4	22.0	22.8 (22.7)	20.8	22.5	23.6 (23.4)	21.4	22.2	22.8 (22.7)	20.9	22.2	23.1 (23.0)	21.0
2016	22.2	22.9 (22.5)	20.1	22.3	22.9 (22.7)	20.6	23.5	24.0 (23.8)	21.3	22.6	23.1 (23.0)	20.8	22.8	23.3 (23.1)	20.8
2017	22.6	23.5 (23.3)	20.3	22.5	23.3 (23.2)	20.7	23.7	24.6 (24.4)	21.4	22.9	23.5 (23.4)	21.0	23.0	23.8 (23.7)	21.0
2018	22.7	23.8 (23.5)	20.2	22.7	23.3 (23.2)	20.5	23.7	24.7 (24.5)	21.3	23.0	23.5 (23.5)	20.7	23.1	23.9 (23.8)	20.8
2019	**22.3**	23.8 (23.5)	20.1	**22.4**	23.3 (23.3)	20.4	**23.4**	24.8 (24.6)	21.2	**22.8**	23.6 (23.7)	20.6	**22.8**	24.0 (23.9)	20.7

Note: Virginia and national scores are for public, private, and homeschooled students, except the scores for Virginia public school students shown in parentheses. Sources: *ACT Profile Report – District and State, Graduating Class 2019, Public High School Students.*

ACT SCORES BY RACIAL/ETHNIC GROUP

Five-year comparisons of average ACT composite scores for the largest racial/ethnic groups in Virginia Beach are shown in Table 3. Additionally, the table provides the average ACT composite scores for the same racial/ethnic groups in Virginia and the nation.

The average ACT composite score trends for racial/ethnic groups in Table 3 are similar to the score trends in Table 2. VBCPS average scores for student groups represented in Table 3 are consistently higher than the national averages, but lower than the average scores for Virginia public schools and all ACT test taker in Virginia.

Conclusions from the data in Table 3 should be made carefully. Most of the VBCPS racial/ethnic groups are relatively small, so a few extremely high or low scores can skew a group's average score. Furthermore, ACT test takers comprise samples that are self-selected and are not necessarily representative of the larger populations from which they are drawn.

Table 3: Average ACT Composite Scores by Race/Ethnicity - Five-Year Trends

Group	2015		2016		2017		2018		2019		2019 Virginia Public	2019 Virginia All	2019 Nation All
	n	Score	*n*	Score	*n*	Score	*n*	Score	*n*	Score			
Black/African American	184	17.8	202	18.2	160	18.5	158	18.9	**147**	**18.6**	19.0	19.1	16.8
White	532	23.4	551	24.2	463	24.6	444	24.3	**308**	**24.7**	24.9	24.9	22.1
Hispanic/Latino	94	21.3	95	22.8	89	22.0	68	22.0	**60**	**21.9**	22.6	22.8	18.7
Asian	59	24.5	66	24.9	56	24.8	57	25.0	**58**	**24.8**	27.3	27.2	24.6
Two or more races	87	22.8	94	22.1	70	22.9	83	24.0	**50**	**23.5**	23.9	24.2	21.0
Prefer not to respond/ No response	48	23.6	55	23.5	28	24.1	35	24.5	**32**	**22.2**	24.6	24.8	19.7
All Students	1,011	22.2	1,073	22.8	872	23.0	850	23.1	**662**	**22.8**	23.9	24.0	20.7

Notes: *n* = number tested. Only racial/ethnic groups with 10 or more VBCPS test takers for each year are included in the table. The numbers in the *n* columns do not add up to the totals in the "All Students" row due to the omission of the racial/ethnic groups with fewer than 10 test takers.
Sources: *ACT Profile Reports – District, State, and National, Graduating Class 2019.*

ACT COLLEGE READINESS BENCHMARKS

According to ACT, Inc., the ACT College Readiness Benchmarks are "scores on the ACT subject tests that represent the level of achievement required for students to have a 50 percent chance of obtaining a B or higher or about a 75 percent chance of obtaining a C or higher in corresponding credit-bearing first-year college courses."[3] The following college courses that correspond with ACT subject tests are:

- English Composition – ACT English test
- Algebra – ACT mathematics test
- Social Sciences – ACT reading test
- Biology – ACT science test

Table 4 shows the percent of test takers at the division, state, and national levels who met or exceeded an ACT benchmark. For the VBCPS Class of 2019, 75 percent of ACT test takers met or exceeded the college readiness benchmark in English, 56 percent of test takers met or exceeded the benchmark in math, 58 percent met or exceeded the benchmark in reading, and 51 percent met or exceeded the benchmark in science. The percentages represented a decrease for each subject area when compared to the prior year. The percent of students who met or exceeded the benchmark in all four areas was maintained at 40 percent. While the VBCPS percentages were all lower than the state percentages, they were noticeably higher than the national percentages. On the four subject tests, the gap between VBCPS graduates and Virginia public high school graduates in 2019 ranged from 3 to 8 percentage points. The range between VBCPS and the nation was 13 to 17 percentage points.

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[3] ACT, Inc., *Why Scores on the ACT® Test Are Scores You Can Trust*, http://www.act.org/content/act/en/research/scores-you-can-trust.html, accessed on November 4, 2019.

Table 4: Percent of Virginia Beach Students Meeting ACT College Readiness Benchmark Scores - Five-Year Trends

Graduation Year	Number Tested	English (18)	Math (22)	Reading (22)	Science (23)	Met Each Benchmark
2015	1,011	72%	55%	55%	48%	36%
2016	1,073	74%	57%	60%	50%	40%
2017	872	79%	55%	64%	50%	40%
2018	850	76%	58%	60%	54%	40%
2019	**662**	**75%**	**56%**	**58%**	**51%**	**40%**
2019 VA Public	15,665	78%	60%	66%	57%	46%
2019 Virginia All	19,062	80%	60%	67%	57%	46%
2019 Nation All	1,782,820	59%	39%	45%	36%	26%

Note: The benchmark scores for each subject test are shown in parentheses.
Sources: *ACT Profile Reports - District, State, and National, Graduating Class 2019*.

ACT RESULTS BY HIGH SCHOOL

Table 5 shows the number of ACT test takers and average scores for seniors in the classes of 2018 and 2019 for each VBCPS high school, the division, state, and nation. Similar to using data in Table 3, caution should be exercised when using data in Table 5 to make comparisons or draw conclusions. Sample sizes at many schools are quite small, and the number of ACT test takers at most of the schools fluctuates annually. Moreover, schools with advanced academic programs, primarily Ocean Lakes High School and Princess Anne High School, tend to have higher ACT scores due in part to the rigorous admission standards for students accepted to the advanced academic programs and the greater likelihood of those students opting to take the ACT.

Over half of the VBCPS ACT test takers were 2019 graduates from First Colonial, Kellam, Ocean Lakes, and Princess Anne high schools. Average scores on all four subject tests increased for 2019 graduates at Princess Anne High School and Green Run Collegiate; four additional high schools (Cox, First Colonial, Green Run, and Kempsville) increased their average composite score when compared to scores from 2018. When scores were compared to test takers in Virginia public schools, all test takers in Virginia, and the nation, Cox, Ocean Lakes, and Princess Anne high schools had higher average scores in each subject area.

Table 5: Virginia Beach ACT Results by High School - 2018 and 2019

School	Number Tested		English Score		Math Score		Reading Score		Science Score		Composite Score	
	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019
Bayside HS	76	**71**	21.0	**19.4**	21.0	**19.6**	21.8	**21.3**	21.6	**20.1**	21.5	**20.2**
Cox HS	98	**51**	24.0	**24.3**	23.8	**24.2**	25.4	**25.1**	23.7	**24.6**	24.4	**24.7**
First Colonial HS	89	**81**	22.7	**23.3**	22.4	**22.5**	24.3	**24.0**	23.0	**23.1**	23.2	**23.4**
Green Run Collegiate	12	**12**	19.0	**22.6**	19.5	**22.8**	21.5	**24.9**	19.8	**23.4**	20.0	**23.7**
Green Run HS	24	**23**	17.3	**18.4**	19.3	**18.6**	16.9	**19.6**	17.8	**19.1**	18.0	**19.0**
Kellam HS	122	**89**	23.5	**21.9**	22.8	**22.3**	24.1	**22.6**	23.5	**22.9**	23.6	**22.6**
Kempsville HS	24	**17**	20.8	**20.6**	20.8	**21.9**	22.0	**21.9**	21.0	**21.9**	21.3	**21.7**
Landstown HS	72	**70**	20.6	**20.4**	22.0	**21.1**	21.2	**21.0**	21.4	**21.1**	21.4	**21.1**
Ocean Lakes HS	105	**84**	25.7	**24.6**	25.7	**25.3**	26.2	**26.3**	26.0	**25.5**	26.0	**25.5**
Princess Anne HS	102	**85**	26.5	**27.0**	24.6	**25.7**	27.0	**27.2**	25.5	**25.9**	26.0	**26.6**
Salem HS	46	**32**	20.7	**19.0**	21.9	**19.2**	22.8	**21.0**	21.4	**20.1**	21.8	**20.0**
Tallwood HS	80	**47**	19.0	**19.3**	19.8	**19.2**	20.5	**20.0**	20.4	**19.9**	20.0	**19.6**
VBCPS	850	**662**	22.7	**22.3**	22.7	**22.4**	23.7	**23.4**	23.0	**22.8**	23.1	**22.8**
Virginia Public	17,876	15,665	23.5	23.5	23.2	23.3	24.5	24.6	23.5	23.7	23.8	23.9
Virginia All	21,645	19,062	23.8	23.8	23.3	23.3	24.7	24.8	23.5	23.6	23.9	24.0
Nation All	1,914,817	1,782,820	20.2	20.1	20.5	20.4	21.3	21.2	20.7	20.6	20.8	20.7

Note: The number tested column for 2018 does not add up to the VBCPS total due to the omission of one Renaissance Academy student who took the ACT.

Sources: *ACT Profile Reports - High School, District, and State, Graduating Class 2019.*

ACT WRITING TEST SCORES

Table 6 contains average ACT writing scores for VBCPS, Virginia, and the nation. Of the 662 VBCPS graduates in the Class of 2019 who took the ACT, 202 (approximately 31%) opted to take the writing test. The percent of ACT writing test takers across the state was comparable at 32 percent. At the national level, 44 percent of ACT test takers in the Class of 2019 took the writing test.

Table 6: 2019 Average ACT Writing Test Scores by Race/Ethnicity

Group	n		VBCPS		Virginia		Nation	
	2018	2019	2018	2019	2018	2019	2018	2019
Black/African American	57	**52**	6.2	**6.3**	6.5	**6.4**	5.6	**5.5**
White	165	**94**	7.6	**7.9**	7.6	**7.6**	6.8	**6.7**
Hispanic/Latino	22	**17**	7.2	**7.8**	7.4	**7.5**	6.4	**6.3**
Asian	23	**19**	8.1	**7.6**	8.0	**8.2**	7.5	**7.5**
Two or more races	34	**12**	7.3	**6.5**	7.6	**7.6**	6.7	**6.6**
Prefer not/No response	13	**8**	7.3	**8.8**	7.5	**7.7**	6.3	**6.2**
All Students	316	**202**	7.3	**7.4**	7.5	**7.5**	6.5	**6.5**

Notes: *n* = number tested. The *n* column does not add up to the VBCPS total due to the omission of the racial/ethnic groups with fewer than 10 test takers.

Sources: *ACT Profile Reports - District and State, Graduating Classes 2019.*

The number of VBCPS graduates who took the ACT writing test dropped from 316 in 2018 to 202 in 2019. Overall, the VBCPS average writing score increased slightly. When examined by student group, Black/African American, White, Hispanic/Latino, and the no response student groups increased their average scores from the prior year. VBCPS had a higher average score (7.4) when compared to the nation (6.5) but had a slightly lower score than the state (7.5).

SUMMARY

Overall, 662 Virginia Beach students or 13 percent of the graduating Class of 2019 took the ACT. Average scores for each subject area assessed on the ACT decreased slightly for VBCPS students. When subject area average scores were compared to public school students and all ACT test takers in Virginia, the VBCPS scores were lower in all subject areas. However, VBCPS had higher average scores than the ACT test takers at the national level. This general pattern was also found for the percentage of ACT test takers in VBCPS who met or exceeded college readiness benchmarks.

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SAT Results for the Graduating Class of 2019

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ABSTRACT

The results of graduates of Virginia Beach City Public Schools (VBCPS) who took the SAT one or more times while they were in high school are summarized in this brief. Results are also included for test takers at the state level and for all SAT test takers. The brief focuses mainly on graduates from the 2018-19 school year, but also includes data from earlier graduating classes. The SAT mean section scores for 2019 VBCPS graduates—561 in Evidence-Based Reading and Writing (ERW) and 542 in Math—were 2 and 3 points lower, respectively, than the mean section scores of 2018 graduates. These scores, in addition to the SAT mean total score, surpassed the mean scores of every other Hampton Roads school division, except for Chesapeake which had the same mean score for ERW (561). When VBCPS was compared to Virginia public high schools, the mean section scores for ERW and math were 3 and 6 points lower, respectively, while the overall mean score was 11 points lower. However, VBCPS scores were at least 14 points higher than the mean scores of graduates in the total group (i.e., all 2019 graduates who took the SAT in the U.S. and abroad.) The percentage of VBCPS test takers in the Class of 2019 who met the ERW College and Career Readiness Benchmark (82%) was 1 percentage point higher than the percentage of Virginia public high school graduates who met the benchmark; while the percentage of VBCPS test takers who met the Math College and Career Readiness Benchmark (54%) was 1 percentage point lower than the percentage of Virginia public high school graduates who met the benchmark.

BACKGROUND

The first Scholastic Aptitude Test (SAT) was administered in 1926 to a group of about 8,000 high school students.[1] Recently, the College Board reported that over 2.2 million graduates in the Class of 2019 took the SAT at least once during high school. The total includes students in the US and abroad.

This assessment brief summarizes the results of seniors who took the SAT and indicated their intent to graduate in 2019. Data are reported at the school, division, state, and national levels, and data from previous graduating classes are included for comparisons.

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[1] Frontline, *Secrets of the SAT: The 1926 Scholastic Aptitude Test,* https://www.pbs.org/wgbh/pages/frontline/shows/sats/where/1926.html, accessed on October 4, 2017.

