



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

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Introduction

Background

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

Purpose of Program Evaluation

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

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

Academy Overview

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

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

According to the proposal, the EBA focuses on providing a personalized, globally-competitive curriculum that equips students with the knowledge and skills needed to make connections among various disciplines, the technology skills students need to communicate with a worldwide audience, the problem solving and critical

thinking skills necessary to meet the challenges of the future, and the service learning expertise needed in industry today.

One hallmark of the academy noted in the proposal is the three academy strands:

- **Entrepreneurship and Innovation Strand:** Students enrolled in this strand take courses focused on design thinking and the Babson College approach to Entrepreneurial Thought and Action®. This strand relies heavily on the use of the Makerspace within the academy.
- **Business Information and Technology Strand:** Students enrolled in this strand have opportunities to take courses at the Advanced Technology Center. This established partnership increases the number of course offerings for academy students without replicating courses already offered within VBCPS.
- **Corporate Finance Strand:** Students enrolled in this strand have multiple opportunities to study within the banking- and finance-related career fields. All students in this strand take dual enrollment accounting courses, which assist them in earning their associate of science degree from TCC.

Academy Goals and Objectives

The overall goal of the Entrepreneurship and Business Academy at Kempsville High School as stated in the School Board approved proposal is to “provide students the business skills and knowledge necessary to succeed in any career-related fields of study in postsecondary education and in the workforce.” (p. 8)

Specific academy objectives include the following:

Students will:

1. Successfully complete a sequential program of study that focuses on specific skills, knowledge, and technology in the fields of entrepreneurship and innovation, business information and technology, and corporate finance.
2. Have opportunities to earn an associate degree/postsecondary credit.
3. Exceed the objectives of the VBCPS curricula and Commonwealth of Virginia Standards of Learning tests.
4. Participate in job shadowing, mentoring, and/or internship programs that extend, enrich, and refine student learning and that create linkages between the academic and business communities.
5. Complete a long-term project through an internship/mentorship experience with a culminating presentation in the senior year featuring an in-depth study of an issue of concern to their related industry and present ideas/solutions as viable options to address the issue to a panel of business and community leaders.

The Academy will:

6. Establish collaborative agreements with institutions of higher education that result in ongoing program development and assessment.

Evaluation Design and Methodology

Evaluation Design and Data Collection

This comprehensive evaluation focuses on the accomplishment of the program's goals and objectives and program effectiveness. It also provides implementation-related information about the characteristics of the academy students and staff, the program of study, stakeholder perceptions, and the additional cost of the academy to the division.

Multiple methods of data collection were used to gather evaluation information from multiple data sources for the comprehensive evaluation. The Planning, Innovation, and Accountability evaluators from the Office of Research and Evaluation employed the following data collection methods:

- Examined the EBA Proposal (October 2015) and academy documentation.
- Conducted three interviews with the academy coordinator.
- Collected implementation-related data from the academy coordinator.
- Collected staff data from the Department of Human Resources.
- Collected student quantitative data from the VBCPS data warehouse for analyzing academy operations, participant characteristics, and progress toward goals and objectives.
- Collected data on students' academic performance in courses, on the Standards of Learning tests, and on certification tests.
- Collected data on Standards of Learning tests from the Office of Student Assessment.
- Collected data on industry certifications from the Office of Technical and Career Education.
- Administered perception surveys to academy students, parents, and staff.
- Collected cost data from the departments of Teaching and Learning, Human Resources, Budget and Finance, as well as the Office of Transportation and Fleet Management Services.

VBCPS Data Warehouse

Student-related quantitative data needed for the comprehensive evaluation were extracted from the VBCPS data warehouse. These data included demographic characteristics, course enrollment, and academic outcomes. The data for participating academy students were collected, as well as data for all high school students in grades 9 through 12 across the division for reference purposes.

When analyzing the data, demographic data were based on enrollment on September 30, 2020. The September enrollment numbers in Table 1 served as denominators when computing the percentages based on beginning of the year enrollment.

Table 1: Enrollment Numbers of EBA and Divisionwide Students (N)

Student Group	Grade Level	Demographics (9/30/2020) N
EBA	Grade 9	104
	Grade 10	121
	Grade 11	95
	Grade 12	98
	Total	418
Division	Grade 9	5,391
	Grade 10	5,237
	Grade 11	4,866
	Grade 12	4,885
	Divisionwide Total	20,379

Outcome data such as course grades, grade averages, and assessment results for EBA students were based on enrollment at the end of the school year (See Table 2).

Table 2: Enrollment Numbers of EBA Students at the End of the School Year

Student Group	Outcomes (6/30/2021) N
Grade 9	102
Grade 10	115
Grade 11	94
Grade 12	94
EBA Total	405

Surveys

Some quantitative data and much of the qualitative data needed for the evaluation were collected through surveys. Several EBA participant groups were invited to complete an anonymous survey regarding their perceptions of, experiences with, and feelings toward the EBA. Three different survey forms were developed – one for each participant group:

- Academy staff
- EBA students (grades 9-12)
- EBA seniors
- Parents/guardians of EBA students

The participant surveys consisted mainly of Likert-type items that focused on perceptions of program operations and outcomes. The EBA senior survey assessed their overall perceptions of their experiences in the program, their plans following high school graduation, and usefulness of program components. In almost all cases, these selected-response items were constructed on a four-point scale: (1) Strongly Disagree/Very Dissatisfied, (2) Disagree/Dissatisfied, (3) Agree/Satisfied, and (4) Strongly Agree/Very Satisfied. Whenever possible, comparable versions of survey items were included on each survey. Further, all surveys included open-ended questions regarding what students gained from the academy, possible improvements for the program, and the impact the COVID-19 pandemic had on the academy. Responses to open-ended questions were analyzed for common themes.

The student survey was administered online by the Office of Research and Evaluation to students in grades 9 through 12 between May 3 and June 11, 2021. EBA students in grade 12 completed exit survey items as one part of the survey. A link to the online student survey was provided to the program coordinator who distributed the survey link to current EBA students. The Office of Research and Evaluation emailed survey invitations to all parents of students in the academy and academy staff members. The online parent and staff surveys were administered from May 3 to May 14, 2021. Response rates are shown in Table 3.

Table 3: EBA Survey Response Rates

Participant Group	Surveys Issued	Surveys Returned	Response Rate (%)
Students--Grades 9-12	407	406	100%
Students--Grade 12	95	93	98%
Staff	19	16	84%
Parents/ Guardians	638	162	25%

To facilitate interpretation of results from the Likert-type survey items, agreement rates were computed by combining the percentage of respondents who selected either Agree/Satisfied or Strongly Agree/Very Satisfied. Survey agreement percentages reported in the evaluation are based on those who answered the survey item (i.e., missing responses were excluded from the percentages).

Open-ended survey responses were coded into thematic categories for qualitative analysis, as well as considered for possible verbatim inclusion in this report. When this occurred, all efforts were made to excerpt typical statements that represented important perspectives and ideas. It should be noted that when an

open-ended response expressed more than one relevant thought or idea, the idea was counted in each of the categories to which it related. Consequently, the number of responses sometimes exceeded the number of respondents.

Evaluation Questions

The comprehensive evaluation questions are set forth below. The academy objectives related to the program goal are integrated throughout the third evaluation question about program components.

1. What was the student selection process and characteristics of the students served by the program?
2. What was the staff selection process and characteristics and qualifications of the EBA staff?
3. What were the academy program components during 2020-2021 and what progress was made toward the related goal and objectives?
 - a. Program of Study
 - i. Objective 1: Academy Coursework
 - ii. Objective 2: Associate Degree/Postsecondary Credit
 - iii. Objective 3: Academic Performance
 - b. Enrichment Opportunities
 - i. Objective 4: Job Shadowing, Mentoring, and Internship
 - ii. Objective 5: Long-term Project Through Internship/Mentoring
 - c. Community Partnerships
 - i. Objective 6: Collaborative Agreements With Institutions of Higher Education
4. What were the stakeholders' general perceptions of the academy?
5. What was the additional cost of the EBA to the school division in 2020-2021?

Evaluation Results and Discussion

Student Selection and Student Characteristics

The first evaluation question focused on the student selection process and characteristics of the students enrolled in the program. Student characteristics included demographic information about enrolled students and the schools from which they were enrolled.

Student Application and Selection

While in eighth grade, students apply for admission to the EBA using the standard VBCPS academy program application process and timeline. Ninth graders are also able to apply for the tenth-grade class if there are openings. According to the program coordinator, there was a change in the language on the original application presented in the proposal. The term "essay questions" was changed to "student response" in order to be less intimidating to students. Student response questions were formulated around the academy's theme of entrepreneurship, business information technology, and corporate finance. The student responses helped to identify candidates with a passion for and interest in the fields of study. Additional evaluative criteria typically used in the student selection process are listed below. However, for incoming 2020-2021 students, grades and test scores past March 2020 were not available due to the pandemic.

- Academic achievement, including grades and SOL test scores
- Positive teacher recommendations
- Parent recommendations
- Good attendance and school record

A selection committee of school administrators, teachers, and other professionals independently reviewed each of the applications received, rating each one on a 1-5 numerical scale used by other VBCPS academies. The accuracy and inter-rater concurrence were monitored carefully. If a discrepancy among reviewers was

noted, the application was held for additional review and discussion. The academy coordinator coached the panel to rate the applications using a holistic view with attention to the student response.

Table 4 summarizes the numbers of applications received from students and acceptances extended by the EBA, as well as the number of students who were enrolled on September 30, 2020.

Table 4: EBA Application and Acceptance for 2019-2020 and 2020-2021

Grade Level	Number Applied		Number Accepted	
	2019-2020	2020-2021	2019-2020	2020-2021
Grade 9	307	340	243 (79%)	284 (84%)
Grade 10	23	23	12 (52%)	22 (96%)

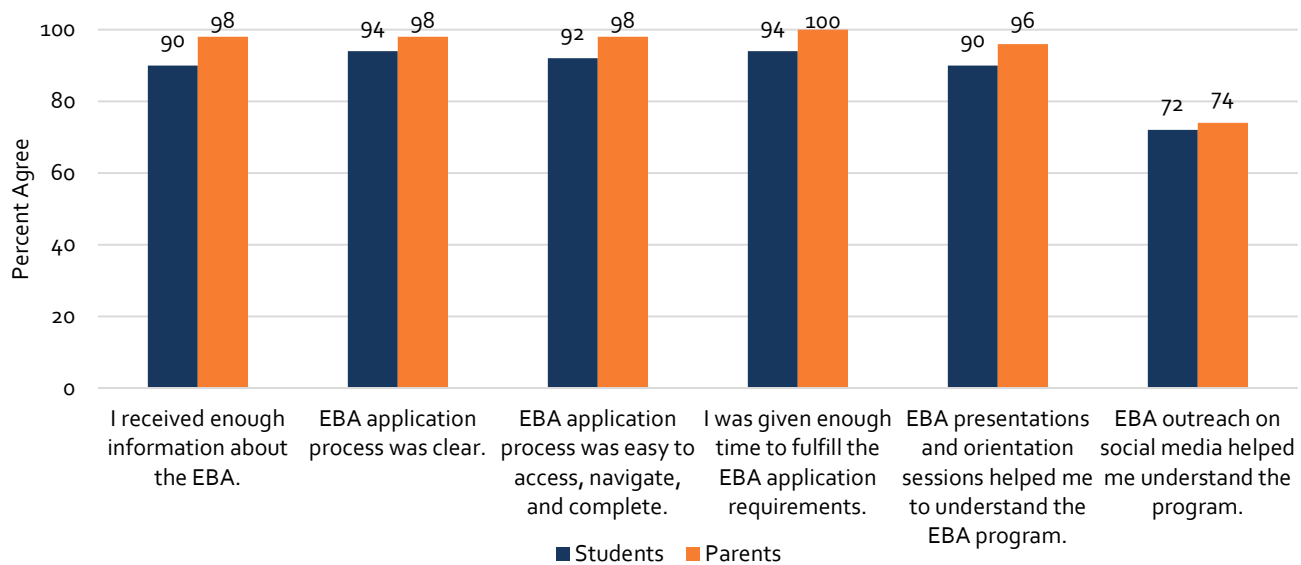
Note: In 2019-2020, 24 grade 9 students were waitlisted, and in 2020-2021, 17 grade 9 students were waitlisted.

In 2019-2020, 243 grade 9 students (79%) received letters of acceptance for admission. Of the students offered admission, 124 enrolled as freshmen on September 30, 2019, which is 99 percent of the 125-student grade 9 capacity. To bring the sophomore class of 2020-2021 closer to its capacity of 125 students, the EBA also accepted 12 grade 10 students. On September 30, 2019, a total of 110 sophomores were enrolled in the EBA.

In 2020-2021, 284 grade 9 students (84%) received letters of acceptance for admission. Of the students offered admission, 104 enrolled as freshmen on September 30, 2020, which is 83 percent of the 125-student grade 9 capacity. To bring the sophomore class of 2021-2022 closer to its capacity of 125 students, the EBA also accepted 22 grade 10 students. On September 30, 2020, there was a total of 121 sophomores enrolled in the EBA.

New EBA students and parents of new students who were enrolled in 2020-2021 were asked about their perceptions of the application and selection process on the end-of-year surveys. Figure 1 displays the agreement percentages of students and parents with several statements regarding the enrollment process.