CHARACTERISTICS OF SAT TEST TAKERS

When students register for the SAT, they complete an online questionnaire that asks for demographic information such as gender, race/ethnicity, and their parents' level of education. Students may choose to not answer certain questions. This caveat should be noted when analyzing and comparing data in Table 1.

Table 1 shows that in the graduating classes of 2018 and 2019, more female students (54%) than male students (46%) took the SAT. This was true for Virginia Beach City Public Schools (VBCPS), the Commonwealth of Virginia, and the total group of SAT test takers. The total group includes all graduates who took the SAT in the U.S. and internationally.

In general, the VBCPS percentages for each demographic characteristic were more similar to the percentages at the state level than they were to the percentages of the total group. Forty-three percent (43%) of the test takers in the total group reported belonging to the White student group. In VBCPS, the percent of test takers in the White group was 50 percent and for all of Virginia was slightly higher at 52 percent. The percent of VBCPS Black/African American SAT test takers increased by 1 percentage point from the Class of 2018 to the Class of 2019 while the state percentage decreased by 1 percentage point. The percent of Black/African American SAT test takers was maintained at 12 percent for the total group.

When data were examined by parental education, more than 60 percent of VBCPS and Virginia test takers reported the highest level of parental education was a bachelor's or graduate degree, while fewer than half of the total group reported a four-year or graduate degree as the highest level of parental education.

Table 1: Demographic Summary of 2018 and 2019 Graduates Who Took the SAT

Characteristic	VBCPS		Virginia All		Total Group	
	2018	**2019**	2018	2019	2018	2019
Total Number of Test Takers	3,218	**2,935**	61,576	61,182	2,136,539	2,220,087
Gender						
Female	54%	**54%**	53%	54%	52%	52%
Male	46%	**46%**	47%	46%	48%	48%
Race/Ethnicity						
Asian	8%	**8%**	9%	10%	10%	10%
Black/African American	19%	**20%**	19%	18%	12%	12%
Hispanic/Latino	11%	**12%**	10%	11%	23%	25%
White	52%	**50%**	53%	52%	44%	43%
Two or More Races	8%	**9%**	6%	7%	4%	4%
No Response	1%	**1%**	2%	2%	6%	5%
Highest Level of Parental Education						
No High School Diploma	2%	**2%**	3%	4%	8%	9%
High School Diploma	25%	**25%**	23%	22%	27%	27%
Associate Degree	10%	**10%**	7%	7%	7%	7%
Bachelor's Degree	39%	**38%**	33%	34%	28%	28%
Graduate Degree	24%	**23%**	31%	31%	21%	21%
No Response	1%	**1%**	3%	2%	9%	8%

Notes: The total number of test takers includes graduates who took the most recent version of the SAT, first administered in March 2016. Percentages for characteristics may not add up to 100 due to decimal rounding and the omission of racial/ethnic groups comprising less than 1% of test takers.
Sources: *2019 SAT Suite Annual Reports – Virginia Beach City Public Schools, Virginia, and Total Group*.

SAT PARTICIPATION

Table 2 shows the number and percent of graduates from 2015 through 2019 for VBCPS, Virginia, and the total group who took the SAT at least once while they were in high school. The number and percent of students taking the SAT decreased from the VBCPS Class of 2018. There have also been decreases in the number of graduates participating in the SAT at the state level; however, the total group number of SAT test takers has increased each year since 2016.

Table 2: Number and Percent of Graduates Who Took the SAT - Five-Year Trends

Graduation Year	2015	2016	2017	2018	2019
VBCPS	3,156	2,998	3,085	3,218	**2,935**
Percent of VBCPS Graduates	64.5%	61.7%	62.7%	62.5%	**58.8%**
Virginia All (Public and Private)	59,621	59,268	59,942	61,576	61,182
Total Group	1,698,521	1,674,169	1,839,327	2,136,539	2,220,087

Note: The 2017 totals for VBCPS, Virginia, and the total group include students who took the previous version of the SAT.
Sources: *Virginia Department of Education Report of Combined Term Graduates*, 2015-2019; *2015 – 2019 SAT Suite Annual Reports – Virginia Beach City Public Schools, Virginia, and Total Group*.

SAT MEAN SCORES AND COLLEGE & CAREER READINESS BENCHMARKS

Table 3 shows the SAT mean scores and the percentage of students who met the SAT College and Career Readiness Benchmarks by racial/ethnic group for VBCPS, the Commonwealth, and for all test takers. The College Board has stated that "Students with an SAT Math section score that meets or exceeds the benchmark have a 75 percent chance of earning at least a C in first-semester, credit-bearing college courses in algebra, statistics, pre-calculus, or calculus [and] students with an SAT Evidence-Based Reading and Writing (ERW) section score that meets or exceeds the benchmark have a 75 percent chance of earning at least a C in first-semester, credit-bearing college courses in history, literature, social sciences, or writing classes."[2]

Table 3: SAT Mean Scores and Percent Meeting Benchmarks by Race/Ethnicity – 2019

Race/Ethnicity	Group	Number Tested	Mean Scores			Met Benchmarks		
			ERW	Math	Total	ERW	Math	Both
Asian	**VBCPS**	**224**	**576**	**579**	**1155**	**86%**	**70%**	**69%**
	Virginia Public	5,215	612	637	1249	90%	82%	79%
	Total Group	228,527	586	637	1223	83%	80%	75%
Black/African American	**VBCPS**	**585**	**503**	**483**	**987**	**62%**	**26%**	**25%**
	Virginia Public	10,216	494	473	967	56%	24%	22%
	Total Group	271,178	476	457	933	46%	22%	20%
Hispanic/Latino	**VBCPS**	**339**	**550**	**525**	**1075**	**82%**	**45%**	**44%**
	Virginia Public	6,202	540	524	1064	75%	46%	44%
	Total Group	554,665	495	483	978	55%	31%	29%
White	**VBCPS**	**1,463**	**584**	**564**	**1148**	**89%**	**64%**	**63%**
	Virginia Public	27,754	588	568	1156	90%	65%	64%
	Total Group	947,842	562	553	1114	80%	59%	57%
Two or More Races	**VBCPS**	**264**	**564**	**542**	**1106**	**87%**	**54%**	**52%**
	Virginia Public	3,733	566	544	1110	82%	54%	53%
	Total Group	87,178	554	540	1095	76%	53%	51%

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[2] College Board, *SAT College and Career Readiness Benchmarks Defined*, https://collegereadiness.collegeboard.org/about/scores/benchmarks, accessed on November 19, 2018.

Race/Ethnicity	Group	Number Tested	Mean Scores			Met Benchmarks		
			ERW	Math	Total	ERW	Math	Both
No Response	**VBCPS**	**38**	**537**	**515**	**1052**	**74%**	**47%**	**45%**
	Virginia Public	979	513	495	1008	62%	37%	36%
	Total Group	112,350	472	487	959	44%	34%	28%
All Test Takers	**VBCPS**	**2,935**	**561**	**542**	**1102**	**82%**	**54%**	**52%**
	Virginia Public	54,293	564	548	1113	81%	55%	54%
	Total Group	2,220,087	531	528	1059	68%	48%	45%

Note: Racial/ethnic groups comprising less than 1% of test takers were omitted.
Sources: *2019 SAT Suite Annual Reports – Virginia Beach City Public Schools, Virginia Public Schools, and Total Group.*

Individual student scores on the ERW and Math sections of the SAT range from 200 to 800. SAT total scores range from 400 to 1600, but the mean total score is not always the sum of the section mean scores due to decimal rounding error.

When scores were analyzed by race/ethnicity, test takers in the VBCPS African American, Hispanic, and no response student groups had mean scores on both sections of the SAT that surpassed each corresponding mean score for the same group in the total group and for public high school graduates in Virginia.

The mean score for all VBCPS graduates was 3 points lower than public school graduates in Virginia for the ERW section and 6 points lower for math section. The percent of VBCPS students who met both ERW and Math SAT College and Career Readiness Benchmark was 2 points lower than the percent of Virginia public school graduates meeting both benchmarks. However, VBCPS had higher mean section scores and percentages of students meeting the benchmarks than the total group.

SAT RESULTS BY HIGH SCHOOL

Table 4 provides a two-year comparison of the number of SAT test takers and mean scores for the graduating classes of 2018 and 2019 at each VBCPS high school. The number tested and mean scores for the division, the state (public high school and all graduates), and the total group are shown at the bottom of the table.

Before examining the data, it is important to note the following advice from the College Board: "Caution is warranted when using scores to compare or evaluate teachers, schools, districts, or states, because of differences in participation and test taker populations."[3]

Table 4: Number of SAT Test Takers and SAT Mean Scores by School - 2018 and 2019

School	Number Tested		ERW		Math		Total	
	2018	**2019**	2018	**2019**	2018	**2019**	2018	**2019**
Bayside High	201	**195**	542	**531**	511	**502**	1053	**1033**
Cox High	333	**295**	576	**565**	561	**558**	1137	**1123**
First Colonial High	295	**287**	574	**574**	553	**543**	1127	**1117**
Green Run Collegiate	48	**64**	529	**560**	518	**520**	1047	**1080**
Green Run High	173	**153**	502	**508**	498	**485**	1000	**992**
Kellam High	392	**354**	573	**570**	550	**547**	1123	**1117**
Kempsville High	205	**191**	548	**539**	516	**515**	1064	**1054**
Landstown High	323	**301**	547	**550**	538	**544**	1085	**1094**

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[3] College Board, *2019 SAT Annual Report: Virginia Beach City Public Schools*, p. 2.

School	Number Tested		ERW		Math		Total	
	2018	**2019**	2018	**2019**	2018	**2019**	2018	**2019**
Ocean Lakes High	335	**309**	592	**591**	589	**583**	1181	**1174**
Princess Anne High	307	**284**	602	**608**	584	**595**	1186	**1203**
Salem High	276	**243**	548	**542**	526	**519**	1073	**1061**
Tallwood High	326	**258**	545	**539**	523	**511**	1068	**1051**
VBCPS	3,218	**2,935**	563	**561**	545	**542**	1107	**1102**
Virginia Public	54,902	54,293	563	564	547	548	1110	1113
Virginia All	61,576	61,182	567	567	550	551	1117	1119
Total Group	2,136,539	2,220,087	536	531	531	528	1068	1059

Notes: The sum of the mean section scores may not equal the corresponding mean total score due to decimal rounding error. The VBCPS number tested includes four SAT examinees in 2018 and one examinee in 2019 from Renaissance Academy.

Sources: *2018 and 2019 SAT Suite Annual Reports – Virginia Beach City Public Schools, Virginia, Virginia Public Schools and Total Group; and SAT, PSAT, and AP High School Summary – Virginia Public Schools 2019.*

The mean scores of high schools that house advanced academic programs tend to be higher than the mean scores of other schools, due to the rigorous requirements for students who are accepted to the programs and their generally strong performances on the SAT. Ocean Lakes and Princess Anne high schools perennially have the highest SAT mean scores in Virginia Beach due in part to the scores of their Advanced Academic Program students.

The mean total scores of graduates at 9 VBCPS high schools deceased from 2018 to 2019, while three schools demonstrated increases. Princess Anne, Ocean Lakes, Cox, First Colonial, and Kellam high schools all had SAT mean total scores that surpassed the mean total score for students in Virginia who graduated from public schools in 2019.

COMPARISON WITH LOCAL SCHOOL DIVISIONS

The bar graph in Figure 1 shows the mean SAT section scores and mean total scores for graduates in the Class of 2019 in the seven school divisions in Hampton Roads. Virginia Beach City Public Schools continues to lead every other Hampton Roads school division, except for Chesapeake, in mean ERW, math, and overall scores. Chesapeake has the same mean ERW and overall score as VBCPS. Participation rates among Hampton Roads school divisons ranged from approximately 44 percent for Portsmouth Public Schools to 64 percent for Suffolk Public Schools, VBCPS's participation rate was 58 percent for the 2018-2019 school year. However, caution should be used when comparing across Hampton Roads due to differences in the student population.

Figure 1: SAT Mean Scores for Hampton Roads School Divisions
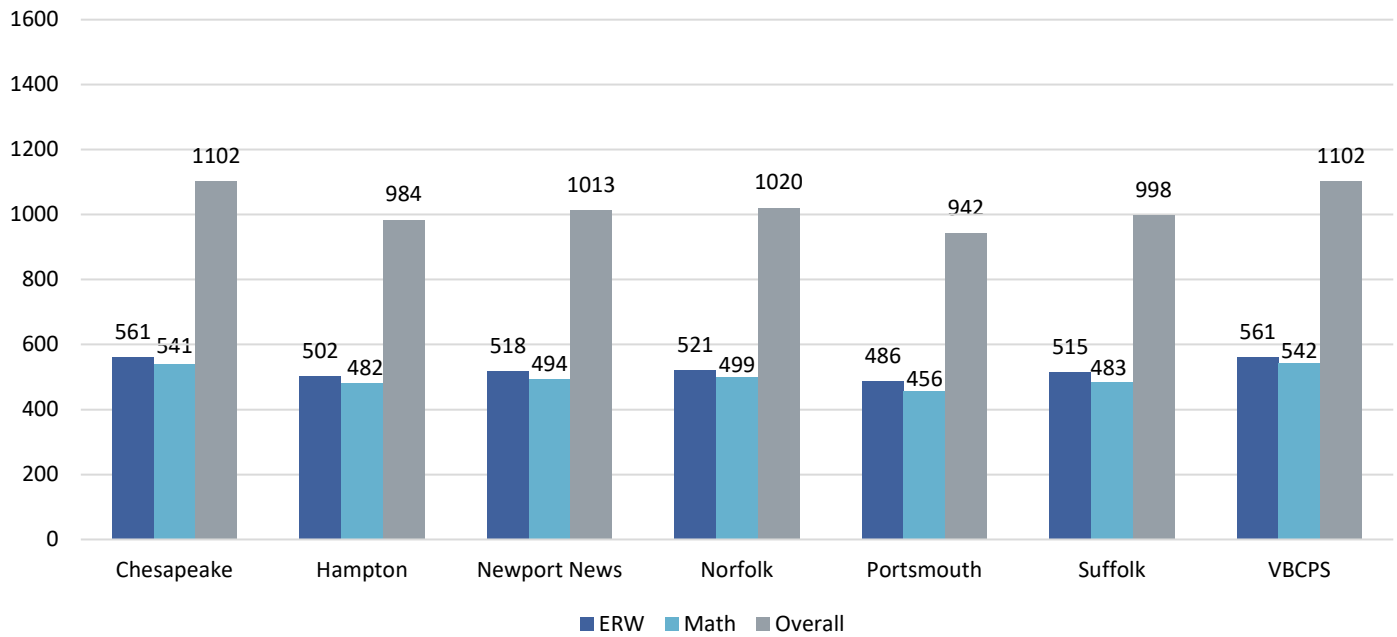
Note: The sum of the section scores may not equal the corresponding total score due to decimal rounding.