Figure 1: Parent and Student Perceptions of the EBA Application Process



High percentages of both parents and students agreed that they had received enough information about the academy to make a fully informed decision about enrolling in the EBA, as well as that the application process was clear and easy to complete. Similarly, high percentages of parents and students agreed that they had been given enough time to fulfill the application requirements. Similar to what was reported in the first- and second-year reports, the student and parent agreement rate regarding the outreach on social media remained lower, but this did not appear to impact the agreement rates on the other survey items.

Related to the student selection process, 94 percent of EBA staff members agreed that the admissions process succeeded in enrolling promising EBA students, and 100 percent of staff members agreed that the EBA students demonstrated an awareness of the program's expectations.

Reasons for Enrolling

An open-ended survey item asked students and parents to provide their reasons for enrolling in the EBA. Among the 109 students who responded to the item, the two most common reasons for enrolling included being interested in the program's topics of business, accounting, and finance (34%) and for a professional aspiration—mainly, to improve career options or to be one's own boss (34%). The next most common reason involved an academic aspiration—mainly, to improve college opportunities or to earn an associate degree before leaving high school. This was cited by 13 percent of the student respondents. Other students (5%) indicated they enrolled based on the program's positive reputation.

Of the 43 parent responses to a similarly worded open-ended survey item, 24 parents (56%) expressed that their child chose the academy because they were interested in the program's topics including, business, accounting, and finance. Another 14 parents (33%) explained that they enrolled their child in the EBA because of professional aspirations such as that their child's current interest aligned with the program and they wanted a career in business or entrepreneurship. Twelve parents (28%) commented that their child joined the program for academic reasons, such as the academy's challenging curriculum, the academy's ability to prepare the student for college and possibly for business school, and the opportunity for their child to earn an associate of science degree while still in high school.

Student Characteristics

On September 30, 2020, a total of 1,785 students were enrolled in grades 9 through 12 at Kempsville High School of which 418 (23%) were EBA students. The 418 EBA students included 104 freshmen (25%), 121 sophomores (29%), 95 juniors (23%), and 98 seniors (23%) which brought the total EBA enrollment to 418

students. The capacity of the academy is 125 students per grade level or a total of 500 students. At the beginning of the 2020-2021 school year, the academy was at 84 percent capacity.

Student Demographics

Table 5 shows the demographic characteristics of both the 418 EBA students and the 20,379 students in grades 9-12 across the division for reference. The academy had a larger percentage of female students than high school students across the division (58% compared with 49%). The racial/ethnic composition of the academy approximates that of the divisionwide percentages overall. With respect to the other demographic characteristics provided in Table 5, the academy had a lower percentage of economically disadvantaged students (-10 percentage points) and special education students (-10 percentage points) than divisionwide high school students. The EBA also had a greater percentage of gifted students (+14 percentage points) than the division.

Table 5: Demographic Characteristics of the EBA Students and Divisionwide High School Students Across the Division on September 30, 2020

Characteristic	EBA (N = 418)		Divisionwide High School (Grades 9-12) N = 20,379	
	N	%	N	%
Gender				
Female	244	58%	10,070	49%
Male	174	42%	10,309	51%
Ethnicity				
African American	101	24%	4,918	24%
American Indian	1	<1%	50	<1%
Asian/Native Hawaiian/Pacific Islander	24	6%	1,435	7%
Caucasian	214	51%	9,732	48%
Hispanic	38	9%	2,305	11%
Multiracial	40	10%	1,939	10%
Economically Disadvantaged				
Yes (Free/Reduced Lunch)	104	25%	7,121	35%
Identified Special Education				
Yes	2	<1%	2,192	11%
Identified Limited English Proficiency				
Yes	0	0%	437	2%
Identified Gifted*				
Yes	134	32%	3,730	18%
Identified Military Connected				
Yes	58	14%	3,087	15%

Note: Percentages may not add up to 100 percent due to rounding.

*Includes artistically and intellectually gifted students.

Student Geographics

During the 2020-2021 school year, the greatest number of incoming grade 9 students at the academy came from the Kempsville High School's middle school attendance zones. Figure 2 shows that a total of 39 EBA students (38%) had been grade 8 students at either Kempsville or Larkspur middle schools, which are the two middle schools in the Kempsville High School attendance zone. Fifteen students (14%) were from Kempsville Middle School and 24 students (23%) were from Larkspur Middle School. The figure also shows that 10 students had attended Independence Middle School (10%) and 9 students had attended Bayside Middle School (9%), Brandon Middle School (9%), and Plaza Middle School (9%), respectively. The remaining 28 students had attended another VBCPS middle school or came from outside the division. In total, the EBA enrollment process drew from every middle school in VBCPS except Landstown Middle School.

Figure 2: Home Middle Schools for EBA Ninth-Grade Students

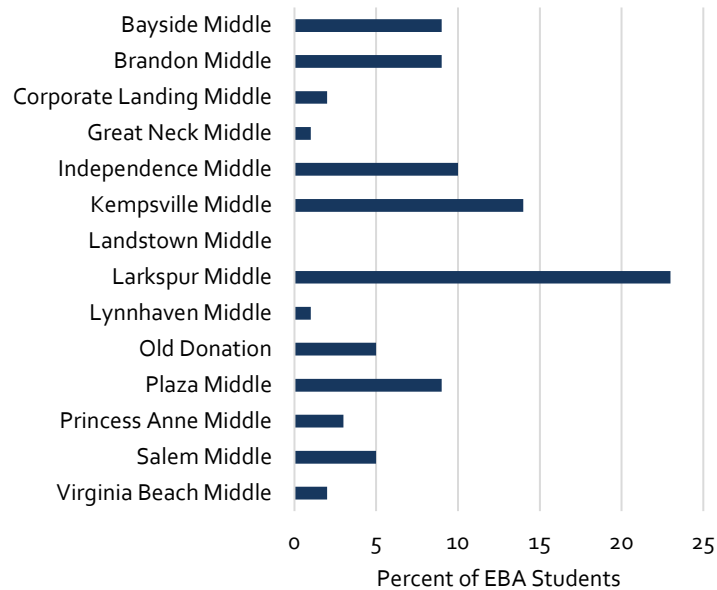
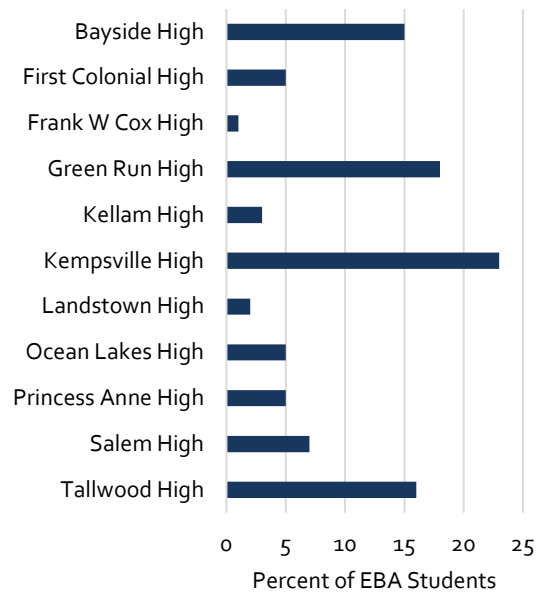


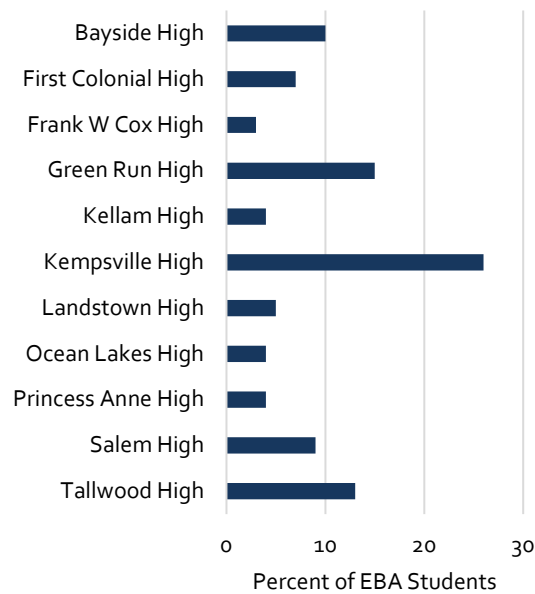
Figure 3 displays the 2020-2021 high school attendance zones from which the EBA freshmen were drawn. Almost one-quarter of the grade 9 EBA students (23%) resided within the Kempsville High School attendance zone. Almost one-fifth of the EBA students (18%) resided within the Green Run attendance zone. In addition, 16 percent of students resided within the Tallwood attendance zone and 15 percent resided within the Bayside attendance zone. Ultimately, the EBA drew ninth grade students from every VBCPS high school attendance zone.

Figure 3: Zoned High Schools for EBA Ninth-Grade Students



Among all 418 EBA students, the largest percentage came from the Kempsville High School attendance zone (26%), followed by Green Run (15%), Tallwood (13%), and Bayside (10%). Figure 4 displays zoned high schools for all EBA students in grades 9 through 12.

Figure 4: Zoned High Schools for EBA Students Grades 9-12



Staff Selection, Staff Characteristics, and Professional Learning

The second evaluation question focused on staff-related aspects of the academy including staff selection, characteristics and qualifications of the staff, and professional learning opportunities.

Staff Selection

Staff for the academy includes an academy coordinator, academy teachers, and a school counselor who serves the academy students. The academy coordinator position is a 12-month position. Hired in August 2015, the coordinator is responsible for writing grants, visiting Virginia colleges and universities to plan seminars, securing guaranteed admissions to undergraduate and graduate programs, and meeting with parents and students at all Virginia Beach middle schools to publicize the program.

As of 2020-2021, a total of 18 teachers were part of the academy faculty. In previous years, teacher candidates applied for an academy position using the division's standard application process, followed by a full interview process with the coordinator, school principal, and two staff members in the Office of Technical and Career Education (TCE). The staff selection for the EBA was based on the following qualifications:

- Candidates with a Master's Degree preferred.
- Excellence in teaching and the delivery of instruction.
- Endorsements in the fields of study.
- Interest in professional learning for the integration of business, entrepreneurship, information technology, and core subjects.
- Varied professional work experiences in the field.
- Strong technology skills.
- The ability to work flexibly with institutions of higher learning and community business leaders.

All EBA staff (100%) agreed with a statement on the survey that the responsibilities of being an EBA teacher were clear.

Staff Characteristics

In addition to the academy coordinator, during 2020-2021, the EBA operated with 4 teachers who taught EBA courses full-time and 14 teachers who taught EBA and non-EBA courses. The staff consisted of three business

education teachers, six English teachers, one family and consumer science teacher, three social studies teachers, three marketing education teachers, one math teacher, and one technology education teacher. In addition, one school counselor served the students in the EBA.

Table 6 indicates that the average amount of experience among EBA staff (i.e., teachers and school counselor) was 11 years, which was somewhat lower than the division. Two EBA staff members were new to the teaching profession, while 9 of the 19 EBA staff members had between 3 and 10 years of experience. Six of the 19 EBA staff had between 11 and 20 years of experience, and two had over 20 years of experience. Thirteen of the 19 EBA staff (68%) held advanced degrees which was higher than the division.

As noted in Table 6, the gender breakdown indicates that 15 of the 19 EBA staff (79%) were female. This was higher than the divisionwide percentages of females. The percentage of Caucasian EBA staff was also higher than the percentage at the division. However, it is important to note that the relatively small number of staff in the EBA makes it difficult to draw meaningful comparisons. For example, one staff member accounts for 5 percent of the total group.

Table 6: Staff Characteristics and Qualifications

Staff Characteristics and Qualifications	EBA (N=19)	Division* (N=1,360)
Male	21%	32%
Female	79%	68%
Caucasian	95%	78%
African American	0%	11%
Asian	5%	4%
Other Ethnicity	0%	7%
Percentage With Advanced Degrees	68%	53%
Percentage New to the Division	11%	6%
Average Years Experience	11 yrs.	15 yrs.

*High school level data for instructional staff only, including Kempsville High School.

Professional Learning

According to the approved proposal, professional learning would be based on the needs of the selected staff. Teachers who teach the business, entrepreneurship, and information technology courses would attend professional learning opportunities either on-site or at arranged sites for their particular course area. Teachers would also have an opportunity to gain professional learning by attending national conferences and training with national consultants. Professional learning would include a special emphasis on AVID strategies and globally competitive skills, such as critical thinking. Additionally, after appropriate professional learning, all academy teachers would be expected to integrate technology throughout the curriculum. The principal, the coordinator, the Department of Teaching and Learning, and the EBA staff collaborated to construct each year's professional learning calendar, and the professional learning classes were designed to meet the specific needs of the academy.

During the 2019-2020 and 2020-2021 school years, EBA teachers participated in 12 professional learning activities. Across the two-year span, professional learning included five book studies and monthly Professional Learning Community (PLC) meetings. In 2020-2021, two teachers attended the Virginia Association of Supervision and Curriculum Development (VASCD) conference; three staff members attended the INCubatoredu Summit virtually; five teachers attended Dual Enrollment Canvas Zoom orientation with TCC, and one teacher attended BuildU Teacher training. A complete list of professional learning activities differentiated by year can be found in Appendix A.