Source: *SAT, PSAT, and AP District Summary – Virginia Public Schools 2019*.

SUMMARY

A total of 2,935 students, or 58.8 percent, of the VBCPS graduating Class of 2019, took the SAT during high school. The mean section and mean total scores for the 2019 cohort decreased 2 to 5 points from the previous graduating class's mean scores. While 82 percent of test takers in the Class of 2019 met the College and Career Readiness Benchmark score in Evidence-Based Reading and Writing, 54 percent met the Math benchmark and 52 percent met both benchmarks. These percentages were relatively similar to 2019 public high school graduates in Virginia who met the benchmarks (81%, 55%, and 54%, respectively).

Notice of Non-Discrimination Policy

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

November 2019

Virginia Beach City Public Schools
CHARTING THE COURSE

School Board Agenda Item

Subject: Interim Financial Statements – October 2019	**Item Number:** __13E_
Section: Information	**Date:** November 26, 2019

Senior Staff: Farrell E. Hanzaker, Chief Financial Officer

Prepared by: Crystal M. Pate, Director of Business Services

Presenter(s): Farrell E. Hanzaker, Chief Financial Officer; Crystal M. Pate, Director of Business Services

Recommendation:

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 2019-2020
OCTOBER 2019

The financial statements include the following:

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 budget unit 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 **$66.3 million**. Revenues realized to date are **31.04%** of the current fiscal year estimate (**32.40%** of FY 2019 actual, **30.93%** of FY 2018 actual). Of the amount realized for the month, **$37.8** million was realized from the City, **$6.9** million was received in state sales tax, and **$21.1 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 (pages A3, B1)

The percent of the total current fiscal year budget expended and encumbered through this month was **27.90%**. The percent of expenditures and encumbrances to the total actual expenditures and encumbrances for the same period in FY 2019 was **27.32%**, and FY 2018 was **27.11%**. Please note that **$10,298,557** 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. A total of **$119,536** in revenue (includes **$109,330** in football receipts) was realized this month. This fund has realized **94.8%** of the estimated revenue for the current fiscal year compared to **93.7%** of FY 2019 actual. Expenditures totaled **$630,674** for this month. This fund has incurred expenditures and encumbrances of **31.8%** of the current fiscal year budget compared to **37.4%** of FY 2019 actual. Please note that **$123,790** 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. A total of **$3,115,120** in revenue (includes **$1,260,079** in charges for services and **$1,275,397** from the National School Meal Programs) was realized this month. This fund has realized **13.4%** of the estimated revenue for the current fiscal year compared to **10.9%** of FY 2019 actual. Expenditures totaled **$3,465,654** for this month. This fund has incurred expenditures and encumbrances of **17.6%** of the current fiscal year budget compared to **16.0%** of FY 2019 actual. Please note that **$2,596,423** of the current year budget is funded by the prior year fund balance (**$2,490,632**) and prior year fund balance reserve for encumbrance (**$105,791**).

Textbooks Fund (page B7)

The Textbooks Fund accounts for the financing and acquisitions of textbooks used in the School Division. A total of **$342,366** in revenue (includes **$330,298** from the Department of Education) was realized this month. This fund has realized **34.0%** of the estimated revenue for the current fiscal year compared to **33.4%** of FY 2019 actual. Expenditures totaled **$154,305** for this month. This fund has incurred expenditures and encumbrances of **63.1%** of the budget for the current fiscal year compared to **74.6%** of FY 2019 actual. Please note that **$724,893** of the current year budget is funded by the prior year fund balance (**$722,803**) and prior year fund balance reserve for encumbrance (**$2,090**).

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 **$41,889** in revenue (includes **$37,727** in interest) this month. Expenses for this month totaled **$569,703** (includes **$195,265** in Worker's Compensation payments, **$331,918** in Motor Vehicle Insurance premiums, and **$5,026** in General Liability Insurance premiums).

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.   A total of **$74,172** in revenue was realized this month (includes **$2,185** in cell tower rent – Cox High, **$2,783** in cell tower rent – Ocean Lakes High, **$55,409** in cell tower rent – Salem High, **$4,895** in cell tower rent – Tech Center, and **$2,593** in cell tower rent – Woodstock Elementary). This fund has realized **65.1%** of the estimated revenue for the current fiscal year compared to **46.7%** of FY 2019 actual. Expenses for this month totaled **$37,288**. This fund has incurred expenditures and encumbrances of **6.9%** of the budget for the current fiscal year compared to **4.4%** of FY 2019 actual. Please note that **$285,170** of the current year budget is funded by the prior year fund balance (**$284,000**) and prior year fund balance reserve for encumbrance (**$1,170**).

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 **$4,032,160** 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 **$13,736,788** (including City and School Board (employer and employee) premium payments). Expenses for this month totaled **$14,537,281**. 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 **$13,769** in revenue (vending receipts) was realized this month. This fund has realized **34.8%** of the estimated revenue for the current fiscal year compared to **34.7%** of FY 2019. This fund has incurred expenditures and encumbrances of **99.9%** of the budget for the current fiscal year compared to **99.4%** of FY 2019 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. A total of **$40,610** in revenue (interest) was realized this month. Please note that **$200,000** 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. A total of **$2,328** in revenue (interest) was realized this month. Please note that **$80,000** of the current year budget is funded by the prior year fund balance.

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 **$5,560,638** in expenditures was incurred for various school capital projects this month. This   includes **$525,524** for the John B. Dey Elementary Modernization project, **$2,356,048** for Thoroughgood Elementary Replacement project, **$2,270,682** for Princess Anne Middle Replacement project, **$188,936** for HVAC Systems Phase III Renovation and Replacement projects and **$137,304** for Roofing Phase II Renovation and Replacement projects.

Green Run Collegiate Charter School Fund (page B18)

The Green Run Collegiate Charter School Fund accounts for the revenues and expenditures of this public charter school. The School Board is acting in the capacity of a third-party administrator/fiscal agent for all of the public charter school's financial transactions in compliance with School Board Policies and Regulations. The fund realized **$3,913,938** in revenue for the current fiscal year from the School Operating Fund or **100.0%** of the estimated revenue for the current fiscal year. This fund has incurred expenditures and encumbrances of **20.6%** of the current year fiscal year budget compared to **19.6%** of FY 2019 actual. Please note that **$8,785** of the current year budget is funded by the prior year fund balance for encumbrances.

Entry		Description		Account From		Account To		Transfer Amount
JV NUMBER	20-10-01	To pay the Early Commitment incentives for ES teachers	FROM	Human Resources Travel/Other	TO	Elementary Classroom Elementary Teachers	$	9,000
JV NUMBER	20-10-01	To pay the Early Commitment incentives for MS teachers	FROM	Human Resources Travel/Other	TO	Middle School Classroom Middle School Teachers	$	2,000
JV NUMBER	20-10-01	To pay for personnel and transportation expenses for From One Hand to Another (FOHTA) program	FROM	Teaching and Learning Support Other Purchased Services	TO	Vehicle Operations Bus Drivers FICA Benefits Vehicle Fuels	$	8,737
JV NUMBER	20-10-01	To decrease the Pepsi budget allocation for Plaza Annex	FROM	Vending Fund - Guidance Services Food Services	TO	Vending Fund - Student Activities Other Materials and Supplies	$	160
JV NUMBER	20-10-01	To decrease the Pepsi budget allocation for Juvenile Detention Center	FROM	Vending Fund - Alternative Education Office Supplies	TO	Vending Fund - Student Activities Other Materials and Supplies	$	360
JV NUMBER	20-10-08	To purchase replacement computers	FROM	Technical and Career Education Controlled Assets - Computer Equipment	TO	Technical and Career Education Support Controlled Assets - Computer Equipment	$	9,400
JV NUMBER	20-10-12	To pay police officers working the Region II Conference	FROM	School Leadership Other Purchased Services	TO	Safe Schools School Police FICA Benefits	$	640
JV NUMBER	20-10-21	To purchase a laser engraver	FROM	Gifted Ed & Academy Programs Support Computer Software	TO	Gifted Ed & Academy Programs Support Capital Outlay-Replacement	$	9,597
JV NUMBER	20-10-39	To cover salaries for academy staff at Ocean Lakes HS-Math and Science Academy	FROM	Gifted Ed & Academy Programs Support Workshops	TO	Gifted Ed & Academy Programs Stipends FICA Benefits	$	1,723

VIRGINIA BEACH CITY PUBLIC SCHOOLS
INTERIM FINANCIAL STATEMENTS
SCHOOL OPERATING FUND

REVENUES

OCTOBER 2019

BY MAJOR SOURCE	FISCAL YEAR	(1) BUDGET	(2) ACTUAL THROUGH JUNE	(3) ACTUAL THROUGH MONTH	% OF (3) TO (1)	TREND *
COMMONWEALTH	2020	284,825,537	<-------	84,270,721	29.59%	A
OF VIRGINIA	2019	272,725,078	274,756,361	81,576,252	29.91%	
	2018	273,443,481	273,210,535	81,627,461	29.85%	
STATE SALES TAX	2020	78,981,847	<-------	16,232,004	20.55%	A
	2019	75,344,490	76,320,888	15,200,826	20.18%	
	2018	73,718,340	74,264,875	18,758,898	25.45%	
FEDERAL GOVERNMENT	2020	12,200,000	<-------	4,312,557	35.35%	A
	2019	12,200,000	15,961,332	4,602,538	37.73%	
	2018	12,200,000	12,614,392	3,288,625	26.96%	
CITY OF	2020	453,801,557	<-------	151,757,544	33.44%	A
VIRGINIA BEACH	2019	457,402,684	457,402,684	163,210,696	35.68%	
	2018	448,113,765	448,113,765	145,641,082	32.50%	
OTHER SOURCES	2020	3,032,803	<-------	1,980,928	65.32%	A
	2019	2,782,803	4,001,625	1,209,716	43.47%	
	2018	2,782,803	3,404,755	1,284,990	46.18%	
SCHOOL OPERATING FUND	2020	832,841,744	<-------	258,553,754	31.04%	A
TOTAL	2019	820,455,055	828,442,890	265,800,028	32.40%	
	2018	810,258,389	811,608,322	250,601,056	30.93%	

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

Fiscal Year 2020 Revenue Budget by Major Source

City of Virginia Beach
54.5%

Federal Government
1.5%

State Share Sales Tax
9.5%

Other Sources
0.3%

Commonwealth of Virginia
34.2%
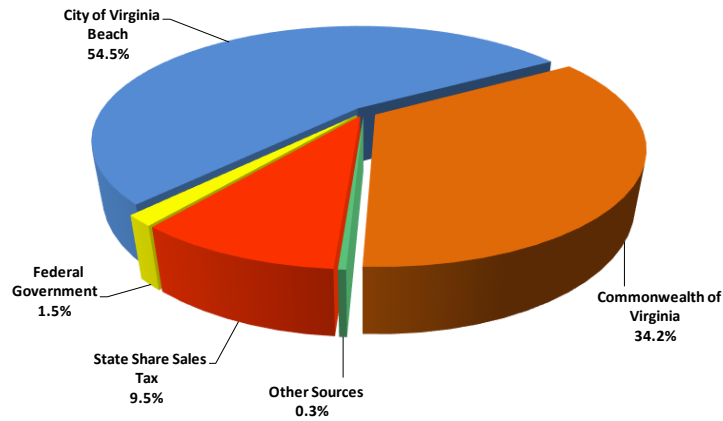
School Operating Fund Revenue
Percentage of Actual to Budget/Actual as of October 31, 2019

Fiscal Year	Percentage
2018	30.9
2019	32.4
2020	31
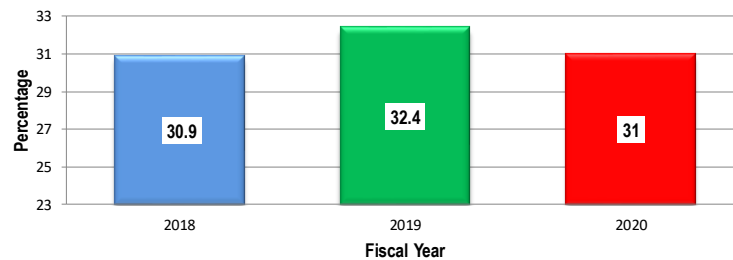
State Sales Tax Revenue through October 31, 2019
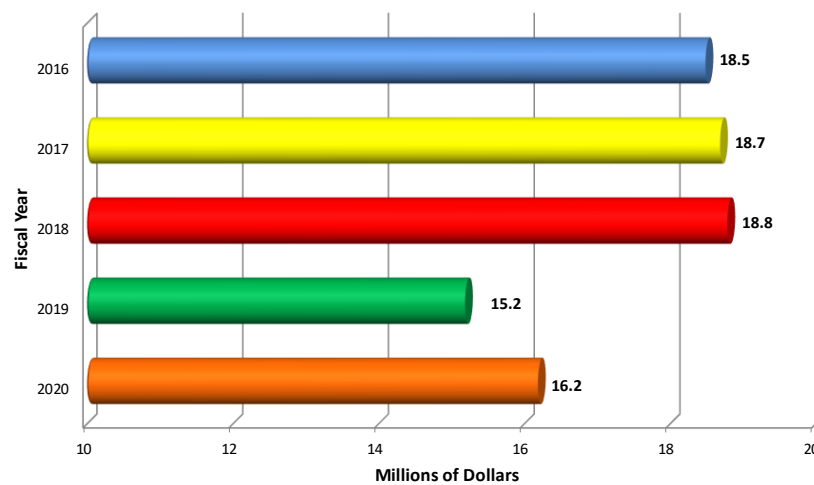
Fiscal Year	Millions of Dollars
2016	18.5
2017	18.7
2018	18.8
2019	15.2
2020	16.2