On their end-of-year survey, staff were asked to rate their perceptions of their professional learning. As can be seen in Table 7, all sixteen respondents (100%), responded positively to all the statements about the professional learning they had received related to the academy.

Table 7: EBA Staff Perceptions of Professional Learning

Survey Statement	Percent Agreement (N=16)
Professional learning helped prepare me to teach academy courses.	100%
Professional learning enhanced my ability to integrate EBA-related units/ideas in the curriculum.	100%
Professional learning enabled me to better meet the academy students' needs.	100%
I received sufficient academy-related professional learning.	100%

Program of Study

The EBA comprises three major strands: Entrepreneurship and Innovation (Strand 1), Business Information Technology (Strand 2), and Corporate Finance (Strand 3). All three strands enable students within the academy to explore multiple pathways to being college and career ready. The program of study was intended to enable EBA graduates to be ready for postsecondary education or to enter the workforce or the military. Students who successfully complete the prescribed required and elective courses will graduate from VBCPS with an Advanced Diploma. Further, students can elect to pursue AP and dual-enrollment coursework to also earn an associate of science degree from TCC. The EBA students take core curriculum courses regardless of their strand and also courses specific to the strand they select. The courses within the strands are immersive, experiential opportunities that serve as a foundation for a multitude of elective options. This enables the students to map out a course of study based on their own personal interests and career goals. Academy staff review the curriculum each year and make attempts to adjust the curriculum and/or coursework based on students' needs. In 2020-2021 a new course was added titled EBA Intro to Culinary Entrepreneurship.

Because the academy was designed with personalized learning in mind, EBA students are exposed to a variety of learning opportunities offered through partnerships with postsecondary institutions, the Advanced Technology Center, and both local and national business organizations. Students are encouraged to make full use of the academy's offerings and resources to meet their individual learning needs and interests. EBA students can pursue industry certifications through classwork supplemented by tutorials and practice modules hosted by Gmetrix, an online skills management system. All staff members agreed on the survey that the EBA provides instruction that targets a variety of learning needs.

The program of studies culminates during senior year when students participate in a long-term project or senior internship. During this time, students have the opportunity to work with a community leader/business partner within the business-related field of their choice. During their on-the-job-training experience, students keep a log of their internship hours and a blog/journal of their experiences in the field. The internship experience is shared through a multimedia presentation with their classmates, parents, and community leaders/business partners through an in-depth research-based senior project involving a challenge or issue and a proposed solution to this challenge. As a preview of another potential curriculum adjustment, in 2021-2022, the EBA plans to pilot an EBA Research and Writing Course to further support students with their internship assignment.

Strand Selection

Each strand within the academy offers required and elective course options for students. The latitude for personalization increases after the EBA students select their strand toward the end of their freshman year. Until then, the academy lays a curricular foundation for the grade 9 students. All freshmen take a course entitled Introduction to Entrepreneurship and Business Information Technology, which introduces all three strands to students so that they can make an informed decision when they select a strand in which to specialize during grades 10, 11, and 12. Table 8 displays the number of students who had selected a strand in grades 9 through 12 by June 2021.

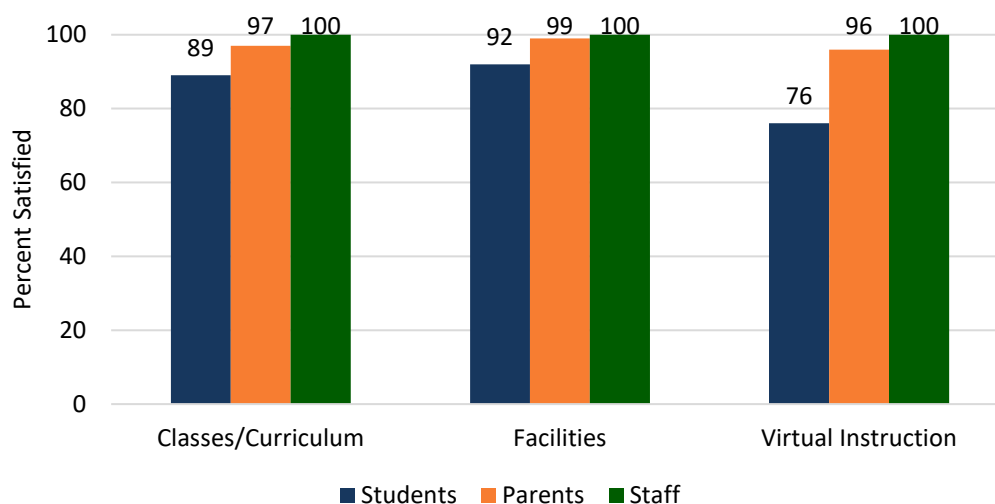
Table 8: Strand Selection

Strand	Grade 9 (N=100) ²	Grade 10 (N=115)	Grade 11 (N=94)	Grade 12 (N=94)	Total (N=403)
Entrepreneurship & Innovation	54%	50%	59%	44%	52%
Business Information Technology	20%	26%	15%	29%	23%
Corporate Finance	26%	23%	27%	28%	26%

Table 8 shows that the Entrepreneurship and Innovation strand was the most popular across all grade levels. Corporate Finance and Business Information technology varied in popularity among grades. Corporate Finance was the second most chosen strand in grades 9 and 11, while Business Information Technology was the second most chosen in grade 10.

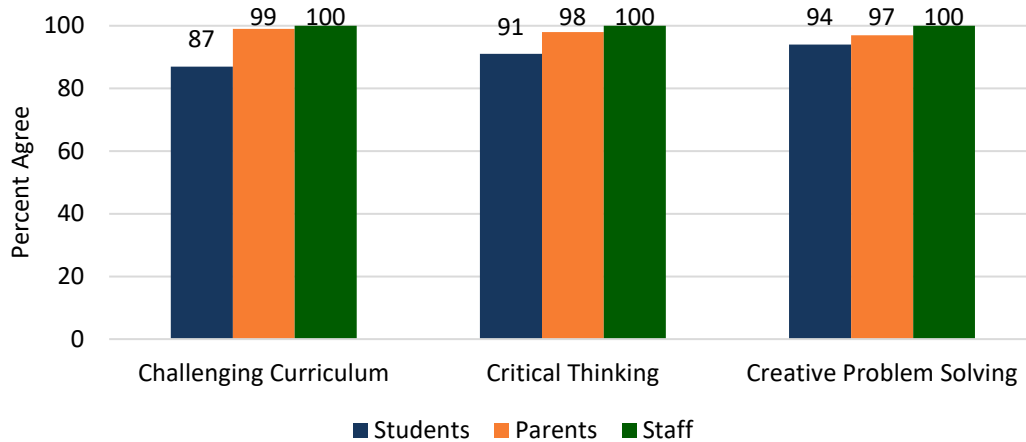
Perceptions of the EBA Coursework and Learning Environment

Several survey items focused on the perceptions of the EBA's program components (see Figure 5). Overall, students, parents, and staff rated the classes/curriculum and the facilities positively with 89 to 100 percent of respondents reporting satisfaction. When asked to rate the virtual instruction that occurred during 2020-2021 due to the pandemic, 76 percent of students were satisfied. When students were asked their satisfaction with face-to-face instruction, satisfaction was higher than virtual instruction with 87 percent of students indicating they were satisfied. Parents were also asked their satisfaction with face-to-face instruction and 95 percent reported being satisfied.

Figure 5: Perceptions of EBA Components

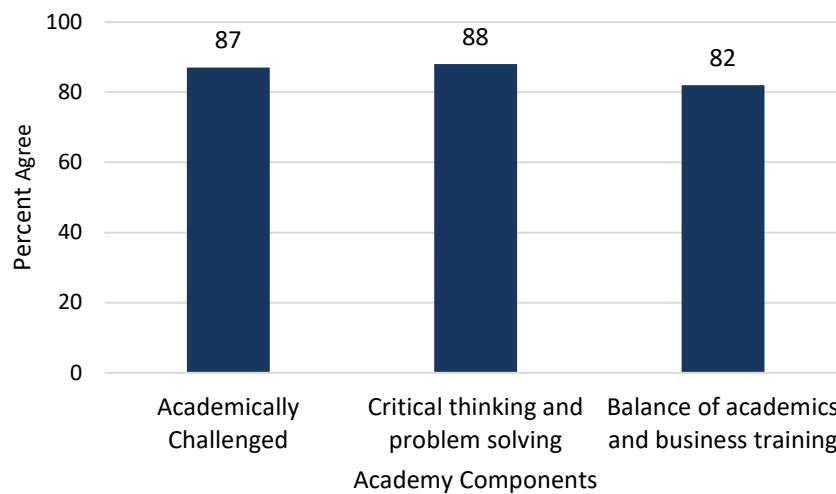
Survey items also addressed perceptions of the rigor of the coursework and the extent to which the coursework required students to think critically and solve problems in creative ways. The results are displayed in Figure 6. All three groups exhibited high agreement levels regarding the EBA's coursework and learning environment (87% to 100%).

Figure 6: Participant Perceptions of the EBA's Coursework and Learning Environment



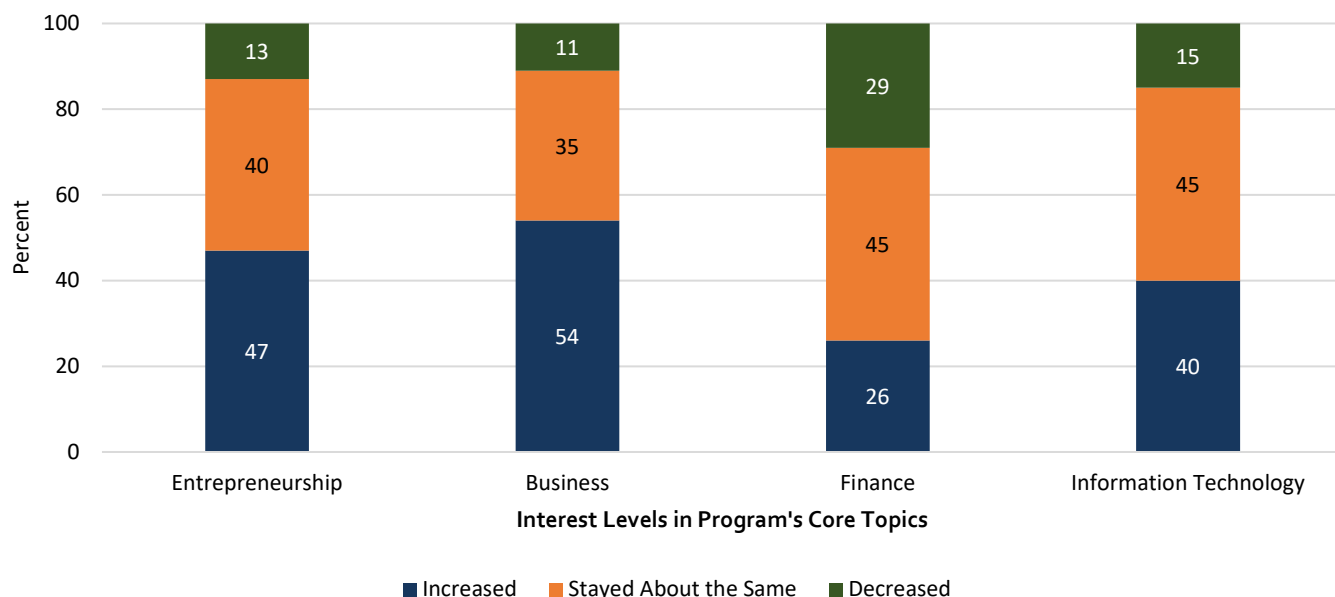
EBA seniors were asked to reflect on their overall perceptions of the program during their time in the academy including if they felt academically challenged, if the academy coursework helped develop their ability to think critically and solve problems, and if the academy program was a good balance of academic study and business training. Overall, strong positive results were found with agreement levels at 82 percent or higher (see Figure 7).

Figure 7: EBA Senior Perceptions of Academy



EBA seniors were also asked if their interests in the core topics (entrepreneurship, business, finance, and information technology) of the program increased, stayed the same, or decreased since entering the academy (see Figure 8). A little over half (54%) of students selected that their interest in business had increased. A little less than half the students (47%) indicated that their interest in entrepreneurship had increased. Forty percent of students indicated that their interest in information technology had increased. Comparatively, only 26 percent of students indicated that their interest in finance had increased since entering the program.

Figure 8: EBA Senior Interest Levels in the Program's Core Topics At the End of the Program



Academy Coursework (Objective #1)

Objective #1: Students will successfully complete a sequential program of study that focuses on critical skills, knowledge, and technology in the fields of entrepreneurship, business information technology, and corporate finance.

One objective of the academy program is that students will successfully complete a sequential program of study. The EBA program of study is comprised of core, elective, and academy coursework within their stand that focuses on critical skills, knowledge, and technology in the fields of entrepreneurship, business information technology, and corporate finance.

Course Enrollment and Grades

Overall, students in the EBA were high achieving with a high percentage earning grades of C- or above in core, academy, and elective courses (see Table 9). Nearly all EBA students in grades 9 through 12 earned a C- or above in Academy courses (98%-100%). A complete list of courses for EBA students in grades 9 through 12 and total number of students enrolled in courses can be found in Appendix B.