VIRGINIA BEACH CITY PUBLIC SCHOOLS
INTERIM FINANCIAL STATEMENTS
SCHOOL OPERATING FUND

EXPENDITURES/ENCUMBRANCES

OCTOBER 2019

BY UNIT WITHIN CATEGORY	FISCAL YEAR	(1) BUDGET	(2) ACTUAL THROUGH JUNE	(3) ACTUAL THROUGH MONTH	% OF (3) TO (1)	TREND *
INSTRUCTION	2020	594,003,293	<-------	145,245,216	24.45%	A
CATEGORY	2019	576,532,705	564,422,174	141,441,060	24.53%	
	2018	566,031,486	555,182,270	138,521,947	24.47%	
ADMINISTRATION,	2020	26,331,076	<-------	7,158,248	27.19%	A
ATTENDANCE & HEALTH	2019	27,757,408	26,446,361	7,216,949	26.00%	
CATEGORY	2018	25,140,520	23,861,911	7,009,640	27.88%	
PUPIL TRANSPORTATION	2020	39,524,612	<-------	13,895,232	35.16%	A
CATEGORY	2019	40,914,622	40,103,993	13,062,984	31.93%	
	2018	47,622,296	46,649,944	14,319,477	30.07%	
OPERATIONS AND	2020	98,352,623	<-------	34,281,819	34.86%	A
MAINTENANCE	2019	95,992,689	92,855,284	34,148,963	35.57%	
CATEGORY	2018	94,061,627	90,389,774	31,322,745	33.30%	
TECHNOLOGY	2020	41,614,815	<-------	22,564,403	54.22%	A
CATEGORY	2019	44,344,757	42,839,605	18,776,640	42.34%	
	2018	40,886,252	39,490,916	18,582,331	45.45%	
SCHOOL OPERATING FUND	2020	799,826,419	<-------	223,144,918	27.90%	A
TOTAL	2019	785,542,181	766,667,417	214,646,596	27.32%	
(EXCLUDING DEBT SERVICE)	2018	773,742,181	755,574,815	209,756,140	27.11%	
DEBT SERVICE	2020	43,313,882	<-------	18,305,220	42.26%	A
CATEGORY	2019	41,951,320	41,768,217	17,278,309	41.19%	
	2018	44,947,680	42,173,255	13,648,314	30.36%	

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

Fiscal Year 2020
Budget by Category
(Includes Debt Service Category)
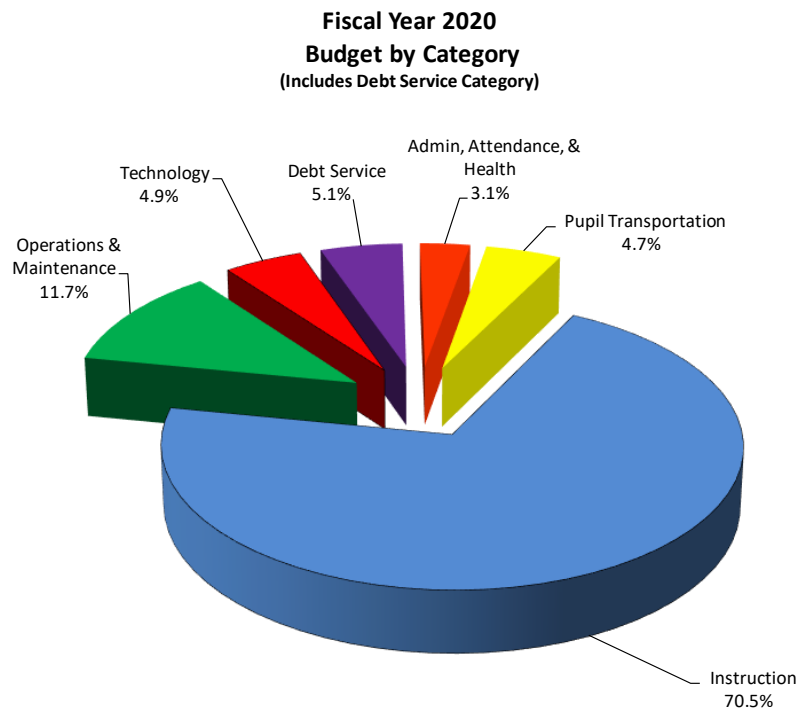
School Operating Fund
Expenditures/Encumbrances Percentage of Actual to
Budget as of October 31, 2019
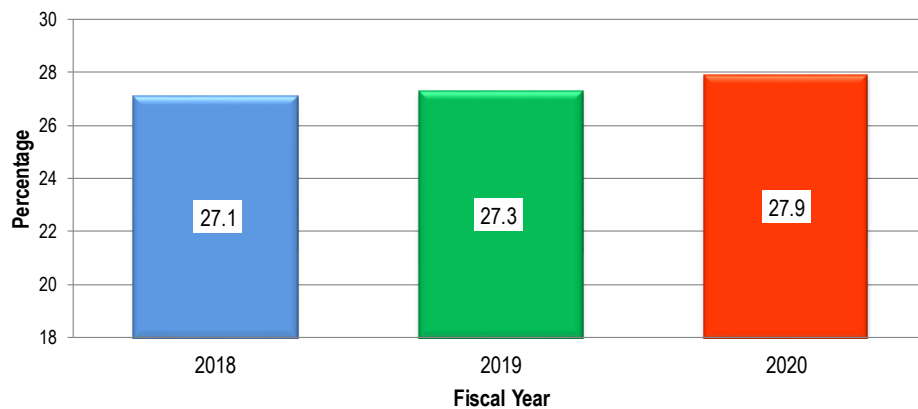
VIRGINIA BEACH CITY PUBLIC SCHOOLS
STATEMENT OF EXPENDITURES AND ENCUMBRANCES
SCHOOL OPERATING FUND
JULY 1, 2019 THROUGH OCTOBER 31, 2019

	FY 2020 APPROPRIATIONS	MONTH'S EXPENDITURES	YR-TO-DATE EXPENDITURES	OUTSTANDING ENCUMBRANCES	REMAINING BALANCE	PERCENT OBLIGATED
INSTRUCTION CATEGORY:						
ELEMENTARY CLASSROOM	159,242,981	15,452,850	34,221,600	123,214	124,898,167	21.6%
SENIOR HIGH CLASSROOM	80,379,621	7,946,071	15,966,279	31,346	64,381,996	19.9%
TECHNICAL AND CAREER EDUCATION	19,608,105	1,669,444	3,804,322	5,934	15,797,849	19.4%
GIFTED EDUCATION AND ACADEMY PROGRAMS	14,795,125	2,002,273	3,486,527	6,610	11,301,988	23.6%
SPECIAL EDUCATION	99,179,658	7,479,733	22,535,359	294,747	76,349,552	23.0%
SUMMER SCHOOL	1,644,984	(503)	1,289,235		355,749	78.4%
SUMMER SLIDE PROGRAM	276,002	4,576	180,588		95,414	65.4%
GENERAL ADULT EDUCATION	2,057,756	102,186	494,878	17	1,562,861	24.1%
ALTERNATIVE EDUCATION-RENAISSANCE	7,333,782	622,300	1,447,897	144	5,885,741	19.7%
STUDENT ACTIVITIES	8,505,911	358,816	5,808,609	23,881	2,673,421	68.6%
OFFICE OF THE PRINCIPAL-ELEMENTARY	27,084,836	2,280,674	8,321,788	5,848	18,757,200	30.7%
OFFICE OF THE PRINCIPAL-SENIOR HIGH	12,546,166	1,040,302	3,806,383	6,831	8,732,952	30.4%
OFFICE OF THE PRINCIPAL-TECHNICAL	694,932	56,908	206,561		488,371	29.7%
GUIDANCE SERVICES	18,990,715	1,682,252	4,796,656	3,302	14,190,757	25.3%
SOCIAL WORK SERVICES	4,249,824	358,808	991,535		3,258,289	23.3%
COMMUNICATIONS AND COMMUNITY ENGAGEMENT	2,206,166	150,665	592,247	25,239	1,588,680	28.0%
TEACHING AND LEARNING SUPPORT	17,692,054	962,544	9,760,558	89,156	7,842,340	55.7%
INSTRUCTIONAL PROFESSIONAL GROWTH AND INNOVATION	1,298,766	89,753	291,663	126,765	880,338	32.2%
OPPORTUNITY AND ACHIEVEMENT	88,765	9,532	18,624		70,141	21.0%
SPECIAL EDUCATION SUPPORT	3,745,574	312,124	1,073,827	241	2,671,506	28.7%
GIFTED EDUC AND ACADEMY PROGRAMS SUPPORT	2,510,801	212,429	709,913	9,974	1,790,914	28.7%
MEDIA SERVICES SUPPORT	13,503,458	1,310,425	2,782,221	93,821	10,627,416	21.3%
PLANNING INNOVATION AND ACCOUNTABILITY	2,341,560	128,232	536,414	7,116	1,798,030	23.2%
MIDDLE SCHOOL CLASSROOM	61,935,490	5,970,786	11,962,142	13,104	49,960,244	19.3%
REMEDIAL EDUCATION	8,531,423	1,017,696	2,113,295		6,418,128	24.8%
OFFICE OF THE PRINCIPAL-MIDDLE	11,413,160	1,002,949	3,551,448	1,727	7,859,985	31.1%
HOMEBOUND SERVICES	415,461	23,572	43,163		372,298	10.4%
TECHNICAL AND CAREER EDUCATION SUPPORT	990,961	82,382	313,113	101	677,747	31.6%
STUDENT LEADERSHIP	1,493,156	77,899	486,499		1,006,657	32.6%
PSYCHOLOGICAL SERVICES	5,174,732	508,804	1,527,985	4,195	3,642,552	29.6%
AUDIOLOGICAL SERVICES	507,711	41,526	180,300	13,155	314,256	38.1%
SCHOOL LEADERSHIP	2,097,200	137,671	652,354	49,984	1,394,862	33.5%
ALTERNATIVE EDUCATION	1,466,457	119,715	353,987	794	1,111,676	24.2%
TOTAL INSTRUCTION	594,003,293	53,215,394	144,307,970	937,246	448,758,077	24.5%
ADMIN., ATTENDANCE, AND HEALTH CATEGORY:						
BOARD, LEGAL, AND GOVERNMENTAL SERVICES	1,224,244	38,867	154,012	65,982	1,004,250	18.0%
OFFICE OF THE SUPERINTENDENT	1,146,791	83,645	353,604	339	792,848	30.9%
BUDGET AND FINANCE	5,151,673	369,317	1,802,078	9,291	3,340,304	35.2%
HUMAN RESOURCES	5,534,752	432,451	1,579,861	77,496	3,877,395	29.9%
INTERNAL AUDIT	461,375	38,708	158,501		302,874	34.4%
PURCHASING SERVICES	1,154,897	94,906	345,554		809,343	29.9%
PROFESSIONAL GROWTH AND INNOVATION	918,320	67,128	253,431	15,601	649,288	29.3%
BENEFITS	2,516,406	157,503	687,824		1,828,582	27.3%
HEALTH SERVICES	8,222,618	784,947	1,654,674		6,567,944	20.1%
TOTAL ADMIN., ATTENDANCE, AND HEALTH	26,331,076	2,067,472	6,989,539	168,709	19,172,828	27.2%

VIRGINIA BEACH CITY PUBLIC SCHOOLS
STATEMENT OF EXPENDITURES AND ENCUMBRANCES
SCHOOL OPERATING FUND
JULY 1, 2019 THROUGH OCTOBER 31, 2019

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	FY 2020 APPROPRIATIONS	MONTH'S EXPENDITURES	YR-TO-DATE EXPENDITURES	OUTSTANDING ENCUMBRANCES	REMAINING BALANCE	PERCENT OBLIGATED
PUPIL TRANSPORTATION CATEGORY:						
MANAGEMENT	2,667,275	222,571	976,350		1,690,925	36.6%
VEHICLE OPERATIONS	22,596,971	2,004,945	6,016,902	3,099,074	13,480,995	40.3%
VEHICLE OPERATIONS-SPECIAL EDUCATION	6,845,179	621,105	1,211,397	754,614	4,879,168	28.7%
VEHICLE MAINTENANCE	3,800,405	301,155	1,109,135		2,691,270	29.2%
MONITORING SERVICES	3,614,782	326,759	727,760		2,887,022	20.1%
TOTAL PUPIL TRANSPORTATION	39,524,612	3,476,535	10,041,544	3,853,688	25,629,380	35.2%
OPERATIONS AND MAINTENANCE CATEGORY:						
SCHOOL DIVISION SERVICES	425,206	25,012	115,920	571	308,715	27.4%
FACILITIES AND MAINTENANCE SERVICES	51,178,303	3,816,211	15,757,963	3,844,941	31,575,399	38.3%
DISTRIBUTION SERVICES	2,024,221	151,563	580,193		1,444,028	28.7%
GROUNDS SERVICES	4,571,314	1,142,829	2,285,657		2,285,657	50.0%
CUSTODIAL SERVICES	28,617,225	2,283,761	7,131,963	980,269	20,504,993	28.3%
SAFE SCHOOLS	8,180,957	786,821	1,745,753	421	6,434,783	21.3%
VEHICLE SERVICES	2,283,906	289,114	676,527	506,244	1,101,135	51.8%
TELECOMMUNICATIONS	1,071,491	35,281	563,810	91,587	416,094	61.2%
TOTAL OPERATIONS AND MAINTENANCE	98,352,623	8,530,592	28,857,786	5,424,033	64,070,804	34.9%
TECHNOLOGY CATEGORY:						
ELEMENTARY CLASSROOM	2,025,441	100,153	1,647,129	119,407	258,905	87.2%
SENIOR HIGH CLASSROOM	624,160	82,419	359,726	137,403	127,031	79.6%
TECHNICAL AND CAREER EDUCATION	327,487	38,945	177,396	10,544	139,547	57.4%
GIFTED EDUCATION AND ACADEMY PROGRAMS	105,050	3,236	46,338	2,345	56,367	46.3%
SPECIAL EDUCATION	194,470	13,027	137,841	8,791	47,838	75.4%
SUMMER SCHOOL	10,961				10,961	
GENERAL ADULT EDUCATION	42,538	909	12,400	3,195	26,943	36.7%
ALTERNATIVE EDUCATION-RENAISSANCE	45,333		45,333			100.0%
STUDENT ACTIVITIES	10,271		9,564		707	93.1%
OFFICE OF THE PRINCIPAL-ELEMENTARY	10,219	412	11,555	1,512	(2,848)	127.9%
OFFICE OF THE PRINCIPAL-SENIOR HIGH		1,306	5,031		(5,031)	
OFFICE OF THE PRINCIPAL-TECHNICAL	511				511	
GUIDANCE SERVICES	29,607	1,402	19,667	596	9,344	68.4%
SOCIAL WORK SERVICES	15,886		7,684	120	8,082	49.1%
COMMUNICATIONS AND COMMUNITY ENGAGEMENT	277,084	1,523	213,035	3,654	60,395	78.2%
INSTRUCTIONAL TECHNOLOGY	15,642,194	1,070,387	6,466,003	14,662	9,161,529	41.4%
TEACHING AND LEARNING SUPPORT	344,809	27,960	284,720	687	59,402	82.8%
INSTRUCTIONAL PROFESSIONAL GROWTH AND INNOVATION	33,027				33,027	
OPPORTUNITY AND ACHIEVEMENT	4,655		136		4,519	2.9%
SPECIAL EDUCATION SUPPORT	68,867	1,966	61,564		7,303	89.4%
GIFTED EDUC AND ACADEMY PROGRAMS SUPPORT	34,746	503	11,921		22,825	34.3%
MEDIA SERVICES SUPPORT	576,296	6,648	541,747	840	33,709	94.2%
PLANNING INNOVATION AND ACCOUNTABILITY	513,041	8,794	271,643	43,347	198,051	61.4%
MIDDLE SCHOOL CLASSROOM	438,415	120,425	178,433	214,514	45,468	89.6%
REMEDIAL EDUCATION	18,627	1,145	8,645		9,982	46.4%
OFFICE OF THE PRINCIPAL-MIDDLE	1,250	4,059	12,074	410	(11,234)	998.7%
HOMEBOUND SERVICES	40,962	452	4,159		36,803	10.2%
TECHNICAL AND CAREER EDUCATION SUPPORT	12,411		9,291	693	2,427	80.4%

VIRGINIA BEACH CITY PUBLIC SCHOOLS
STATEMENT OF EXPENDITURES AND ENCUMBRANCES
SCHOOL OPERATING FUND
JULY 1, 2019 THROUGH OCTOBER 31, 2019

TECHNOLOGY CATEGORY:	FY 2020 APPROPRIATIONS	MONTH'S EXPENDITURES	YR-TO-DATE EXPENDITURES	OUTSTANDING ENCUMBRANCES	REMAINING BALANCE	PERCENT OBLIGATED
STUDENT LEADERSHIP	2,460	151	469		1,991	19.1%
PSYCHOLOGICAL SERVICES	15,987		9,991		5,996	62.5%
AUDIOLOGICAL SERVICES		26	26	508	(534)	
SCHOOL LEADERSHIP	39,190	655	10,749		28,441	27.4%
ALTERNATIVE EDUCATION	172,697	19,349	44,483	20,625	107,589	37.7%
BOARD, LEGAL, AND GOVERNMENTAL SERVICES	2,279		233		2,046	10.2%
OFFICE OF THE SUPERINTENDENT	15,475	252	8,049		7,426	52.0%
BUDGET AND FINANCE	250,682	24,513	120,976	2,235	127,471	49.2%
HUMAN RESOURCES	275,357	78,400	245,185		30,172	89.0%
INTERNAL AUDIT	2,170	11	624		1,546	28.8%
PURCHASING SERVICES	56,028	609	31,377		24,651	56.0%
PROFESSIONAL GROWTH AND INNOVATION	154,788	4,094	131,594		23,194	85.0%
OFFICE OF TECHNOLOGY	962,849	87,607	297,672		665,177	30.9%
BENEFITS	59,221	2,384	31,239		27,982	52.7%
HEALTH SERVICES	839				839	
MANAGEMENT	21,514	83	15,800		5,714	73.4%
VEHICLE OPERATIONS	285,811	67,793	407,136	174,670	(295,995)	203.6%
VEHICLE OPERATIONS-SPED	166,315	21,126	124,063	42,252		100.0%
VEHICLE MAINTENANCE	29,645		3,300		26,345	11.1%
SCHOOL DIVISION SERVICES	10,224	11	8,861		1,363	86.7%
FACILITIES AND MAINTENANCE SERVICES	1,304,713	1,800	598,451	59,450	646,812	50.4%
DISTRIBUTION SERVICES	54,007	84	41,674	5,704	6,629	87.7%
CUSTODIAL SERVICES	10,278	65	3,970	4,077	2,231	78.3%
SAFE SCHOOLS	736,789	16,378	505,538	244,988	(13,737)	101.9%
VEHICLE SERVICES	68,906	13,072	85,312	26,144	(42,550)	161.8%
TELECOMMUNICATIONS	10,420	3,082	3,329	3,811	3,280	68.5%
TECHNOLOGY MAINTENANCE	15,457,854	2,819,162	6,955,459	1,188,624	7,313,771	52.7%
TOTAL TECHNOLOGY	41,614,815	4,646,378	20,228,595	2,335,808	19,050,412	54.2%
TOTAL SCHOOL OPERATING FUND (EXCLUDING DEBT SERVICE)	799,826,419	71,936,371	210,425,434	12,719,484	576,681,501	27.9%
DEBT SERVICE CATEGORY:	43,313,882	978,509	18,305,220		25,008,662	42.3%

Virginia Beach City Public Schools
Interim Financial Statements
School Operating Fund Summary
For the period July 1, 2019 through October 31, 2019

Revenues :

Source:	Budget	% of Total	Actual	Unrealized	Percent Realized
Commonwealth of Virginia	284,825,537	34.20%	84,270,721	(200,554,816)	29.59%
State Share Sales Tax	78,981,847	9.48%	16,232,004	(62,749,843)	20.55%
Federal Government	12,200,000	1.46%	4,312,557	(7,887,443)	35.35%
City of Virginia Beach	453,801,557	54.50%	151,757,544	(302,044,013)	33.44%
Other Sources	3,032,803	0.36%	1,980,928	(1,051,875)	65.32%
Total Revenues	832,841,744	100.0%	258,553,754	(574,287,990)	31.04%
Prior Year Local Contribution*	10,298,557				
	843,140,301				

Expenditures/Encumbrances:

Category:	Budget	% of Total	Actual	Unencumbered	Percent Obligated
Instruction	594,003,293	70.45%	145,245,216	448,758,077	24.45%
Administration, Attendance and Health	26,331,076	3.12%	7,158,248	19,172,828	27.19%
Pupil Transportation	39,524,612	4.69%	13,895,232	25,629,380	35.16%
Operations and Maintenance	98,352,623	11.66%	34,281,819	64,070,804	34.86%
Technology	41,614,815	4.94%	22,564,403	19,050,412	54.22%
Debt Service	43,313,882	5.14%	18,305,220	25,008,662	42.26%
Total Expenditures/Encumbrances	843,140,301	100.00%	241,450,138	601,690,163	28.64%

*Fiscal year 2018-2019 encumbrances brought
forward into the current year

ASSETS:		LIABILITIES:	
CASH	(35,522,909)	VOUCHERS PAYABLE	2,536,120
DUE FROM GENERAL FUND	87,624,849	ACCOUNTS PAYABLE	200,257
DUE FROM COMMONWEALTH OF VA	4,520,290	ACCOUNTS PAYABLE - SCHOOLS	49,875
PREPAID ITEM	10,200	SALARIES PAYABLE-OPTIONS	10,887,698
		FICA PAYABLE-OPTIONS	817,899
		WIRES PAYABLE	941,013
		ACH PAYABLES	426,794
		TOTAL LIABILITIES	15,859,656
		FUND EQUITY:	
		FUND BALANCE	651,117
		ESTIMATED REVENUE	(832,841,744)
		APPROPRIATIONS	843,140,301
		ENCUMBRANCES	12,719,484
		RESERVE FOR ENCUMBRANCES	(12,719,484)
		EXPENDITURES	(228,730,654)
		REVENUES	258,553,754
		TOTAL FUND EQUITY	40,772,774
TOTAL ASSETS	56,632,430	TOTAL LIABILITIES AND FUND EQUITY	56,632,430

VIRGINIA BEACH CITY PUBLIC SCHOOLS
STATEMENT OF REVENUES
SCHOOL OPERATING FUND
JULY 1, 2019 THROUGH OCTOBER 31, 2019

	FY 2020 ESTIMATED	MONTH'S REALIZED	YR-TO-DATE REALIZED	UNREALIZED REVENUES	PERCENT REALIZED
REIMB-SOCIAL SECURITY	10,635,633	879,133	3,516,532	(7,119,101)	33.1%
REIMB-RETIREMENT	23,414,266	1,935,404	7,741,617	(15,672,649)	33.1%
REIMB-LIFE INSURANCE	714,334	59,046	236,185	(478,149)	33.1%
BASIC SCHOOL AID	177,592,419	14,647,944	58,591,778	(119,000,641)	33.0%
SP ED-SOQ	18,731,413	1,548,324	6,193,294	(12,538,119)	33.1%
VOCATIONAL FUNDS-SOQ	1,904,889	157,457	629,827	(1,275,062)	33.1%
FOSTER HOME CHILDREN-REGULAR	420,617			(420,617)	
SUMMER SCHOOLS-REMEDIAL	270,315	22,526	90,105	(180,210)	33.3%
GIFTED & TALENTED AID-SOQ	1,984,260	164,017	656,069	(1,328,191)	33.1%
REMEDIAL ED-SOQ	4,603,483	380,521	1,522,081	(3,081,402)	33.1%
SP ED-HOME BOUND	116,073			(116,073)	
SP ED-REGIONAL PROG PAYMENT	9,228,646			(9,228,646)	
VOCATIONAL ED-OCCUPATIONAL/TECH ED	319,681			(319,681)	
ENGLISH AS A SECOND LANG PAYMENTS	1,017,426	84,786	339,142	(678,284)	33.3%
AT-RISK INITIATIVE	3,786,117	312,959	1,251,835	(2,534,282)	33.1%
CLASS SIZE INITIATIVE	5,029,898			(5,029,898)	
SALARY SUPPLEMENT	10,592,101	875,564	3,502,256	(7,089,845)	33.1%
SUPPLEMENTAL LOTTERY PER PUPIL ALLOCATION	14,463,966			(14,463,966)	
TOTAL FROM COMMONWEALTH OF VIRGINIA	284,825,537	21,067,681	84,270,721	(200,554,816)	29.6%
STATE SHARE SALES TAX	78,981,847	6,859,916	16,232,004	(62,749,843)	20.6%
TOTAL FROM STATE SHARE SALES TAX	78,981,847	6,859,916	16,232,004	(62,749,843)	20.6%
PUBLIC LAW 874	8,935,191			(8,935,191)	
DEPT OF THE NAVY-NJROTC	100,000		54,698	(45,302)	54.7
DEPT OF DEFENSE	1,500,000		2,018,064	518,064	134.5
DEPT OF DEFENSE-SPECIAL ED			2,008,898	2,008,898	
MEDICAID REIMBURSEMENT	1,664,809	13,560	192,333	(1,472,476)	11.6
MEDICAID REIMBURSEMENT-TRANSPORTATION		38,564	38,564	38,564	
TOTAL FROM FEDERAL GOVERNMENT	12,200,000	52,124	4,312,557	(7,887,443)	35.3

VIRGINIA BEACH CITY PUBLIC SCHOOLS
STATEMENT OF REVENUES
SCHOOL OPERATING FUND
JULY 1, 2019 THROUGH OCTOBER 31, 2019

	FY 2020 ESTIMATED	MONTH'S REALIZED	YR-TO-DATE REALIZED	UNREALIZED REVENUES	PERCENT REALIZED
CITY OF VIRGINIA BEACH-LOCAL CONTRIBUTION	447,266,019	37,272,168	149,088,673	(298,177,346)	33.3%
TRANSFER FROM SCHOOL RESERVE FUND	5,800,000	483,333	1,933,333	(3,866,667)	33.3%
CITY OF VIRGINIA BEACH-CONSOLIDATED BEN	735,538		735,538		100.0%
TOTAL TRANSFERS	453,801,557	37,755,501	151,757,544	(302,044,013)	33.4%
SALE OF SCHOOL VEHICLES	15,000	9,312	17,945	2,945	119.6%
RENT OF FACILITIES	450,000	12,368	68,190	(381,810)	15.2%
SECEP-RENT OF FACILITIES		82,500	82,500	82,500	
TUITION-REGULAR DAY	100,000	10,408	32,232	(67,768)	32.2%
TUITION-GEN ADULT ED	142,839			(142,839)	
TUITION-SUMMER SCHOOL	700,000	(100)	564,077	(135,923)	80.6%
TUITION-VOCATIONAL ADULT ED	169,750			(169,750)	
TUITION-DRIVERS ED	322,125	35,070	37,800	(284,325)	11.7%
COLLEGE NIGHT FEES		2,625	9,000	9,000	
TUITION-LPN PROGRAM	25,575			(25,575)	
TUITION-RENAISSANCE ACADEMY	20,811			(20,811)	
PLANETARIUM FEES		76	958	958	
DONATION			66	66	
MISCELLANEOUS REVENUE	224,703	2	1,265	(223,438)	0.6%
STOP ARM ENFORCEMENT PROGRAM	250,000	79,255	241,800	(8,200)	96.7%
SALE OF SALVAGE MATERIALS	12,000	302,159	624,014	612,014	5200.1%
REIMB-SYSTEM REPAIRS		1,240	28,410	28,410	
INDIRECT COST-GRANTS	600,000	65,828	147,467	(452,533)	24.6%
LOST & STOLEN-TECHNOLOGY		2,491	2,491	2,491	
LOST & DAMAGED-TECHNOLOGY		4,992	8,358	8,358	
LOST & DAMAGED-CALCULATORS		1,216	1,216	1,216	
LOST & DAMAGED-HEARTRATE MONITORS		1,014	1,014	1,014	
PREMIUM ON BONDS			112,125	112,125	
TOTAL FROM OTHER SOURCES	3,032,803	610,456	1,980,928	(1,051,875)	65.3%
TOTAL SCHOOL OPERATING FUND	832,841,744	66,345,678	258,553,754	(574,287,990)	31.0%