Table 9: Percentage of EBA Students Passing Core, Academy, and Elective Courses

Grade	Percent Passing Core Courses	Percent Passing Academy Courses	Percent Passing Elective Courses
9	97%	99%	99%
10	98%	100%	100%
11	97%	99%	98%
12	95%	98%	94%

Grade Averages: Grade averages for academy students were reviewed. One grade average involved core classes only. The other grade average involved all classes taken during 2020-2021. Overall, EBA students had high grade averages equivalent to a high B grade range (See Table 10).

Table 10: EBA Grade Averages

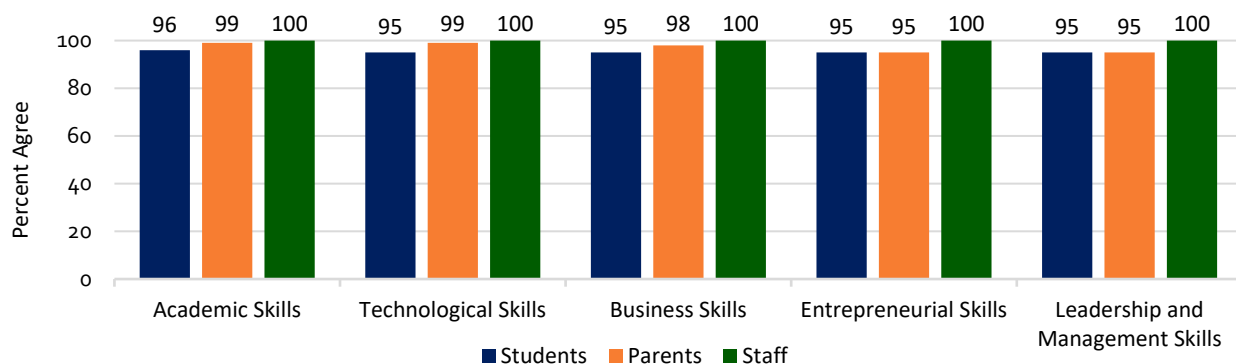
Grade	Average	EBA
9	Core Classes	3.4
9	All Classes	3.5
10	Core Classes	3.2
10	All Classes	3.5
11	Core Classes	3.2
11	All Classes	3.3
12	Core Classes	3.3
12	All Classes	3.3

Graduates

The 2020-2021 school year was the academy's second graduating class of students. At the beginning of the school year, 98 students were enrolled in the EBA and 94 twelfth-grade students graduated, and all earned an advanced studies diploma at the end of the 2020-2021 school year. For reference purposes, 58 percent of VBCPS on-time graduates earned an advanced studies diploma. Of the 94 graduates, 65 percent earned the Governor's Seal. The Governor's Seal is awarded to students who complete the requirements for an advanced studies diploma with an average grade or "B" or better, and successfully complete college-level coursework that will earn the student at least nine transferrable college credits in AP, IB, or dual enrollment courses.³

Perceptions

Several survey items on the student, parent, and staff end-of-year surveys asked about skills and technology that were gained while enrolled in the academy. As Figure 9 shows, nearly all student, parent, and staff respondents agreed that the EBA provided opportunities to gain the various skills needed to be successful.

Figure 9: Agreement That the EBA Provides Opportunities to Gain the Skills Needed to Be Successful

Associate Degree/Postsecondary Credit (Objective #2)

Objective 2: Students will have opportunities to earn an associate degree/postsecondary credit.

According to the academy proposal, the EBA program of study was developed to provide students an opportunity to earn an associate of science degree in business administration, technology, or finance with TCC. According to the academy coordinator, of the 94 EBA seniors who graduated, 22 (23%) were able to complete the requirements to earn an associate degree in science TCC.

Opportunities for students to earn postsecondary credit took two forms. The first mechanism is through Advanced Placement (AP) courses and exams. An AP exam is graded on a 1 to 5 scale. Generally, participating colleges will grant college credit for AP exam scores of 3 or higher. It also is important to note that not every student who takes an AP course also takes the corresponding AP exam. The second opportunity is through dual enrollment (DE) courses that articulate credit toward an associate of science degree at TCC.

AP Exams

Overall, 154 EBA students (38%) in grades 9 through 12 took at least one AP exam of the 405 students enrolled at the end of the school year. Table 11 displays the list of AP Exams, the number of EBA students who took them, and the percentage of EBA students who scored a 3 or higher. In total, 69 students (45%) scored a 3 or higher on at least one AP exam. For reference, 3,626 (17%) divisionwide students took an AP exam. Of the 3,626 divisionwide students who took an AP exam, 2,138 (59%) scored a 3 or higher.

Table 11: AP Exams and EBA Students Who Scored 3 or Higher 2020-2021

Course Name	N	% with 3 or Above
AP Biology (Grade 11)	11	36%
AP Calculus AB (Grades 11 & 12)	10	10%
AP Calculus BC (Grade 12)	^	^
AP Chemistry (Grade 11)	^	^
AP Computer Science A (Grades 10, 11, & 12)	8	25%
AP English Language and Composition (Grade 11)	34	50%
AP English Literature and Composition (Grade 12)	12	25%
AP Environmental Science (Grades 11 & 12)	12	8%
AP European History (Grades 10 & 11)	18	22%
AP Human Geography (Grades 9 & 10)	53	49%
AP Physics I (Grades 11 & 12)	^	^
AP Psychology (Grades 10, 11, & 12)	19	53%
AP Research (Grade 12)	^	^
AP Seminar (Grade 11)	^	^
AP Statistics (Grades 11 & 12)	^	^
AP United States Government and Politics (Grade 12)	21	52%
AP United States History (Grade 11)	16	63%

Note: To protect students' privacy, the AP exam list does not include exams taken by five or fewer students.

Dual Enrollment

The second mechanism for earning postsecondary credit involved dual enrollment courses. Dual enrollment classes were generally taken by students in grades 11 and 12. Students in grades 9 and 10 are admitted to take dual enrollment courses, however, this usually requires additional approval.⁴ A total of 135 EBA students (45%) in grades 10, 11, and 12 took dual enrollment courses, however, many students took multiple dual enrollment courses (See Table 12). Table 13 provides the list of dual enrollment courses taken by students in the EBA and the percentage of EBA students earning dual enrollment credit which is achieved by passing with a grade of D- or above. All EBA students passed and earned dual enrollment credit.

Table 12: Dual Enrollment Number by Grade for EBA and Divisionwide High School Students

Grade	N	%	Grade	N	%
EBA 10	9	8%	VBCPS 10	23	<1%
EBA 11	55	59%	VBCPS 11	206	4%
EBA 12	71	76%	VBCPS 12	1,060	21%
Total	135	45%	Total	1,291	12%

Note: Two students in grade 9 were enrolled in dual enrollment course(s).

Table 13: Dual Enrollment Courses and Percent of EBA Students Passing 2020-2021

Course Name	N	% Passing
Cisco Network Engineering II DE (Grade 12)	^	^
College Comp 111DC/TC (Grade 12)	69	100%
College Comp 112DC/TC (Grade 12)	69	100%
Dual Enrollment Applied Calculus (Grades 11 & 12)	24	100%
Dual Enrollment Pre-Calculus (Grades 10, 11, & 12)	25	100%
EBA DE Biology I (Grades 11 & 12)	24	100%
EBA DE Biology II (Grades 11 & 12)	24	100%
EBA DE Entrepreneurship (Grades 11 & 12)	34	100%
EBA DE Intercultural Communication (Grades 10, 11, & 12)	50	100%
EBA DE Intro to Int Business (Grades 11 & 12)	34	100%
EBA DE Principles of Accounting I (Grades 11 & 12)	24	100%
EBA DE Principles of Accounting II (Grades 11 & 12)	24	100%
EBA DE Principles of Macro Economics (Grades 11 & 12)	24	100%
EBA DE Principles of Micro Economics (Grades 11 & 12)	24	100%
EBA DE Principles of Public Speaking (Grades 10, 11, & 12)	49	100%
EBA DE Probability & Statistics for Business (Grade 11)	^	^
EBA VA US History DE (Grade 11)	44	100%
Network Administration & Cyber security I DE (Grade 11)	^	^
Network Administration & Cyber security II DE (Grade 12)	^	^

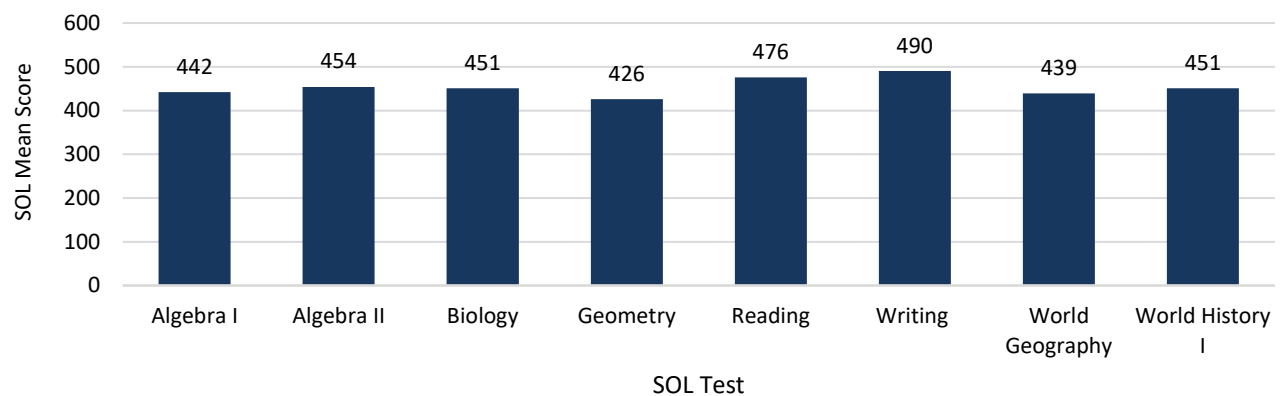
Note: To protect students' privacy, dual enrollment course list does not include courses taken by five or fewer students.

Academic Performance (Objective #3)

Objective #3: Students will exceed the objectives of the VBCPS curricula and Commonwealth of Virginia Standards of Learning (SOL) tests.

SOL Results

Students in the EBA participate in a variety of SOL tests. Academy students took eight SOL tests which are displayed in Figure 10. Using the threshold of 400, EBA students averaged well-above a passing score across all the assessments. Students scored the highest in Writing with an average scale score of 490 and the lowest in Geometry with an average scale score of 426.

Figure 10: EBA Students SOL Scale Scores for 2020-2021

The percentages of EBA students who passed the SOL tests are shown in Table 14, with the division percentages for reference. English had the highest passing rate for EBA students at 100 percent. The lowest passing rate was in World Geography with a pass rate of 85 percent.

Table 14: The EBA and Divisionwide High Schools Students SOL Pass Rates for 2020-2021

Test	EBA		VBCPS High School Students	
	n	% Pass	n	% Pass
Algebra I	^	^	^	^
Algebra II	28	96%	1,175	87%
Biology	50	88%	4,665	71%
Geometry	31	84%	1,599	80%
Reading	45	100%	4,476	84%
Writing	40	98%	4,604	80%
World Geography	26	85%	1,535	76%
World History I	23	91%	2,577	58%

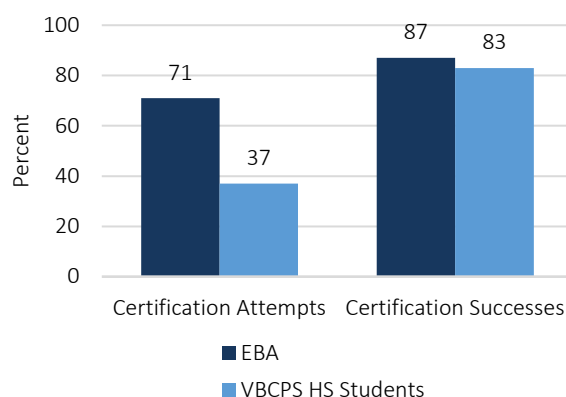
Note: To protect students' privacy, pass rates do not include SOLs taken by five or fewer students.

Certification Test Results

Students within the academy are expected to complete the VBCPS Technical and Career Education stackable credential model in which students complete the Workplace Readiness Skills for the Commonwealth assessment, the Microsoft IT Academy Specialist certification, and strand-specific certifications that lead students to become both career and college ready when they graduate from high school. Examples of additional industry certifications that students may earn through their enrollment in the academy are listed in Appendix C. During 2020-2021, all certifications were offered to EBA students, but according to the academy coordinator, participation was impacted by the pandemic and the high school schedule implemented during that time (i.e., 4x4). The first term of the school year ended prior to the students returning to face-to-face instruction, and this impacted some students' participation in the Microsoft certifications.