VIRGINIA BEACH CITY PUBLIC SCHOOLS
SCHOOL ATHLETICS FUND
JULY 1, 2019 THROUGH OCTOBER 31, 2019

ASSETS:		LIABILITIES:	
CASH	3,413,283	VOUCHERS PAYABLE	15,975
		ACH PAYABLES	5,461
		TOTAL LIABILITIES	21,436
		FUND EQUITY:	
		FUND BALANCE	
		ESTIMATED REVENUE	(5,227,274)
		APPROPRIATIONS	5,351,064
		ENCUMBRANCES	14,565
		RESERVE FOR ENCUMBRANCES	(14,565)
		EXPENDITURES	(1,687,381)
		REVENUES	4,955,438
		TOTAL FUND EQUITY	3,391,847
TOTAL ASSETS	3,413,283	TOTAL LIABILITIES AND FUND EQUITY	3,413,283

REVENUES:	FY 2020 ESTIMATED	MONTH'S REALIZED	YR-TO-DATE REALIZED	UNREALIZED REVENUES	PERCENT REALIZED	FY 2019 PERCENT REALIZED
INTEREST ON BANK DEPOSITS	5,000	7,459	33,518	28,518	670.4%	337.4%
BASKETBALL	120,000			(120,000)		
FOOTBALL	250,000	109,330	181,487	(68,513)	72.6%	59.3%
GYMNASTICS	4,000			(4,000)		
WRESTLING	13,000			(13,000)		
SOCCER	42,000			(42,000)		
MIDDLE SCHOOL	65,000			(65,000)		
TRANSFER FROM SCHOOL OPERATING	4,723,274		4,723,274		100.0%	100.0%
OTHER INCOME	5,000	2,747	17,159	12,159	343.2%	491.8%
TOTAL REVENUES	5,227,274	119,536	4,955,438	(271,836)	94.8%	93.7%
PYFB-ENCUMBRANCES	123,790					
TOTAL REVENUES AND PYFB	5,351,064					

EXPENDITURES:	FY 2020 APPROPRIATIONS	MONTH'S EXPENDITURES	YR-TO-DATE EXPENDITURES	OUTSTANDING ENCUMBRANCES	REMAINING BALANCE	PERCENT OBLIGATED	FY 2019 PERCENT OBLIGATED
PERSONNEL SERVICES	2,554,767	300,880	690,519		1,864,248	27.0%	26.6%
FICA BENEFITS	195,437	23,001	52,799		142,638	27.0%	26.6%
PURCHASED SERVICES	1,282,029	153,343	288,224		993,805	22.5%	23.0%
VA HIGH SCHOOL LEAGUE DUES	51,250		20,280		30,970	39.6%	39.5%
ATHLETIC INSURANCE	190,000		179,748		10,252	94.6%	109.0%
OTHER CHARGES		195	265		(265)		
MATERIALS AND SUPPLIES	780,748	111,744	344,088	6,418	430,242	44.9%	65.1%
CAPITAL OUTLAY	290,156	41,511	106,205	6,500	177,451	38.8%	32.7%
LAND, STRUCTURES AND IMPROVEMENTS	6,677		5,253	1,647	(223)	103.3%	101.5%
TOTAL	5,351,064	630,674	1,687,381	14,565	3,649,118	31.8%	37.4%

ASSETS:		LIABILITIES:	
CASH	12,471,179	VOUCHERS PAYABLE	317
CASH WITH CAFETERIAS	18,780	SALARIES PAYABLE-OPTIONS	210,117
FOOD INVENTORY	233,974	FICA PAYABLE-OPTIONS	16,116
FOOD-USDA INVENTORY	157,242	ACH PAYABLES	319,864
SUPPLIES INVENTORY	118,283	UNEARNED REVENUE	474,466
		TOTAL LIABILITIES	1,020,880
		FUND EQUITY:	
		FUND BALANCE	11,018,184
		ESTIMATED REVENUE	(33,063,472)
		APPROPRIATIONS	35,659,895
		ENCUMBRANCES	224,427
		RESERVE FOR ENCUMBRANCES	(224,427)
		EXPENDITURES	(6,064,051)
		REVENUES	4,428,022
		TOTAL FUND EQUITY	11,978,578
TOTAL ASSETS	12,999,458	TOTAL LIABILITIES AND FUND EQUITY	12,999,458

REVENUES:	FY 2020 ESTIMATED	MONTH'S REALIZED	YR-TO-DATE REALIZED	UNREALIZED REVENUES	PERCENT REALIZED	FY 2019 PERCENT REALIZED
INTEREST ON BANK DEPOSITS	75,000	25,797	114,042	39,042	152.1%	96.4%
CHARGES FOR SERVICES	11,217,029	1,260,079	2,333,887	(8,883,142)	20.8%	16.6%
USDA REBATES	600,000	22,385	27,382	(572,618)	4.6%	2.6%
TOTAL LOCAL REVENUE	11,892,029	1,308,261	2,475,311	(9,416,718)	20.8%	16.2%
SCHOOL MEAL PAYMENTS	500,000			(500,000)		
TOTAL REVENUE FROM COMMONWEALTH	500,000			(500,000)		
SCHOOL BREAKFAST PROGRAM		490,264	492,229	492,229		
NATIONAL SCHOOL MEAL PROGRAM	18,241,572	1,275,397	1,278,965	(16,962,607)	7.0%	7.8%
USDA COMMODITIES	1,929,871			(1,929,871)		
SUMMER FEED PROGRAM	150,000		139,619	(10,381)	93.1%	
CHILD AND ADULT CARE FOOD PROGRAM	350,000	41,198	41,198	(308,802)	11.8%	
OTHER FEDERAL FUNDS			700	700		
TOTAL REVENUE FROM FEDERAL GOV'T	20,671,443	1,806,859	1,952,711	(18,718,732)	9.4%	7.9%
TOTAL REVENUES	33,063,472	3,115,120	4,428,022	(28,635,450)	13.4%	10.9%
PRIOR YEAR FUND BALANCE (PYFB)	2,490,632					
PYFB-ENCUMBRANCES	105,791					
TOTAL REVENUES AND PYFB	35,659,895					

EXPENDITURES:	FY 2020 APPROPRIATIONS	MONTH'S EXPENDITURES	YR-TO-DATE EXPENDITURES	OUTSTANDING ENCUMBRANCES	REMAINING BALANCE	PERCENT OBLIGATED	FY 2019 PERCENT OBLIGATED
PERSONNEL SERVICES	12,143,480	979,645	2,145,978		9,997,502	17.7%	18.1%
FRINGE BENEFITS	5,331,963	358,184	774,597		4,557,366	14.5%	16.4%
PURCHASED SERVICES	443,008	84,764	192,326	148,565	102,117	76.9%	32.8%
OTHER CHARGES	44,782	3,810	20,044		24,738	44.8%	29.8%
MATERIALS AND SUPPLIES	16,309,245	2,027,588	2,548,251	33,903	13,727,091	15.8%	12.7%
CAPITAL OUTLAY	1,387,417	11,663	382,855	41,959	962,603	30.6%	32.6%
TOTAL	35,659,895	3,465,654	6,064,051	224,427	29,371,417	17.6%	16.0%

VIRGINIA BEACH CITY PUBLIC SCHOOLS
SCHOOL TEXTBOOKS FUND
JULY 1, 2019 THROUGH OCTOBER 31, 2019

ASSETS:		LIABILITIES:	
CASH	5,405,102	VOUCHERS PAYABLE	745
		TOTAL LIABILITIES	745
		FUND EQUITY:	
		FUND BALANCE	6,304,714
		ESTIMATED REVENUE	(4,052,385)
		APPROPRIATIONS	4,777,278
		ENCUMBRANCES	10,273
		RESERVE FOR ENCUMBRANCES	(10,273)
		EXPENDITURES	(3,002,675)
		REVENUES	1,377,425
		TOTAL FUND EQUITY	5,404,357
TOTAL ASSETS	5,405,102	TOTAL LIABILITIES AND FUND EQUITY	5,405,102

REVENUES:	FY 2020 ESTIMATED	MONTH'S REALIZED	YR-TO-DATE REALIZED	UNREALIZED REVENUES	PERCENT REALIZED	FY 2019 PERCENT REALIZED
INTEREST ON BANK DEPOSITS	29,483	11,253	55,237	25,754	187.4%	77.1%
PURCHASES			52	52		
LOST AND DAMAGED	27,000	655	655	(26,345)	2.4%	8.9%
MISCELLANEOUS		160	289	289		
TOTAL LOCAL REVENUE	56,483	12,068	56,233	(250)	99.6%	45.5%
DEPT OF EDUCATION	3,995,902	330,298	1,321,192	(2,674,710)	33.1%	33.2%
TOTAL REVENUE-COMMONWEALTH	3,995,902	330,298	1,321,192	(2,674,710)	33.1%	33.2%
TOTAL REVENUES	4,052,385	342,366	1,377,425	(2,674,960)	34.0%	33.4%
PRIOR YEAR FUND BALANCE (PYFB)	722,803					
PYFB-ENCUMBRANCES	2,090					
TOTAL REVENUES AND PYFB	4,777,278					

EXPENDITURES:	FY 2020 APPROPRIATIONS	MONTH'S EXPENDITURES	YR-TO-DATE EXPENDITURES	OUTSTANDING ENCUMBRANCES	REMAINING BALANCE	PERCENT OBLIGATED	FY 2019 PERCENT OBLIGATED
PERSONNEL SERVICES	93,977	7,882	31,426		62,551	33.4%	37.2%
FRINGE BENEFITS	30,110	3,605	10,861		19,249	36.1%	36.2%
PURCHASED SERVICES							22.1%
MATERIALS AND SUPPLIES	4,653,191	142,818	2,960,388	10,273	1,682,530	63.8%	82.4%
TOTAL	4,777,278	154,305	3,002,675	10,273	1,764,330	63.1%	74.6%

ASSETS:		LIABILITIES:	
CASH	18,183,869	VOUCHERS PAYABLE	336,963
PREPAID ITEM	218,157	ACH PAYABLES	105
		EST CLAIMS/JUDGMENTS PAYABLE	8,597,000
		TOTAL LIABILITIES	8,934,068
		FUND EQUITY:	
		RETAINED EARNINGS	6,822,824
		ENCUMBRANCES	3,704
		RESERVE FOR ENCUMBRANCES	(3,704)
		EXPENSES	(4,327,127)
		REVENUES	6,972,261
		TOTAL FUND EQUITY	9,467,958
TOTAL ASSETS	18,402,026	TOTAL LIABILITIES AND FUND EQUITY	18,402,026

REVENUES:	MONTH'S REALIZED	YR-TO-DATE REALIZED
INTEREST ON BANK DEPOSITS	37,727	158,749
RISK MANAGEMENT CHARGES		6,805,724
INSURANCE PROCEEDS	3,802	5,718
MISCELLANEOUS REVENUE	360	2,070
TOTAL REVENUES	41,889	6,972,261

EXPENSES:	MONTH'S EXPENSES	YR-TO-DATE EXPENSES	OUTSTANDING ENCUMBRANCES
PERSONNEL SERVICES	26,602	105,657	
FRINGE BENEFITS	9,141	31,313	
OTHER PURCHASED SERVICES		190,221	3,704
FIRE AND PROPERTY INSURANCE		1,854,130	
MOTOR VEHICLE INSURANCE	331,918	969,372	
WORKER'S COMPENSATION	195,265	938,778	
SURETY BONDS		200	
GENERAL LIABILITY INSURANCE	5,026	232,791	
MISCELLANEOUS	882	1,162	
MATERIALS AND SUPPLIES	869	3,503	
TOTAL	569,703	4,327,127	3,704

ASSETS:		LIABILITIES:	
CASH	3,074,609	DEPOSITS PAYABLE	75,000
		TOTAL LIABILITIES	75,000
		FUND EQUITY:	
		FUND BALANCE	2,433,487
		ESTIMATED REVENUE	(516,000)
		APPROPRIATIONS	801,170
		ENCUMBRANCES	178
		RESERVE FOR ENCUMBRANCES	(178)
		EXPENDITURES	(54,823)
		REVENUES	335,775
		TOTAL FUND EQUITY	2,999,609
TOTAL ASSETS	3,074,609	TOTAL LIABILITIES AND FUND EQUITY	3,074,609

REVENUES:	FY 2020 ESTIMATED	MONTH'S REALIZED	YR-TO-DATE REALIZED	UNREALIZED REVENUES	PERCENT REALIZED	FY 2019 PERCENT REALIZED
INTEREST ON BANK DEPOSITS	16,000	6,307	25,833	9,833	161.5%	120.2%
RENT-WIRELESS COMMUNICATION	500,000			(500,000)		
TOWER RENT-BAYSIDE HIGH			27,500	27,500		
TOWER RENT-COX HIGH		2,185	59,004	59,004		
TOWER RENT-FIRST COLONIAL HIGH			32,958	32,958		
TOWER RENT-OCEAN LAKES HIGH		2,783	11,127	11,127		
TOWER RENT-SALEM HIGH		55,409	110,694	110,694		
TOWER RENT-TALLWOOD HIGH			46,738	46,738		
TOWER RENT-TECH CENTER		4,895	19,328	19,328		
TOWER RENT-WOODSTOCK ELEMENTARY		2,593	2,593			
TOTAL REVENUES	516,000	74,172	335,775	(182,818)	65.1%	46.7%
PRIOR YEAR FUND BALANCE (PYFB)	284,000					
PYFB-ENCUMBRANCES	1,170					
TOTAL REVENUES AND PYFB	801,170					

EXPENDITURES:	FY 2020 APPROPRIATIONS	MONTH'S EXPENDITURES	YR-TO-DATE EXPENDITURES	OUTSTANDING ENCUMBRANCES	REMAINING BALANCE	PERCENT OBLIGATED
PURCHASED SERVICES				178	(178)	
MATERIALS AND SUPPLIES	801,170	37,288	54,823		746,347	6.8%
TOTAL	801,170	37,288	54,823	178	746,169	6.9%

VIRGINIA BEACH CITY PUBLIC SCHOOLS
STATEMENT OF REVENUES
SCHOOL GRANTS FUND
JULY 1, 2019 THROUGH OCTOBER 31, 2019

Revenues :