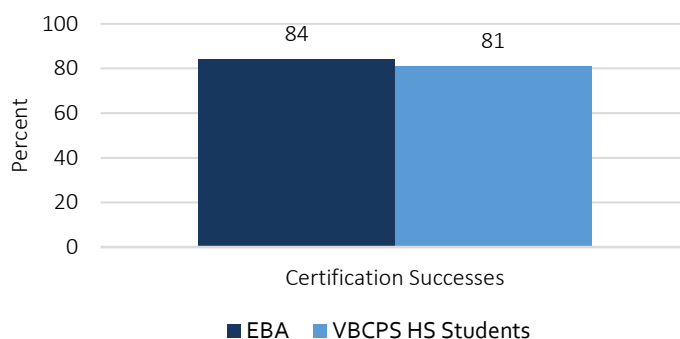
During 2020-2021, 289 EBA students (71%) attempted to earn at least one industry certification. Of those EBA students who made an attempt, 251 (87%) were successful in earning at least one industry certification (see Figure 11). Students in the BIT strand take courses at Kempsville High School and as part of a unique partnership, students can apply to the VBCPS Advanced Technology Center. Once accepted, students take courses at the ATC. With this partnership, students have access to courses that prepare them for high-level certifications such as Intro to Programming Using Java, Solidworks 3D Experience-3D Creator, and OSHA 30-Hour Construction Safety and Health. In the 2020-2021 school year, nine certification tests were attempted by 10 students specifically through the BIT strand. Overall, 19 certification tests were taken with a success rate of 84 percent.

Figure 11: Percentages of EBA and Divisionwide High School Students Who Attempted and Successfully Earned At Least One Industry Certification in 2020-2021



Most of the EBA students attempted to earn two or more certifications. Figure 12 displays the percentage of certification attempts that were successful. Overall, EBA students were successful on 84 percent of their certification tests. Divisionwide high school data are included for reference. Worthy of note is the fact that 31 of the 252 EBA students attempted to earn at least 4 certifications and as many as 8 certifications. The greatest number of certifications any EBA student earned was 8, and the greatest number any divisionwide student earned was 9.

Figure 12: Percentage of Certification Tests Passed in 2020-2021 by EBA and Divisionwide High School Students



Enrichment Opportunities

The academy program offers students multiple opportunities to extend their learning beyond the classroom in activities such as job shadowing, mentoring, internships, Pitch Night, master classes and guest speakers, community service, competitions, and field trips. The pandemic impacted these activities to varying degrees such as job shadowing and field trips being canceled to modifications for the mentorships and internships, speakers, community service, and Pitch Night.

Job Shadowing, Mentoring, and Internship (Objective #4)

Objective #4: Students will participate in job shadowing, mentoring, and/or internship programs that extend, enrich, and refine student learning and that create linkages between the academic and business communities.

Job Shadowing

In 2020-2021, the EBA had partnerships with 35 different individuals to participate in Job Shadow Day. A sample of job shadow partners' jobs included: event planning, accounting, real estate, and insurance sales. However, due to the challenges associated with the COVID-19 pandemic, Job Shadow Day(s) did not occur in the 2020-2021 school year. Therefore, the program requirement was waived. In a typical year, two Job Shadow Days are held for juniors and seniors: one in the fall and one in the spring. This experience provides the students with an opportunity to network to establish a relationship with a possible mentor with whom they might intern or receive guidance and even funding for their own entrepreneurial endeavors. Job Shadow Days will begin again in the 2021-2022 school year. Seniors had the opportunity to rate the usefulness of Job Shadow Day on the senior exit survey. Ninety-one percent (91%) of seniors rated Job Shadow Day as providing a somewhat or very useful experience.

Internship/Mentorship

All students within the academy complete an internship during their senior year. It resembles an on-the-job training experience that provides students an opportunity to identify real-world application of curriculum content and experiences. In 2020-2021, all students were placed in internships. These internships were achieved mainly through the EBA, but some students sought out internships on their own. During 2020-2021, some of these internships took place virtually while others took place face-to-face. Throughout the internship,

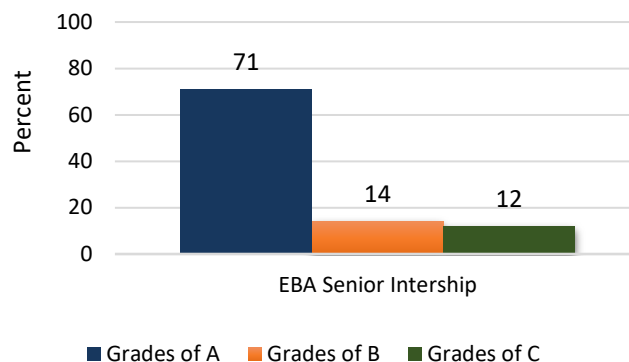
students maintained an online blog about their experiences, reflections, and connections to related coursework. On the senior exit survey, 96 percent of seniors rated their mentorship and/or internship as providing a somewhat or very useful experience.

Long-Term Project Through Internship/Mentorship (Objective #5)

Objective #5: Students will complete a long-term project through an internship/mentorship experience with a culminating presentation in the senior year featuring an in-depth study of an issue of concern to their related industry and present ideas/solutions as viable options to address the issue to a panel of business and community leaders.

All students within the academy complete a long-term project through the internship during their senior year. A total of 98 students were enrolled in the EBA Senior Internship Course. Of those 98 students, 6 students took the course online. Students performed well in the Senior Internship course with 96 EBA students (98%) earning a C- or above. Figure 13 displays the grade distribution of EBA students in the EBA Senior Internship course.

Figure 13: Grade Distribution of EBA Senior Internship Course



The experience culminates in a student presentation regarding an issue or concern addressed within the business they are working and the student's ability to provide solutions or ideas to assist the business in addressing that concern. In a typical school year, presentations are delivered by the student and open to the public. However, due to challenges associated with COVID-19, the presentations were closed to the public. Students recorded their final presentations and then sent them to their mentors and EBA staff for review and feedback.

Pitch Night

Another important enrichment activity is Pitch Night, held on May 17, 2021, culminating a year of students' project planning and design associated with the academy's INCubatoredu curricular program. Six student teams presented their final business concept to a panel of industry experts in a competition for funding. Unlike previous Pitch Nights, the event was not open to the public due to the COVID-19 pandemic. The event was livestreamed on YouTube so families and community members could watch. In addition, family members of the student presenters were able to attend on a rotational basis. The winners of Pitch Night were awarded startup funding for their project and also a chance to compete for additional funding dollars at the National INCubatoredu Student Pitch competition in the summer. Start-up funding, totaling \$16,200, was awarded across three teams. The funded teams then had an opportunity to launch their business.

Beginning in 2018, the EBA worked to establish its own foundation, and this foundation is the source of the funding awarded as part of Pitch Night. During the 2019-2020 school year, the VBCPS EBA Foundation was officially established with an advisory board. This non-profit allows individuals and/or business to donate money to support the EBA program. It was initially developed and is primarily used to fund student-based businesses including order products and hiring attorneys to trademark products. The academy coordinator

reported that the foundation has growth opportunities and could potentially be used to fund teacher professional learning and student scholarships in the future.

Guest Speakers and Master Classes

Twenty-three guest speakers/panels and Master Class instructors presented virtually in the 2020-2021 school year. Guest speakers included an attorney, a panel who spoke about internships, an individual who presented about market sizing, an individual who spoke about sales planning, and another individual who spoke about storytelling. According to the program coordinator, one benefit of the COVID-19 pandemic was the transition to virtual meetings which allowed guest speakers who do not reside in the Hampton Roads area to present. The guest speakers provided not only useful information, but also opportunities for EBA students to make useful connections that could lead to mentoring, interning, obtaining financing for entrepreneurial projects, or securing future employment. Appendix E includes a complete list of the speakers. When asked on the EBA survey, 88 percent of students, 97 percent of parents, and 100 percent of staff reported being satisfied with the guest speakers. In addition, 84 percent of seniors indicated on the senior exit survey that the master classes were somewhat or very useful.

Community Service

Another EBA enrichment activity involves community service in acknowledgment of the EBA leadership's recognition that being socially responsible, civic minded, and service-oriented is important. To graduate from the academy, EBA students were required to accrue at least 100 hours of community service during the course of their enrollment. Students who entered as sophomores were required to accrue 75 hours of community service. Due to the COVID-19 pandemic, community service posed somewhat of a challenge for students because they were limited due to social distancing requirements. According to the academy coordinator, community service activities were expanded to include what students could accomplish at home such as babysitting younger siblings or helping their parents. By the end of the 2020-2021 school year, all EBA students were on track to satisfying the community service requirement. When asked on the EBA survey, 82 percent of students, 86 percent of parents, and 100 percent of staff reported being satisfied with the community service component of the program. In addition, 92 percent of seniors indicated on the senior exit survey that the service hours were somewhat or very useful.

Field Trips

During the 2019-2020 and 2020-2021 school year, students participated in 16 field trips. Due to the COVID-19 pandemic, the eight field trips during the 2020-2021 school year were virtual. The virtual field trips included Jamestown Settlement, the American Revolution Museum, Thomas Jefferson's Monticello and the University of Virginia, Mariner's Museum, the Great Dismal Swamp National Wildlife Refuge, the Fort Monroe National Monument—Freedom's Fortress, Emancipation Oak—Hampton University, and the Princess Anne County Training School and Union Kempsville High School. Field trips during the 2019-2020 school year included the Chrysler Museum of Art, ATC, Junior Achievement Spark Tank, Brickhouse Diner, Women in Politics Symposium at Tallwood High School, Virginia DECA Competition Training, DECA District Leadership Conference, and DECA State Leadership Conference.

Competitions

The EBA students and student teams also participated in several state, regional, and national competitions during 2020-2021. At the annual DECA competition, a national association of high school and college marketing students, EBA teams were awarded DLC and SLC winners. A student was a winner at the NATO competition, a student earned 2nd place in a Scholarship for Veterans of Foreign Wars, and three teams advanced to the semifinals in the World Series of Innovation.

Community Partnerships

Higher Education Partnerships (Objective #6)

Objective #6: The academy will establish collaborative agreements with institutions of higher education that result in ongoing program development and assessment.

EBA staff maintained the academy's collaborative partnerships and agreements with a variety of postsecondary institutions, including Babson College in Wellesley, Massachusetts, as well as locally with TCC and Old Dominion University (ODU). Babson College and ODU provide professional learning to EBA staff. They also provide curricula for the Entrepreneurship and Innovation strand. In addition, VBCPS leadership continued their agreement with TCC for EBA students to earn dual-enrollment credit toward an associate of science degree in business, technology, or finance. Academy leadership has also secured a transfer course agreement with ODU. ODU will accept 4 credit hours for INCubatoredu. Academy leadership is currently working to develop a similar partnership with Norfolk State University.

Academy Advisory Committee

The academy proposal called for the academy coordinator to convene and maintain an EBA Advisory Committee. During the 2020-2021 school year, the Advisory Committee consisted of 13 members. Since its inception, the Academy Advisory Committee developed three goals which remained in the 2020-2021 school year. The committee's three goals are listed below.

- Engage in discussion that leads to implementation of a Job Shadow Day program for EBA students. This program should be sustainable for years to come.
- Engage in discussion that leads to implementation of a Senior Internship program for EBA students. This program should be sustainable for years to come.
- Provide input and suggestions for the Entrepreneurship and Business Academy planning staff relevant to meeting the local business and community needs that will assist students in becoming productive, responsible citizens.

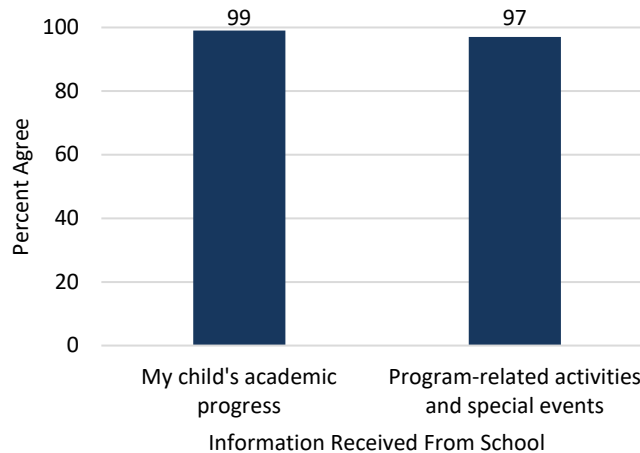
Community/Business Partners

The EBA has formed a significant number of community/business partnerships that help support various components of the program. For example, many of the individuals who participate in and make Job Shadow Day possible have formed a longstanding partnership with the EBA. In addition, some of students' internships are formed through businesses the EBA has formed a partnership with. During 2020-2021, EBA leadership documented 60 community business partners to provide students with opportunities for increased career awareness, exploration, and experience. The partners have helped to establish meaningful connections between the knowledge that students acquire in school and its application beyond the classroom. Staff members were asked their level of satisfaction with partner involvement in the EBA, and 100 percent of staff reported high levels of satisfaction with partner involvement. See Appendix D for a list of community business partners.

Family Partnerships

Family involvement and engagement in the academy is an important component. Parents were asked if they or other members of their family are involved in EBA activities. About half of parents (47%) reported that they or another family member was involved in EBA activities. Echoing their families, a little less than half of students (43%) reported that their family is involved in EBA activities. All staff members (100%) expressed satisfaction with overall parental involvement in the program. Families were also asked about information communicated to them. As shown in Figure 14, high percentages of parents agreed that they received information about their child's academic progress and program-related activities and special events (97% to 99%).

Figure 14: Information Families Received From the School



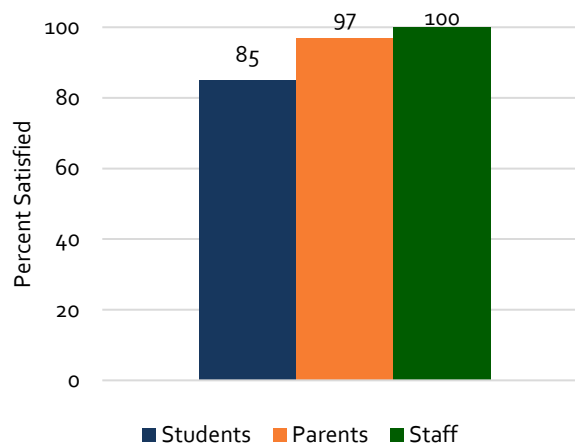
Stakeholder Perceptions

This section of the report provides a summary of the stakeholder overall perceptions of the academy. The most common themes from the open-ended survey items are also summarized where appropriate.

Overall Perceptions

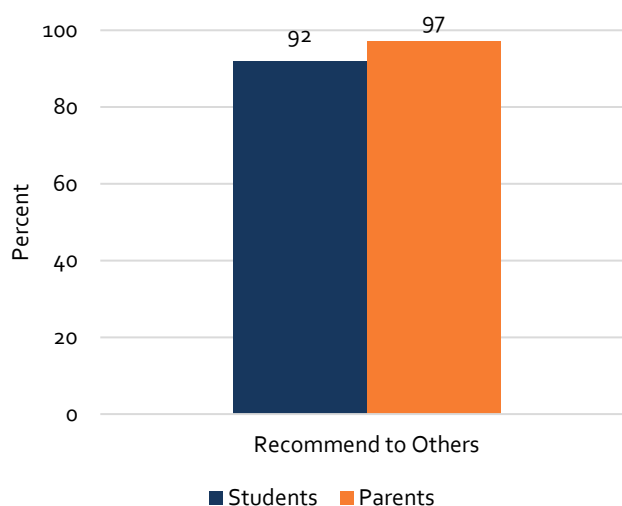
Figure 15 displays the results for survey items assessing overall satisfaction. Strong positive results were found for all groups of respondents with 85 percent or more of the respondents expressing satisfaction. In addition, on the senior exit survey, 86 percent of EBA seniors indicated that the academy met or exceeded their expectations.

Figure 15: Overall Satisfaction With the EBA



Students were also asked if they would recommend the EBA to other students. Similarly, parents were asked if they would recommend the EBA to the parents of other students. As displayed in Figure 16, 92 percent of students and 97 percent of parents indicated that they would recommend the EBA to others. Additionally, about three-quarters (76%) of EBA seniors indicated that if they were to start high school over again, they would reenroll in the EBA.

Figure 16: Recommend the EBA to Others



As an overall assessment of the academy's impact on students, a portion of the senior exit survey asked seniors future-oriented questions. For example, EBA seniors were asked if the academy experience helped them make decisions about their future education or employment. Overall, 89 percent of students indicated that they agreed or strongly agreed that the academy helped them make decisions about their future education or employment. In addition, 84 percent of EBA seniors indicated that the academy prepared them to enter the job market and pursue a business-related career. When asked their future plans, 89 percent of seniors indicated their primary focus was to further their education, and 11 percent indicated their primary focus was to seek employment.

Continued Participation

Students, parents, and staff were asked if they intended to continue their enrollment or employment in the EBA during the 2021-2022 school year. Among the EBA students in grades 9 through 11, 291 of the 308 respondents (94%) indicated "Yes." Of those students who chose to explain why they might leave the academy, five stated that they were moving out of the VBCPS school division and three students stated that they felt as though the academy was not the right fit for them. Among the parents of students in grades 9 through 11, 123 of the 126 respondents (98%) indicated "Yes" their child plans to return to the academy.

Academy staff were asked on the EBA staff survey whether they planned to continue teaching at the EBA. Of the sixteen EBA faculty members who responded to the survey item, all (100%) indicated their intent to return.

Participant Comments

Each of the three surveys (student, parent, and staff) contained open-ended questions about what students gained from being enrolled in the EBA during 2020-2021 and what improvements to the EBA, if any, would the survey respondent suggest.

As mentioned previously, open-ended survey responses were coded into thematic categories for qualitative analysis, as well as considered for possible verbatim inclusion in this report. Note that some individual responses included more than one theme, and the responses could contribute to two or more category percentages. As a consequence, percentages often sum to more than 100 percent.

Perceived Benefits of Enrollment

One open-ended survey question asked, "What do you think students gain from enrollment in the EBA?" Table 15 displays a cross-tabulation of the themes by respondent group.

Table 15: Perceptions of What is Gained From EBA Enrollment

Theme	Students (N=385)*	Parents (N=104)	Staff (N=12)
Knowledge and skills for future aspirations including college and/or career	59%	50%	50%
College credit and industry certifications	9%	10%	0%
Work experience and business connections	9%	9%	42%
A sense of confidence, responsibility, accomplishment, etc.	4%	13%	0%
Soft skills involving leadership, organization, critical thinking, work ethic, creativity etc.	15%	24%	42%
A supportive learning community environment	2%	4%	8%
Other	4%	0%	0%

* Note: Column percentages may sum to more than 100 percent if a respondent expressed more than one idea in a particular comment.

The most common student and parent responses regarding what is gained from the EBA focused on knowledge and skills for future aspirations including college and/or career. The second most common response among students and parents included soft skills involving leadership, organization, critical thinking, work ethic, and creativity.

Half of the staff responses focused on students having the opportunity to learn knowledge and skills for future aspirations including college and/or career. The second most discussed topics included real world work experience and business connections and the development of soft skills. Lastly, 8 percent of staff reported EBA is a supportive learning community.

Suggested Improvements

All three respondent groups also were asked to suggest ways that the EBA could be improved. Table 16 displays the students' and parents' suggestions. Of those who responded to the survey item, 42 percent of students had no suggestions for improvement. Students wrote things like "none," "n/a," or something positive like "I don't have any really, there is nothing that needs changing." The second most common response referred to programmatic changes including requirements, logistics, courses etc. Programmatic suggestions were quite varied with the exception of requesting to reduce the service/volunteer hour requirement, which was mentioned by 21 students. Students discussed a need for these hours to be reduced or asked for help in identifying potential ideas to meet the requirement. The third most common suggestion for improvement focused on relationships among EBA students, staff, and other students at Kempsville High School. Next, five percent of students suggested better communication including more transparency surrounding expectations and requirements. Finally, 4 percent of students suggested improvements specific to COVID-19 mitigation measures including not wanting to wear masks or attend school virtually.

Similar to the students, the largest percentage of parent comments (53%) focused on the programmatic changes including expectations and logistics. Their responses were also quite varied with the exception of the need for reducing the community service/volunteer hour requirements, which was mentioned by 9 parents. Thirty-five percent of parents had no suggestions for improvement and reported statements like "none," "n/a" or positive comments like "We are very pleased with the EBA." Finally, 7 percent of parents suggested improvements related to COVID-19 mitigation measures including attending school in-person and not wearing masks.

Table 16: EBA Student and Parent Suggestions for Improvement

Themes	Students (N=346)	Parents (N=81)
None (e.g., n/a, “none,” positive comments)	42%	35%
Programmatic Changes	41%	53%
Interactions and Relationships	23%	0%
Communication	5%	7%
COVID-19	4%	15%

Seven staff responded to the question about improving the EBA. Two teachers expressed a need to continue changing and adapting teacher practices and the curriculum, as one teacher put it to, “stay ahead of innovation.” Another teacher stated that they hoped to do more cross-curriculum projects, and another teacher suggested that teacher feedback regarding students’ needs was acted upon. Finally, another teacher hoped for more normalcy after the changes that occurred with the COVID-19 pandemic.

Impact of the Pandemic

All three respondent groups also were asked how their academy experience was impacted by the pandemic. Of the 384 students who responded to this question, about half the students (51%) expressed that they struggled with virtual learning. The second most discussed theme among students (19%) was that the pandemic took away from their traditional high school and academy experience including having to have a virtual Pitch Night and missing out on their ability to earn certifications. The third most discussed theme included students who had a mix of emotions surrounding the COVID-19 pandemic and how they felt that their experience in the EBA was different than prior years, but that the EBA was doing the best they could, given the situation. It is worthy to note that there were students who felt as though they thrived during the pandemic. Eight percent of students reported this experience.

Parents were asked a similar question and of the 108 who responded, 53 percent reported that their child struggled with virtual learning. The second most mentioned theme was the lack of social interaction due to the COVID-19 pandemic. The third most mentioned theme was that their child excelled in the virtual environment which included 14 percent of the parent responses.

Of the 12 teachers who responded to this survey question, 100 percent of them discussed the challenging nature of pivoting to virtual learning due to the pandemic. However, about a third of the teachers identified a silver lining in this experience in terms of having to problem solve, gain new tools, and adjust practices in ways that led to improvements.

Additional Cost

The final evaluation question about cost typically addresses how the actual costs of the academy compared to the projected costs specified in the budget section of the academy proposal approved by the School Board. The proposed costs in the academy proposal included both one-time purchase and start-up costs and recurring operating costs (see Appendix F for reference). However, with the postponement of the final year of the comprehensive evaluation from 2019-2020 to 2020-2021 due to the pandemic, there were no projected costs specifically identified for 2020-2021 which was the academy’s fifth year of operation. Therefore, this section of the report will summarize the total additional costs for the program from the 2020-2021 fiscal year and will include the 2019-2020 proposed costs for reference purposes. Some costs would not be expected to change significantly from the fourth year of the academy’s implementation to the fifth year (e.g., staffing, transportation), while other costs could change (e.g., instructional materials, professional learning).

Information about actual expenditures was provided by the Department of Teaching and Learning, the Office of Transportation and Fleet Management Services within the Department of School Division Services, the Office of Budget Development within the Department of Budget and Finance, and the Department of Human Resources. The methodology for categorizing costs followed the process developed as part of the divisionwide academy cost analysis report in 2005.⁵ Following the academy cost analysis, the costs included in this report

are in excess of school-generated funds and the per pupil allocations that travel with the students that would have been expended on the students in any setting. Costs are rounded to the nearest dollar figure.

The actual additional cost for the EBA to the school division during the 2020-2021 fiscal year are presented in Table 17. As noted, the planned budget for 2019-2020, the academy's fourth year, is included for reference.

Table 17: EBA Costs During the 2020-2021 Fiscal Year

Cost Category	Proposed Budget 2019-2020 for Reference	Actual Cost 2020-2021 Fiscal Year
Instructional Materials	\$55,000	\$15,225
EBA Dual Enrollment	\$0	\$75,270
Curriculum Development	\$0	\$650
Equipment and Furniture	\$0	\$16,663
Technology	\$0	\$15,761
Subscriptions	\$0	\$149
Field Trips	\$0	\$0
Dues/Memberships/Fees	\$0	\$647
Office Supplies	\$2,500	\$8,788
Food Services	\$0	\$1,239
Communication/Advertising	\$0	\$4,456
Professional Learning	\$16,000	\$2,117
Staff Costs: Academy Specific Personnel* and Stipends	\$493,412	\$409,962
Transportation	\$288,215	\$142,508
Total Annual Operating/Recurring Cost	\$855,127	\$693,435

*Based on average salaries for academy coordinators across the division and academy teachers at the EBA.

Overall, the actual costs in 2020-2021 totaled \$693,435. The largest operating cost is attributed to academy specific personnel. The academy specific personnel cost was \$409,962. Staffing costs included four full-time equivalent (FTE) teacher allocations which were provided to the academy during its fifth year of operation (2020-2021) and remained the same as the FTE allocation during the fourth year in 2019-2020. Overhead costs for fringe benefits and health insurance for the coordinator and teacher allocations were included (26.82% plus \$8,547 for 2020-2021). The second largest cost in 2020-2021 was for transportation. This cost includes driver salary costs and operational costs for nine buses, one van, and four activity buses, as well as an additional six days outside of contract time to transport virtual students on testing days. The cost of transportation services during the 2020-2021 school year was not reflective of a typical school year because the pandemic led to students learning in a virtual setting for a little over half the school year and students did not require transportation. According to the Office of Transportation Services, if the transportation needs had not been impacted by the pandemic, the estimated cost for transportation would have totaled approximately \$299,158. The third largest expense related to the academy was approximately \$75,000 for students to take dual enrollment courses at TCC to earn their associates degree.

Summary

The Entrepreneurship Business Academy (EBA) comprehensive evaluation focused on the accomplishment of the program's goals and objectives and program effectiveness. The EBA was established to offer a comprehensive program to students interested in entrepreneurship, business information technology, and corporate finance. The EBA focuses on providing a personalized, globally-competitive curriculum that equips students with the knowledge and skills needed to make connections among various disciplines, the technology skills students need to communicate with a worldwide audience, the problem solving and critical thinking skills necessary to meet the challenges of the future, and the service learning expertise needed in industry. The overall goal of the EBA is to provide students the business skills and knowledge necessary to succeed in any career-related fields of study in postsecondary education and in the workforce.