Source:	FY 2020 Estimated	Month's Realized	Yr-To-Date Realized	Unrealized Revenues	Percent Realized
Commonwealth of Virginia	16,208,240	262	1,367,869	(14,840,371)	8.44%
Federal Government	43,769,593		14,086	(43,755,507)	0.03%
Other Sources	1,098,223	21,772	40,759	(1,057,464)	3.71%
Transfers from School Operating Fund	4,886,119		5,568,379	682,260	113.96%
Total Revenues	65,962,175	22,034	6,991,093	(58,971,082)	10.60%

VIRGINIA BEACH CITY PUBLIC SCHOOLS
STATEMENT OF EXPENDITURES AND ENCUMBRANCES
SCHOOL GRANTS FUND
JULY 1, 2019 THROUGH OCTOBER 31, 2019

	FY 2020 APPROPRIATIONS	MONTH'S EXPENDITURES	YR-TO-DATE EXPENDITURES	OUTSTANDING ENCUMBRANCES	REMAINING BALANCE	PERCENT OBLIGATED
ADULT BASIC EDUCATION FY20	316,682	87,871	108,952		207,730	34.4%
ALGEBRA READINESS FY19	505,159	168,212	193,712		311,447	38.3%
ALGEBRA READINESS INITIATIVE FY20	1,040,915	7,267	7,267		1,033,648	0.7%
ASIA SOCIETY CONFUCIUS CLASSROOMS NETWORK FY13	991				991	
ASSESSMENT FOR LEARNING PROJECT FY16	13,042				13,042	
CAREER & TECHNICAL EDUCATION STATE EQUIP FY20	78,673	19,699	19,699		58,974	25.0%
CAREER SWITCHER PROGRAM MENTOR REIMBURSE FY19	450				450	
CAREER SWITCHER PROGRAM MENTOR REIMBURSE FY20	28,200				28,200	
CARL PERKINS FY19	82,788		82,788			100.0%
CARL PERKINS FY20	938,704	97,590	139,089	55,747	743,868	20.8%
CHAMPIONS TOGETHER - IDEA FY19	4,000	2,015	4,000			100.0%
COPS SCHOOL VIOLENCE PREVENTION FY19	515,000				515,000	
CTE SPECIAL STATE EQUIPMENT ALLOCATION FY20	61,602				61,602	
DODEA MCASP OPERATION GRIT FY19	83,108	6,382	41,691	1,579	39,838	52.1%
DODEA MCASP OPERATION GRIT FY20	263,000	15,942	53,085	521	209,394	20.4%
DUAL ENROLLMENT TCC FY20	693,021				693,021	
EARLY CHILDHOOD ED LEADERS COMMUNITIES OF LEARNING FY19	1,000		1,000			100.0%
EARLY READING INTERVENTION FY19	1,061,025	184,268	396,823		664,202	37.4%
EARLY READING INTERVENTION FY20	1,901,940				1,901,940	
GENERAL ADULT EDUCATION (GAE) FY20	30,993	12,648	12,648		18,345	40.8%
GREEN RUN COLLEGIATE CHARTER SCHOOL SUPPORT FY20	12,500				12,500	
GREEN RUN COLLEGIATE CHARTER SCHOOL SUPPORT FY19	10,868		10,713		155	98.6%
HAMPTON ROADS WORKFORCE COUNCIL - ALC FY20	141,136	5,335	20,181		120,955	14.3%
HAMPTON ROADS WORKFORCE COUNCIL - STEM (OSY) FY20	141,136	10,201	27,117		114,019	19.2%
HAMPTON ROADS WORKFORCE COUNCIL STEM (ISY) FY20	155,000		4,748		150,252	3.1%
IDEA CO-TEACHING INITITATIVE THREE OAKS FY20	3,750		3,750			100.0%
INDUSTRY CERTIFICATIONS EXAMINATIONS FY20	95,139				95,139	
INDUSTRY CERTIFICATIONS EXAMS STEM-H FY20	25,973				25,973	
ISAEP FY20	67,092	2,546	2,546		64,546	3.8%
JAIL EDUCATION PROGRAM APR 2019-MAR 2020	137,991	13,702	49,932		88,059	36.2%
JUVENILE DETENTION CENTER APR 2019 - MAR 2020	865,763	99,157	309,919		555,844	35.8%
MCKINNEY HOMELESS FY19	46,365	20,982	36,756	8,412	1,197	97.4%
MCKINNEY VENTO HOMELESS FY20	73,000	1,912	1,912		71,088	2.6%
NATIONAL BOARD TEACHERS STIPENDS FY20	300,000				300,000	
NETWORK IMPROVEMENT COMMUNITY (NIC)	2,500				2,500	
NEW TEACHER MENTOR FY20	34,768				34,768	
NMSI FY20	641,964				641,964	
NNSY SUMMER 2019 STEMP CAMP	7,990		7,961		29	99.6%
ODU RESERARCH FOUNDATION CYBERSECURITY INTERNSHIP FY19	1,500				1,500	
POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS FY19	13,979		13,979			100.0%
PRESCHOOL INCENTIVE - IDEA FY20	513,052				513,052	
PRESCHOOL INCENTIVE- IDEA FY19	196,947	39,288	108,042		88,905	54.9%

VIRGINIA BEACH CITY PUBLIC SCHOOLS
STATEMENT OF EXPENDITURES AND ENCUMBRANCES
SCHOOL GRANTS FUND
JULY 1, 2019 THROUGH OCTOBER 31, 2019

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	FY 2020 APPROPRIATIONS	MONTH'S EXPENDITURES	YR-TO-DATE EXPENDITURES	OUTSTANDING ENCUMBRANCES	REMAINING BALANCE	PERCENT OBLIGATED
PROJECT GRADUATION FY18	5,161				5,161	
PROJECT GRADUATION FY19	37,500				37,500	
PROJECT GRADUATION FY20	37,500				37,500	
PROJECT HOPE - CITY WIDE SCA FY14	2,454				2,454	
RACE TO GED FY20	66,168	23,451	23,451		42,717	35.4%
RESERVE FOR CONTINGENCY	5,569,102				5,569,102	
SCHOOL SECURITY EQUIPMENT GRANT FY20	126,034				126,034	
SCHOOL SECURITY OFFICER GRANT PROGRAM FY19	20,304	753	753		19,551	3.7%
STARTALK FY19	70,578	2,737	61,921		8,657	87.7%
STARTALK FY20	89,807				89,807	
TECHNOLOGY INITIATIVE FY18	707,058	4,552	628,856	2,220	75,982	89.3%
TECHNOLOGY INITIATIVE FY19	2,618,400		270,217		2,348,183	10.3%
TECHNOLOGY INITIATIVE FY20	2,618,400				2,618,400	
TITLE 1 PART A FY18	3,645	92	3,645			100.0%
TITLE I PART A FY19	2,567,647	119,045	897,330	141,730	1,528,587	40.5%
TITLE I PART A FY20	11,914,698	800,002	1,507,814	29,886	10,376,998	12.9%
TITLE I PART D SUBPART 1 FY19	27,539	1,862	2,056		25,483	7.5%
TITLE I PART D SUBPART 1 FY20	68,023				68,023	
TITLE I PART D SUBPART 2 FY18	88,010	72,384	88,010			100.0%
TITLE I PART D SUBPART 2 FY19	236,418	9,394	12,797		223,621	5.4%
TITLE I PART D SUBPART 2 FY20	225,907				225,907	
TITLE II PART A FY18	12,096		12,096			100.0%
TITLE II PART A FY19	157,055	110,437	121,781		35,274	77.5%
TITLE II PART A FY20	1,613,719	25,118	155,311		1,458,408	9.6%
TITLE III PART A LANGUAGE ACQ. FY19	77,888	10,295	40,015		37,873	51.4%
TITLE III PART A LANGUAGE ACQUISITION FY20	142,218				142,218	
TITLE IV PART A FY18	29,590	15,865	29,590			100.0%
TITLE IV PART A FY20	857,953	57,841	61,554	4,029	792,370	7.6%
TITLE IV PART B 21ST CCLC LYNNHAVEN ES FY19	6,945	(499)	4,407		2,538	63.5%
TITLE IV PELL FY20	15,100		4,197		10,903	27.8%
TITLE IV, PART A FY19	710,172	40,324	92,694	48,014	569,464	19.8%
TITLE VI-B FY19	3,277,187	1,393,614	2,882,488		394,699	88.0%
TITLE VI-B FY20	14,768,570				14,768,570	
VA INITIATIVE AT RISK FOUR YEAR OLD FY19	593,958	118,431	593,958			100.0%
VA INITIATIVE AT RISK FOUR YEAR OLD FY20	4,826,738	363,321	363,321		4,463,417	7.5%
VPI+ FY20	569,340	57,763	111,169		458,171	19.5%
VPI+ PRESCHOOL EXPANSION GRANT FY19	78,553	10,361	78,553			100.0%
WORKPLACE READINESS FY20	16,034			16,034		100.0%
TOTAL SCHOOL GRANTS FUND	65,962,175	4,032,160	9,706,294	308,172	55,947,709	15.2%

ASSETS:		LIABILITIES:	
CASH	58,578,594	VOUCHERS PAYABLE	8,764
		ACCOUNTS PAYABLE-HSA	(16,540)
		WIRES PAYABLE	2,921,221
		EST CLAIMS-JUDGMENTS PAYABLE	9,430,162
		TOTAL LIABILITIES	12,343,607
		FUND EQUITY:	
		RETAINED EARNINGS	45,884,829
		ENCUMBRANCES	
		RESERVE FOR ENCUMBRANCES	
		EXPENSES	(45,885,188)
		REVENUES	46,235,346
		TOTAL FUND EQUITY	46,234,987
TOTAL ASSETS	58,578,594	TOTAL LIABILITIES AND FUND EQUITY	58,578,594

REVENUES:	MONTH'S REALIZED	YEAR-TO-DATE REALIZED
INTEREST ON BANK DEPOSITS	117,098	489,588
EMPLOYEE PREMIUMS-CITY	1,123,085	4,286,965
EMPLOYER PREMIUMS-CITY	3,818,070	15,334,905
EMPLOYEE PREMIUMS-SCHOOLS	1,801,570	5,412,430
EMPLOYER PREMIUMS-SCHOOLS	6,876,107	20,708,343
COBRA ADMINISTRATIVE FEE-CITY	463	1,566
COBRA ADMINISTRATIVE FEE-SCHOOLS	395	1,549
TOTAL REVENUES	13,736,788	46,235,346

EXPENSES:	MONTH'S EXPENSES	YEAR-TO-DATE EXPENSES	OUTSTANDING ENCUMBRANCES
SALARIES AND BENEFITS	49,711	174,082	
HEALTH CLAIMS AND OTHER EXPENSES-CITY	6,211,685	19,095,416	
HEALTH CLAIMS AND OTHER EXPENSES-SCHOOLS	8,275,885	26,615,690	
POST EMPLOYMENT HEALTH BENEFITS			
TOTAL EXPENSES	14,537,281	45,885,188	

VIRGINIA BEACH CITY PUBLIC SCHOOLS
SCHOOL VENDING OPERATIONS FUND
JULY 1, 2019 THROUGH OCTOBER 31, 2019

ASSETS:		LIABILITIES:	
CASH	(18,246)	TOTAL LIABILITIES	
		FUND EQUITY:	
		FUND BALANCE	75,409
		ESTIMATED REVENUE	(144,000)
		APPROPRIATIONS	150,000
		ENCUMBRANCES	
		RESERVE FOR ENCUMBRANCES	
		EXPENDITURES	(149,800)
		REVENUES	50,145
		TOTAL FUND EQUITY	(18,246)
TOTAL ASSETS	(18,246)	TOTAL LIABILITIES AND FUND EQUITY	(18,246)

REVENUES:	FY 2020 ESTIMATED	MONTH'S REALIZED	YR-TO-DATE REALIZED	UNREALIZED REVENUES	PERCENT REALIZED	FY 2019 PERCENT REALIZED
INTEREST ON BANK DEPOSITS			376	376		
VENDING OPERATIONS RECEIPTS	144,000	13,769	49,769	(94,231)	34.6%	34.6%
TOTAL REVENUES	144,000	13,769	50,145	(93,855)	34.8%	34.7%
PRIOR YEAR FUND BALANCE (PYFB)	6,000					
TOTAL REVENUES AND PYFB	150,000					

EXPENDITURES:	FY 2020 APPROPRIATIONS	MONTH'S EXPENDITURES	YR-TO-DATE EXPENDITURES	OUTSTANDING ENCUMBRANCES	REMAINING BALANCE	PERCENT OBLIGATED	FY 2019 PERCENT OBLIGATED
SCHOOL ALLOCATIONS	144,280		149,800		(5,520)	103.8%	103.3%
MATERIALS AND SUPPLIES	5,520				5,520		0.3%
PURCHASED SERVICES	200				200		
TOTAL	150,000		149,800		200	99.9%	99.4%

ASSETS:		LIABILITIES:	
CASH	853,525	TOTAL LIABILITIES	
		FUND EQUITY:	
		FUND BALANCE	513,400
		ESTIMATED REVENUE	
		APPROPRIATIONS	200,000
		ENCUMBRANCES	
		RESERVE FOR ENCUMBRANCES	
		EXPENDITURES	
		REVENUES	140,125
		TOTAL FUND EQUITY	853,525
TOTAL ASSETS	853,525	TOTAL LIABILITIES AND FUND EQUITY	853,525

REVENUES:	FY 2020 ESTIMATED	MONTH'S REALIZED	YR-TO-DATE REALIZED	UNREALIZED REVENUES
INTEREST ON BANK DEPOSITS		40,610	140,125	140,125
TOTAL REVENUES		40,610	140,125	140,125
PRIOR YEAR FUND BALANCE (PYFB)	200,000			
TOTAL REVENUES AND PYFB	200,000			

EXPENDITURES:	FY 2020 APPROPRIATIONS	MONTH'S EXPENDITURES	YR-TO-DATE EXPENDITURES	OUTSTANDING ENCUMBRANCES	REMAINING BALANCE
MATERIALS AND SUPPLIES	200,000				200,000
TOTAL	200,000				200,000

VIRGINIA BEACH CITY PUBLIC SCHOOLS
SCHOOL EQUIPMENT REPLACEMENT FUND
JULY 1, 2019 THROUGH OCTOBER 31, 2019

ASSETS:		LIABILITIES:	
CASH	1,129,176	TOTAL LIABILITIES	
		FUND EQUITY:	
		FUND BALANCE	1,039,396
		ESTIMATED REVENUE	
		APPROPRIATIONS	80,000
		ENCUMBRANCES	
		RESERVE FOR ENCUMBRANCES	
		EXPENDITURES	
		REVENUES	9,780
		TOTAL FUND EQUITY	1,129,176
TOTAL ASSETS	1,129,176	TOTAL LIABILITIES AND FUND EQUITY	1,129,176