The EBA began operation in 2016 after the academy was approved by the School Board. In 2019-2020, the academy reached full implementation with students in grades 9 through 12. In 2020-2021, a total of 405

students were enrolled in the EBA at the end of the school year which was 81 percent of the program's capacity of 500 students. There were 102 students in grade 9, 115 students in grade 10, 94 students in grade 11, and 94 students in grade 12. In general, the program was majority female (58%). A little over half of the EBA students were Caucasian (51%) and nearly a quarter were African American (24%) which was similar to the division's percentages. About one-third of the EBA students were identified as gifted. The EBA students in grades 9 through 12 drew from every VBCPS high school attendance zone with the largest representation being from Kempsville High School (26%). A total of 18 teachers are a part of the academy faculty, along with the program coordinator. In addition, there is a full-time EBA school counselor, and an academy coordinator who has led the academy since its inception.

The first academy objective was that students successfully complete a sequential program of study that focuses on specific skills, knowledge, and technology in the fields of entrepreneurship and innovation, business information technology, and corporate finance. The EBA is comprised of three strands: Entrepreneurship and Innovation (Strand 1), Business Information Technology (Strand 2), and Corporate Finance (Strand 3). All three strands enable students within the academy to explore multiple pathways to being college and career ready. In 2020-2021, 52 percent of EBA students selected the Entrepreneurship and Innovation strand, 26 percent selected the Corporate Finance strand, and 23 percent selected the Business Information Technology strand. Overall, the EBA students were successful in core, academy, and elective courses with 94 to 100 percent earning a C- or above in their courses. In addition, EBA students had high grade averages ranging from a 3.2 to 3.4 in core classes and a 3.3 to 3.5 in all classes. In 2020-2021, 94 of the 98 twelfth grade students who were enrolled in the academy at the beginning of the school year remained enrolled at the end of the school year and graduated. All EBA graduates earned an advanced studies diploma, and 65 percent earned a Governor's Seal. Overall, students, parents, and staff expressed favorable perceptions of the EBA's coursework and learning environment with 87 to 100 percent of respondents agreeing that the EBA had a challenging curriculum, required students to think critically, and problem solve in creative ways.

The next objective is for students to have opportunities to earn an associate degree/postsecondary credit. Twenty-two students earned an associate of science degree in business administration, technology, or finance at TCC through dual enrollment courses. Opportunities to earn postsecondary credit were available through Advanced Placement (AP) courses and associated exams and dual enrollment courses. A total of 69 students (45%) scored a 3 or higher on at least one AP exam. A total of 135 EBA students (45%) in grades 10, 11, and 12 enrolled in a dual enrollment course. One hundred percent of students taking the course passed the course and earned dual enrollment credit.

The third objective is that students exceed the objectives of the VBCPS curricula and Commonwealth of Virginia Standards of Learning tests. EBA students took a variety of SOLs including English: Reading and Writing, Math: Algebra I, Algebra II, and Geometry, History: World Geography and World History I, and science (Biology). Using 400 as the passing threshold, 84 to 100 percent of test takers earned a 400 or above on the applicable SOL tests. Average scaled scores ranged from 426 on Geometry to 490 on Writing. In addition to SOLs, students within the academy are expected to complete the VBCPS Technical and Career Education stackable credential model in which students complete the Workplace Readiness Skills for the Commonwealth assessment, the Microsoft IT Academy Specialist certification, and strand-specific certifications. In 2020-2021, 289 students (71%) attempted to earn at least one industry certification, and 87 percent successfully earned at least one industry certification.

The academy offers students multiple opportunities to extend their learning beyond the classroom with a variety of enrichment opportunities including job shadowing, mentoring, internships, Pitch Night, master classes and guest speakers, community service, competitions, and field trips. There were two academy objectives related to these opportunities. The fourth objective was for students to participate in job shadowing, mentor, and/or internship programs. Due to challenges related to COVID-19 pandemic, students were unable to participate in Job Shadow Day during the 2020-2021 school year. However, 91 percent of seniors who had participated in it previously rated the job shadowing as a useful experience. All seniors were

placed in internships in the 2020-2021 school year providing them an opportunity for on-the-job training experience, and 96 percent rated the internship as a useful experience.

Objective five focused on the completion of a long-term project through an internship/mentorship experience. A total of 98 students were enrolled in the EBA Senior Internship Course with 98 percent earning a C- or above in the course. Due to COVID-19 pandemic, senior internship presentations were closed to the public. Other academy opportunities included Pitch Night which occurred in May 2021 and was a culmination of a year of students' project planning and design associated with INCubatoredu curricular program. Three teams won Pitch Night and were awarded over \$16,000 in funding to support the launch of their business. Over 20 guest speakers/panels and Master Class instructors presented in the 2020-2021 school year. High percentages of students (88%), parents (97%), and staff (100%) reported being satisfied with the guest speakers. In addition, 84 percent of seniors indicated on the senior exit survey that the master classes were useful. Community service continued as a requirement for students in the EBA, however, some modifications were made in what was deemed an acceptable community service activity due to the pandemic. Overall, 82 percent of students, 86 percent of parents, and 100 percent of staff reported being satisfied with the community service component of the program. In addition, 92 percent of seniors indicated on the senior exit survey that the service hours were useful.

The last objective is an academy goal which is to establish collaborative agreements with institutions of higher education that result in ongoing program development and assessment. EBA staff maintained the academy's collaborative partnerships and agreements with a variety of postsecondary institutions including Babson College, TCC, and ODU. These institutions provide professional learning to teachers and TCC has a dual enrollment agreement with the EBA. The EBA has maintained its Academy Advisory Committee which consists of 13 members. In addition, the EBA has 60 community business partners who provide students with opportunities for increased career awareness, exploration, and experience.

Overall, the EBA was viewed positively by students, parents, and staff with satisfaction rates ranging from 85 to 100 percent. Furthermore, 92 percent of students and 97 percent of parents reported that they would recommend the program to others.

The additional cost of the EBA to the school division in 2020-2021 totaled \$693,435. The largest cost was attributed to academy specific personnel, followed by transportation costs. Transportation costs were notably lower in 2020-2021 as a result of the periods of virtual learning due to the pandemic.

Recommendation and Rationale

Recommendation: Continue the Entrepreneurship and Business Academy within Kempsville High School without modifications. *(Responsible Groups: Department of Teaching and Learning, Kempsville High School)*

Rationale: Continuing the EBA without modifications is recommended because the operation of the EBA was found to correspond with what had been set forth in the proposal approved by the School Board. Although the academy's operation was impacted by the pandemic, data collected during the 2020-2021 school year related to the academy goals and objectives demonstrated favorable results. The academy continued to successfully implement a rigorous and comprehensive program of study for students interested in entrepreneurship and innovation, business information technology, and corporate finance. The program included a combination of required and elective courses, as well as enrichment activities that allowed students to apply knowledge beyond the classroom. Academy students performed well academically, as exemplified by passing grades, successful test scores, and successful attempts to earn industry-related certifications. All academy graduates earned the advanced studies diploma, 65 percent earned a Governor's Seal, and 23 percent earned an associate degree from Tidewater Community College.

Appendices

Appendix A: List of Professional Learning Opportunities for EBA Staff 2019-2020 and 2020-2021

Professional Development
Babson Symposium for Entrepreneurship Educators
BUILD Design Thinking Education Training
Book Study with the following five texts: <i>Why We Make Stuff</i> , <i>The Energy Bus</i> , <i>The Zen Teacher</i> , <i>Responding to Student Trauma</i> , and <i>The Move to Transformational Learning</i>
Panic to Practice Training
VASCD Conference and Presenter
Fundamentals of Teaching Technology & Engineering education: The Move Toward Transformational Learning
INCubatoredu National Summit
EBA Professional Learning Communities (PLC)
Dual Enrollment Canvas Zoom Orientation
Culturally Responsive Practices in Secondary Social Studies
OER Coursework with Tidewater Community College (TCC) Staff
My Lab Platform with TCC
Inuit Online Certification Webinar
Next Generation Career Inspire Career Expo
Strategies Exchange Conference
Innovation Squad
CIS/ACIS Training
BuildU Teacher Training
Design Thinking: Prototyping and User testing
Entrepreneurship Lab to Market- EdX
Design Thinking and Creativity for Innovation- Ed X
MBA Conclave

Appendix B: EBA Courses and Enrollment Grades 9-12

EBA Courses and Enrollment for Grade 9

Courses	Overall N
Core Courses	
EBA Honors English 9	101
Algebra 1 Honors	11
Algebra 2	^
Algebra 2/Trigonometry	33
Geometry Honors	44
Geometry	9
Biology	102
AP Human Geography	41
EBA World Studies for Business	61
Academy Courses	
EBA Critical Issues in Business Seminar	39
EBA Idea Generation and Creative Problem Solving	39
EBA Introduction to Entrepreneurship, Business, and Information Technology	102
Elective Courses	
AP Psychology	^
French	21
German	^
Japanese	^
Spanish	73
AVID	8
Music (Band, Orchestra, Guitar, Piano, Chorus, or Choir)	16
Other (Art, Drawing, Independent Living, Culinary Arts, Magnet/Dance)	18
Driver Education Classroom	^
Health and Physical Education 1	68

EBA Courses and Enrollment for Grade 10

Courses	N
Core Courses	
EBA Honors English 10	115
Algebra 2	^
Algebra 2/Trigonometry	52
Discrete Math and Probability/Statistics	^
Geometry Honors	15
Geometry	^
Mathematical Analysis	36
Trigonometry and Probability/Statistics	^
AP Computer Science A	6
Astronomy	5
Biology	^
Chemistry	98
Earth Science	6
Oceanography	^
AP European History	20
AP Human Geography	37
EBA World Studies for Business 2	58
Academy Courses	
EBA Accounting	27
EBA Advanced Computer Information Systems	29
EBA Business Law	27
EBA Corporate Finance	27
EBA Design for Entrepreneurs	58
EBA INCubatoredu	59

Courses	N
EBA Intro to Culinary Entrepreneurship	^
EBA DE Intercultural Communication	8
EBA DE Principles of Public Speaking	8
Elective Courses	
AP Psychology	7
Computer Information Systems	^
Computer Programming	13
DE Applied Calculus	^
DE Pre-Calculus	^
Economics and Personal Finance	^
Fashion Marketing	^
Spanish	63
French	14
German	^
Japanese	^
Latin	2
AVID	^
Music (Band, Orchestra, Guitar, Vocal Ensemble, Musical Theatre, Music Theory, or Piano)	^
Other (Drawing, Independent Living, or Intro to Culinary Arts)	16
Driver Education Classroom	66
Health and Physical Education 2	63

EBA Courses and Enrollment for Grade 11

Courses	N
Core Courses	
Algebra 2	^
Algebra 2/Trigonometry	6
AP Biology	18
Ap Calculus AB	7
AP Calculus AB Virtual Virginia	^
AP Chemistry	^
AP Computer Science A	^
AP English 11 Language & Composition	43
AP Environmental Science	13
AP European History	^
AP Physics I	^
AP Statistics	^
AP US History	22
Astronomy	9
Chemistry	21
Discrete Math and Probability/Statistics	8
EBA VA US History DE	44
Economics & Personal Finance	^
Geometry	^
Honors English 11	51
Mathematical Analysis	28
Oceanography	9
Physics	7
Trigonometry and Discrete Math	^
Trigonometry and Probability/Statistics	10
Virginia & US Government	^
Virginia and US History	24
Academy Courses	
EBA Accelerator Edu	25
EBA Business Law	^
EBA Corporate Finance	^
EBA Intro to Culinary Entrepreneurship	7

Courses	N
EBA DE Biology I	11
EBA DE Biology II	11
EBA DE Entrepreneurship	26
EBA DE Intercultural Communication	26
EBA DE Intro to Int Business	26
EBA DE Principles of Accounting I	11
EBA DE Principles of Accounting II	11
EBA DE Principles of Macro Economics	11
EBA DE Principles of Micro Economics	11
EBA DE Principles of Public Speaking	25
EBA DE Prob & Stat for Business	^
Elective Courses	
Advanced Accounting	21
Advanced Entrepreneurship & Innovation	14
Advanced Entrepreneurship & Innovation COOP	^
Anatomy & Sports Injury	^
AP Psychology	10
AP Psychology Virtual Virginia	^
AP Seminar	7
Computer Programming-Year	^
Cybersecurity Systems Technology	^
Digital Design I	^
Dual Enrollment Applied Calculus	13
Dual Enrollment Pre-Calculus	13
Economics & Personal Finance	46
Engineering Design	^
Engineering Technology I	^
French	6
German	^
Information Technology & Cyber Foundation	^
Japanese	^
Latin	^
Network Administration and Cyber Security I DE	^
Psychology I & Psychology II	^
Spanish	22
Music & Art (Band, Orchestra, Studio Drawing, Art, Choir, or Piano)	12
Other (Personal Trainer, Recreational Activities, Cosmetology, Fashion Marketing, Game Character Design and Animation, Software & Game Development, or Web Design Foundations)	11

EBA Courses and Enrollment for Grade 12

Courses	N
Core Courses	
AP Biology	^
Ap Calculus AB	6
AP Calculus BC	^
AP Chemistry	^
AP Computer Science A	^
AP English 12 Literature & Composition	25
AP Environmental Science	6
AP Gov Pol COMP 4x4 Virtual Virginia	^
AP Human Geography	^
AP Physics I	7
AP Statistics	17
AP United States Government & Politics	46
Astronomy	^
College Comp 111DC/TC	69
College Comp 112 DC/TC	69