REVENUES:	FY 2020 ESTIMATED	MONTH'S REALIZED	YR-TO-DATE REALIZED	UNREALIZED REVENUES
INTEREST ON BANK DEPOSITS		2,328	9,780	9,780
TOTAL REVENUES		2,328	9,780	9,780
PRIOR YEAR FUND BALANCE (PYFB)	80,000			
TOTAL REVENUES AND PYFB	80,000			

EXPENDITURES:	FY 2020 APPROPRIATIONS	MONTH'S EXPENDITURES	YR-TO-DATE EXPENDITURES	OUTSTANDING ENCUMBRANCES	REMAINING BALANCE
CAPITAL OUTLAY	80,000				80,000
TOTAL	80,000				80,000

VIRGINIA BEACH CITY PUBLIC SCHOOLS
STATEMENT OF EXPENDITURES AND ENCUMBRANCES
CAPITAL PROJECTS
JULY 1, 2019 THROUGH OCTOBER 31, 2019

B 17

	FY 2020 APPROPRIATIONS	MONTH'S EXPENDITURES	YEAR-TO-DATE EXPENDITURES	PROJECT-TO-DATE EXPENDITURES	OUTSTANDING ENCUMBRANCES	REMAINING BALANCE	PERCENT OBLIGATED
1003 RENOV/REPLACEMT-ENERGY MGMT II	10,275,000	92,631	528,125	6,165,127	247,266	3,862,607	62.41%
1004 TENNIS COURT RENOVATIONS II	1,200,000	39,650	42,152	779,112	89,451	331,437	72.38%
1025 KEMPSVILLE HS ENTREPRENEURIAL ACADEMY	950,000		150	948,918	1,082		100.00%
1035 JOHN B DEY ES MODERNIZATION	27,289,241	525,524	1,901,145	23,495,709	3,162,793	630,739	97.69%
1043 THOROUGHGOOD ES REPLACEMENT	32,470,000	2,356,048	6,229,020	20,619,005	10,312,144	1,538,851	95.26%
1056 PRINCESS ANNE MS REPLACEMENT	77,873,759	2,270,682	5,817,615	35,117,541	37,155,203	5,601,015	92.81%
1078 SCHOOL BUS FACILITY RENOVATION/EXPANSION	21,821,574			21,821,574			100.00%
1095 COMPREHENSIVE LONG RANGE FACILITIES PLANNING UPDATE	300,000			284,602		15,398	94.87%
1099 RENOV & REPLACE-GROUNDS PHASE II	11,675,000		4,294	11,666,065	8,935		100.00%
1102 21ST CENTURY LEARNING ENVIRONMENT IMPROVEMENTS	2,100,000			2,015,149	78,160	6,691	99.68%
1103 RENOV & REPLACE-HVAC SYSTEMS PHASE II	45,367,724	13,723	13,723	45,356,299	4,706	6,719	99.99%
1104 RENOV & REPLACE-REROOFING PHASE II	35,025,639	137,304	2,350,048	33,914,499	1,111,140		100.00%
1105 RENOV & REPLACE-VARIOUS PHASE II	15,033,273	4,590	4,590	14,993,647	8,861	30,765	99.80%
1107 PRINCESS ANNE HS REPLACEMENT	4,218,000					4,218,000	
1110 ENERGY PERFORMANCE CONTRACTS PHASE II	20,000,000	63,402	63,402	11,266,377		8,733,623	56.33%
1178 RENOV & REPLACE-GROUND PH III	2,725,000	38,098	64,496	1,223,391	112,569	1,389,040	49.03%
1179 RENOV & REPLACE-HVAC PH III	13,121,541	188,936	2,061,209	5,409,808	5,643,465	2,068,268	84.24%
1180 RENOV & REPLACE-REROOFING PH III	6,900,000	96,394	104,295	317,707	921,528	5,660,765	17.96%
1182 RENOV & REPLACE - VARIOUS PH III	3,825,000	13,771	498,746	2,314,320	20,310	1,490,370	61.04%
1184 PLAZA ANNEX/LASKIN ROAD ADDITION	13,300,000	21,966	80,223	727,455	353,927	12,218,618	8.13%
1185 ELEMENTARY PLAYGROUND EQUIPMENT REP	500,000	4,590	4,590	4,590	437,165	58,245	88.35%
1195 STUDENT DATA MANAGEMENT SYSTEM	12,187,001			11,832,718	21,617	332,666	97.27%
1233 KEMPS LANDING/ODC REPLACEMENT	63,615,000	9,288	9,288	63,514,562		100,438	99.84%
1237 SCHOOL HR/PAYROLL	9,196,000			8,867,573		328,427	96.43%
UNALLOCATED CIP SALARIES/BENEFITS		(315,959)	143,061	143,061		(143,061)	
TOTAL CAPITAL PROJECTS	430,968,752	5,560,638	19,920,172	322,798,809	59,690,322	48,479,621	88.75%

VIRGINIA BEACH CITY PUBLIC SCHOOLS
GREEN RUN COLLEGIATE CHARTER SCHOOL   B18
JULY 1, 2019 THROUGH OCTOBBER 31, 2019

ASSETS:		LIABILITIES:	
CASH	3,188,528	SALARIES PAYABLE-OPTIONS	52,845
PREPAID ITEM	700	FICA PAYABLE-OPTIONS	4,043
		ACH PAYABLE	91
		TOTAL LIABILITIES	56,979
		FUND EQUITY:	
		FUND BALANCE	10,542
		ESTIMATED REVENUE	(3,913,938)
		APPROPRIATIONS	3,922,723
		ENCUMBRANCES	6,927
		RESERVE FOR ENCUMBRANCES	(6,927)
		EXPENDITURES	(801,016)
		REVENUES	3,913,938
		TOTAL FUND EQUITY	3,132,249
TOTAL ASSETS	3,189,228	TOTAL LIABILITIES AND FUND EQUITY	3,189,228

REVENUES:	FY 2020 ESTIMATED	MONTH'S REALIZED	YR-TO-DATE REALIZED	UNREALIZED REVENUES	PERCENT REALIZED	FY 2019 PERCENT REALIZED
TRANSFER FROM GENERAL FUND	3,913,938		3,913,938		100.0%	100.0%
TOTAL REVENUES	3,913,938		3,913,938		100.0%	100.0%
PYFB-ENCUMBRANCES	8,785					
TOTAL REVENUES AND PYFB	3,922,723					

EXPENDITURES:	FY 2020 APPROPRIATIONS	MONTH'S EXPENDITURES	YR-TO-DATE EXPENDITURES	OUTSTANDING ENCUMBRANCES	REMAINING BALANCE	PERCENT OBLIGATED	FY 2019 PERCENT OBLIGATED
PERSONNEL SERVICES	2,414,792	216,877	501,709		1,913,083	20.8%	20.0%
FRINGE BENEFITS	800,968	76,987	173,589		627,379	21.7%	20.6%
PURCHASED SERVICES	409,218	10,817	50,115		359,103	12.2%	8.6%
OTHER CHARGES	77,339	14,099	35,499		41,840	45.9%	18.8%
MATERIALS AND SUPPLIES	220,406	12,396	40,104	6,927	173,375	21.3%	28.9%
TOTAL	3,922,723	331,176	801,016	6,927	3,114,780	20.6%	19.6%

Subject: Legislative Agenda for 2020 General Assembly Session   **Item Number: 13F**

Section: Information   **Date: November 26, 2019**

Senior Staff: N/A

Prepared by: School Board Legislative Committee

Presenter(s): School Board Member Kimberly Melnyk, Chair, School Board Legislative Committee

Recommendation:

That the School Board receive for information the School Board Legislative Committee's proposed Legislative Agenda for the 2020 Virginia General Assembly Session first introduced in workshop November 12, 2019.

Background Summary:

Each year the School Board Legislative Committee proposes a legislative agenda in preparation for the legislative session of the Virginia General Assembly. The agenda provides an overview of issues that are of interest and/or concern to the School Board and School Division. Upon approval by the School Board, the legislative agenda is distributed to stakeholders and posted on *vbschools.com*.

During the 2020 General Assembly Session, School Board members and School Division administrative staff will monitor legislative activity that has an impact on the School Division's student, personnel, budget, instructional program, and operations.

Source:

Budget Impact:

BUDGET AND FUNDING

Teacher Salary Increase
While Virginia has provided resources for teacher salaries in recent years, earnings for Virginia teachers continue to lag the national average. Virginia teacher salaries have one of the widest gaps between their pay levels and those of comparable professionals in the country. Virginia needs to continue to invest in teacher salaries and consider creating a statewide teacher salary minimum.

Support Cap
VBCPS supports removing the support position cap that was put in place in 2009 during the Great Recession. Previously, the Commonwealth provided funding for support staff positions according to a formula that used numbers of staff and local costs (calculated using the actual number of support positions and the salary for each position in all Virginia school divisions). As a moneysaving measure during the Recession, a "cap" was placed on the number of positions that the state would fund. The cap was not based on any particular analysis of student needs or existing staffing patterns, but rather was simply calculated as a ratio of instructional to support positions based on the necessity to reduce state funding by a particular amount.

Some positions were simply eliminated due to the cap, but most school divisions could not practically and safely reduce support staffing for many of the positions that fall into this category to the levels the state funded under its "support position cap," so the cost to retain these positions shifted entirely to local governments.

These positions include school psychologists and social workers, as well as instructional support, attendance, security, transportation, technology, facility operations and maintenance staff. These positions are essential to the effective operation of schools and provide the vital support needed to meet a myriad of educational needs. These positions all support the classroom by providing critical interactions with students and help free up teacher time to allow them to focus on teaching. These support individuals help to keep our schools and children safe, as well as to ensure that all students across the Commonwealth have equal opportunity to succeed.

Behavior and Mental Health Staff
VBCPS recognizes that fully funding support positions and reversing the support cap is challenging to do in a single year or single biennium. VBCPS requests the General Assembly put in additional resources for mental health clinicians, attendance interventionists, and behavior specialists. These staff members should have specialized training to target students' complex behavioral needs and have the experience to assess the mental health status of students, recommend an appropriate level of care, implement/assist with implementing appropriate interventions, and respond to crisis situations.

For example, VBCPS supports funding support positions (e.g. social workers, guidance counselors, school psychologists, and instructional personnel support) under Standard 2 on a prevailing cost basis, rather than the current capped basis. Enhancements such as these will provide additional funding to better support students who are experiencing a mental health crisis.

Additionally, VBCPS supports updating the definition of school counselors within Standard 2 of the SOQs which should also be updated to allow for flexibility to ensure that individuals with necessary skill sets can be deployed based upon the individual school division's needs.

Making these changes to Standard 2 under the SOQs will directly fund more mental and behavioral health positions in schools across the state. It will also provide flexibility for schools to place resources where they are most needed.

Special Education Services
VBCPS has more than 7,900 students who qualify for special education services. VBCPS spends in excess of $100 million per year, or approximately $13,400 per qualified student, on special education programs and services. That is the highest amount since 2011. Of this, approximately 15% comes from the federal government, 20% from the state, and 65% is local. VBCPS is opposed to any change in the delivery of special education services or special education funding that would shift a larger portion of the funding responsibility to the locality. This includes changes to the regional special education programs that either reduce the overall state allotment or reduces the funding to an individual regional program. Such reductions in funding will not reduce VBCPS's obligations under the Individuals with Disabilities Education Act (IDEA), but rather shift a larger portion to the locality.

Lottery Fund Usage
While VBCPS supports the additional flexibility provided through recent investments in lottery proceeds, VBCPS is opposed to any measure that would shift the Standards of Quality or other recurring costs to the Lottery Fund. Shifting additional mandatory operating costs to the Lottery Fund reduces the amount of money available to school divisions for school construction and other necessary discretionary spending. The Lottery Fund should be used exclusively to supplement current public education funding and not used to supplant ongoing SOQ funded programs.

Dedicated State Funding for Capital Improvements
VBCPS supports the reinstatement of dedicated state funds for capital improvements. Since 2010, local governments and school boards have carried the full burden of capital improvements for public schools.

OTHER LEGISLATIVE ISSUES

Eliminate or Fund Currently Unfunded Mandates
The total impact of state and federal unfunded mandates to VBCPS was $44 million in 2019. Of that $44 million, approximately $16 million are mandates that originated from either the General Assembly or the Virginia Department of Education. These mandates range from new reporting requirements, to new policies and procedures, to unfunded equipment requirements. VBCPS is opposed to any state mandates requiring local school divisions to assume additional responsibilities or provide additional services without the state's share of funding for such mandates. VBCPS supports the elimination of and or full funding for existing unfunded mandates.

Dual Enrollment

High quality dual enrollment programs are an important part of preparing students for the workforce and will allow students to earn college credit or even an associate degree while still in high school. VBCPS supports legislation and/or regulatory reforms that allow school divisions and local community colleges to negotiate individual rates for public school students who, through their local school division, take dual enrollment courses at the local community college.

Continued Reform of Assessment System

VBCPS supports the reduction of the number of required tests in order to allow school divisions to continue to transform the traditional classroom and better meet the needs of our students. It's important our students are able to compete in a global marketplace. Rather than the 20 SOL tests currently mandated, VBCPS supports legislation that allows school divisions to substitute SOL assessments with those that are performance based, mimic real-life situations, and better prepare students for success in higher education and in the workplace. Since 2008, VBCPS has successfully developed an increasing number of performance-based assessments that are used on a division-wide basis.

In addition to student growth measures, VBCPS supports a teacher, principal, and superintendent accountability system that includes additional measures such as student participation, performance in Advanced Placement courses, post-graduate measures that provide information on how students transition after high school, and qualitative measures of overall school performance beyond assessments.

Charter Schools

VBCPS fully supports creating learning environments that meet the individual needs of a community and the students it serves, including academies, innovative programs, Governor's Schools, and charter schools; however, for these alternative models to be successful, they must have the support of the local community and school division. For this reason, VBCPS is opposed to any legislation that would remove the local school board's authority to establish charter schools within its boundaries, including any change to the Virginia Constitution or legislation that would give the Virginia Board of Education the authority to create regional charter schools.