Courses	N
Discrete Math and Probability Statistics	9
Economics & Personal Finance 4x4 Virtual Virginia	^
Oceanography	17
Online Oceanography	^
Personal Finance Virtual Virginia	^
Physics	^
Trigonometry and Discrete Math	^
Trigonometry and Probability/Statistics	^
Virginia & US Government	45
Academy Courses	
EBA Senior Internship	6
EBA Online Senior Internship	92
EBA Intro to Culinary Entrepreneurship	7
EBA Accounting	^
EBA DE Biology I	13
EBA DE Biology II	13
EBA DE Entrepreneurship	8
EBA DE Intercultural Communication	16
EBA DE Intro to Int Business	8
EBA DE Principles of Accounting I	13
EBA DE Principles of Accounting II	13
EBA DE Principles of Macro Economics	13
EBA DE Principles of Micro Economics	13
EBA DE Principles of Public Speaking	16
Elective Courses	
Advanced Entrepreneurship & Innovation	^
AVID	^
Anatomy & Sports Injury	^
AP Psychology	6
AP Research	^
Cisco Network Engineering II DE	^
Computer Programming-Year	5
Digital Design II	^
Dual Enrollment Applied Calculus	8
Dual Enrollment Pre-Calculus	9
Economics	^
Economics & Personal Finance	18
Engineering Technology II	^
French	^
German	^
Information Technology & Cyber Foundation	^
Introduction to Culinary Arts	^
Journalism II	^
Latin	^
Leadership Skills Development	6
Media Studies	^
Network Admin & Cyber Security Foundation	^
Online Economic & Personal Finance	^
Parenting & Childcare Occupations 4x4	5
Psychology I & Psychology II	6
Psychology Virtual Virginia	^
Sociology I and Sociology II	^
Spanish	^
Music & Art (Band, Choir Piano, Architectural Drawing, Basic Technical Drawing)	6
Other (Personal Training, PE Recreational Activities, Software & Game Development, Web Design, Independent Living)	20

Appendix C: Industry Certifications

Industry Certification Tests and Outcomes for EBA Students During 2020-2021

Certification Test	Number Taken	Number Passed	Percent Passed
10 Hour CAD Industry Safety	^	^	^
ADVANCED Customer Service and Sales Certification	34	28	82%
Architectural Drafting Assessment: National Occupancy Testing Institute (NOCTI)	^	^	^
AutoCAD Certified User: Autodesk	^	^	^
Autodesk 3ds Ma: Certiport	^	^	^
Autodesk Inventor Certified Professional	^	^	^
Autodesk Inventor Certified User 2019	^	^	^
Autodesk Revit Arch Exam Autodesk	^	^	^
CompTIA Network+	^	^	^
CompTIA Security+	^	^	^
CSWA-Solidworks Additive Manufacturing	^	^	^
Customer Service and Sales Certification	55	55	100%
Intro to Programming Using Java (98-388)	^	^	^
Intro to Programming Using Javascript (98-382)	^	^	^
Inuit Quickbooks	8	3	38%
Mechanical Drafting and Design Assessment NOCTI	^	^	^
Microsoft Excel 2019 (MO-200)	6	3	50%
Microsoft Office: Access 2016 (77-730)	^	^	^
Microsoft Excel: 2016 (77-725)	^	^	^
Microsoft: Word 2016 (77-725)	^	^	^
Microsoft PowerPoint 2019	12	11	92%
Microsoft Word Expert	^	^	^
MOS Access (Expert Level) Examination: Microsoft Office 365 and Office 2019/Certiport	^	^	^
MOS Excel (Associate Level) Examination: Microsoft Office 365 and Office 2019/Certiport	24	21	88%
MOS Excel (Expert Level) Examination: Microsoft Office 365 and Office 2019/Certiport	13	7	54%
MOS Outlook (Associate Level) Examination: Microsoft Office 365 and Office 2019/Certiport	^	^	^
MOS PowerPoint (Associate Level) Examination: Microsoft Office 365 and Office 2019/Certiport	31	31	100%
MOS Word (Associate Level) Examination: Microsoft Office 365 and Office 2019/Certiport	108	82	76%
MOS Word (Expert Level) Examination: Microsoft Office 365 and Office 2019/Certiport	25	20	80%
MTA Networking Fundamentals	^	^	^
MTA Security Fundamentals	^	^	^
NOCTI Advertising and Design	^	^	^
NOCTI Pre-engineering/EngTech	^	^	^
OSHA 30-Hour Construction Safety and Health	^	^	^
S/P2 Cosmetology	^	^	^
Solidworks 3D Experience-3D creator	^	^	^
WISE Financial Literacy Certification	74	74	100%
Workplace Readiness Skills for the Commonwealth	33	30	91%
Total	419	496	84%

Appendix D: Community Business Partners

Community Business Partners
Antonia Christianson Events
ARDX
Ashby Orthodontics
Atlantic Physical Therapy
Austin James Realty
Ava Clara Bridal Boutique
Babson College
Bell Tone
Brick House Diner
Center Stage Dance Company
Chartway Federal Credit Union
Chick-Fil-A – Haygood
Clark Nexsen
Coastal Café
Code Ninjas
Design Elements
Digital Marketing Specialists Tidewater Communications Interactive
Dominion Enterprises
DreamerMade
Edible Arrangements
Empowerment! Wellness
Fairfield Flowers
Gold Key PHR
Hampton Roads Chamber of Commerce
IHOP – Kempsriver
IHOP - Landstown Commons
J&A Racing
Junior Achievement of Greater Hampton Roads
Klett Consulting Group Inc.
Law Office of Joel Ankney, PC
Marble Home Team
Madison Jewelers
MassMutual Member Wealth Management
Mid Atlantic Surveying and Land Design
Novel Views CO
Old Dominion University Strome Entrepreneurial Center
Operation Smile
Philip L. Russo, Jr. P.C.
Pull Start Fire
Real Property Management Hampton Roads
Rita's Italian Ice- Fairfield
Rotary Club
Rubin Communications Group
St. Mary's Home
Start Wheel
State Farm Insurance - Pierre Granger
Style Erin
The Royal Chocolate
Three Scoops
Tidewater Community College
UFC Gym
US Naval Plumbing
VB Public Libraries - Kempsville Location
Virginia Beach Economic Development
Virginia Beach Field House
Virginia Beach Minority Business Council

Community Business Partners
Virginia Beach School's Federal Credit Union
WRV Summer Skate Camp
Y Not Pizza & Italian Cuisine
Zieders Great American Theater

Appendix E: Guest Speakers and Master Class Presenters During 2020-2021

Guest Speaker Name(s), Affiliation and/or Purpose
Internship Speaking Panel, Marketing & Advertising Industries
Art Institute of Virginia Beach, Higher Education
Johnson & Wales, Higher Education
VBCPS Communications, Podcasting
Globalization and the Impact on Young Adults
Entrepreneurship In the Post-Colonial Age
Haitian Revolution on Contemporary Afro-Caribbean Identity
VBCPA CPA Speaker Panel, Accounting Careers
Hampton Roads Workforce Council/Junior Achievement/VBCPS Sponsored Speaker Panels
Healthcare & Medical Industries, Financial Banking Industries, Information Technology & Cybersecurity, Shipbuilding Industry & Local Entrepreneurs
Interviewing Skills
KPMG, Accounting
Junior Achievement Guest Speakers with JA Curriculum. ADP
Sharon Scannell, Coach of Value Proposition
Jeff Smith, Jeff Umberger, Marty Kaszubowski, Jeff Wilson, & Amy Mallinson, Solution Ideation
Steve Marable, Value Proposition
Steve Goad, Positioning
Mike Zeiders, Market Sizing
Mike Beyrodt, Pricing
Chris Shelton, Initial Revue Forecasting
Kevin Hill, Financial Statement Health Analysis
Pierre Granger, Implementation Planning
Joel Ankney, Legal
Jason Barnes, Storytelling
Martin Joseph, Sales Planning

Appendix F: Proposed Entrepreneurship and Business Academy Planning Budget⁶

	One-Time Purchase and Start- Up Costs				Recurring Costs
Description	FY 16/17	FY 16/17	FY 17/18	FY 18/19	FY 19/20
Equipment and Furniture					
Makerspace	\$75,085				
Technology					
Computers and Printers	\$32,263				
Networking and Switches	\$9,500				
Tablets/Portable Devices	\$12,120				
Office and Computer Supplies		\$1,000	\$1,000	\$2,500	\$2,500
Instructional Materials					
Textbooks/Online Resources		\$30,000	\$30,000	\$30,000	\$15,000
Resource Materials		\$10,000	\$12,500	\$15,000	\$17,500
Supplemental Instructional Materials		\$15,000	\$15,000	\$12,500	\$12,500
Software		\$5,000	\$5,000	\$5,000	\$5,000
Printing		\$5,000	\$5,000	\$5,000	\$5,000
Curriculum and Staff Development					
Teacher Workshop Pay		\$4,000	\$4,000	\$4,000	\$2,000
Consultants		\$4,000	\$4,000	\$4,000	\$2,000
Professional Development		\$6,400	\$6,400	\$8,500	\$10,000
Substitute Pay		\$2,000	\$2,000	\$2,000	\$2,000
Total	\$128,968	\$82,400	\$84,900	\$88,500	\$73,500
Salaries and Fringe Benefits					
Academy Coordinator		\$98,825	\$101,426	\$104,106	\$106,866
FTEs (Year 1 1 FTE, Year 2 +1 FTE, Year 3 +1 FTE, Year 4 +1 FTE)		\$89,281	\$183,318	\$282,330	\$386,546
Total		\$188,106	\$284,744	\$386,436	\$493,412
Facilities Improvements					
Conversion of TCE Classroom		\$439,530	\$466,983		
Total		\$439,530	\$466,983		
Transportation Costs					
Drivers Salaries		\$63,612	\$68,030	\$76,167	\$80,817
Operational Costs		\$100,650	\$118,950	\$137,250	\$148,230
Activity Drivers		\$14,136	\$16,113	\$18,135	\$18,368
Activity Operational Costs		\$23,120	\$32,640	\$38,080	\$40,800
Total		\$201,518	\$235,733	\$269,632	\$288,215
Grand Total	\$128,968	\$911,554	\$1,072,360	\$744,568	\$855,127
Total Implementation					\$3,712,577

End Notes

¹ From October 6, 2015 School Board Agenda Cover Sheet

² Two students in grade 9 did not have a strand selected. These two students were enrolled at the end of the school year, but they did not plan to continue at the EBA during the 2021-2022 school year.

³ https://www.doe.virginia.gov/instruction/graduation/diploma_seals/index.shtml

⁴ <https://www.tcc.edu/come-to-tcc/high-school-dual-enrollment/>

⁵ Janicki, H.L. (2005). Academy Programs: Cost Analysis. Virginia Beach City Public Schools.

⁶ Source: Entrepreneurship and Business Academy at Kempsville High School Proposal, September 2015.

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

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Virginia Beach City Public Schools does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation/gender identity, pregnancy, childbirth or related medical condition, disability, marital status, age, genetic information or veteran status in its programs, activities, employment, or enrollment, and provides equal access to the Boy Scouts and other designated youth groups. School Board policies and regulations (including, but not limited to, Policies 2-33, 4-4, 5-7, 5-19, 5-20, 5-44, 6-33, 6-7, 7-48, 7-49, 7-57 and Regulations 4-4.1, 4-4.2, 5-44.1, 7-11.1, 7-17.1 and 7-57.1) provide equal access to courses, programs, enrollment, counseling services, physical education and athletic, vocational education, instructional materials, extracurricular activities and employment.

Title IX Notice: Complaints or concerns regarding discrimination on the basis of sex or sexual harassment should be addressed to the Title IX Coordinator, at the VBCPS Office of Student Leadership, 641 Carriage Hill Road, Suite 200, Virginia Beach, 23452, (757) 263-2020, Mary.Dees@vbschools.com (student complaints) or the VBCPS Department of School Leadership, 2512 George Mason Drive, Municipal Center, Building 6, Virginia Beach, Virginia, 23456 (757) 263-1088, Elizabeth.Bryant@vbschools.com (employee complaints). Additional information regarding Virginia Beach City Public Schools' policies regarding discrimination on the basis of sex and sexual harassment, as well as the procedures for filing a formal complaint and related grievance processes, can be found in School Board Policy 5-44 and School Board Regulations 5-44.1 (students), School Board Policy 4-4 and School Board Regulation 4-4.3 (employees), and on the School Division's website [at Diversity, Equity and Inclusion/Title IX](#). Concerns about the application of Section 504 of the Rehabilitation Act should be addressed to the Section 504 Coordinator/Executive Director of Student Support Services at (757) 263-1980, 2512 George Mason Drive, Virginia Beach, Virginia, 23456 or the Section 504 Coordinator at the student's school. For students who are eligible or suspected of being eligible for special education or related services under IDEA, please contact the Office of Programs for Exceptional Children at (757) 263-2400, Plaza Annex/Family and Community Engagement Center, 641 Carriage Hill Road, Suite 200, Virginia Beach, VA 23452.

The School Division is committed to providing educational environments that are free of discrimination, harassment, and bullying. Students, staff, parents/guardians who have concerns about discrimination, harassment, or bullying should contact the school administration at their school. Promptly reporting concerns will allow the school to take appropriate actions to investigate and resolve issues. School Board Policy 5-7 addresses non-discrimination and anti-harassment, Policy 5-44 addresses sexual harassment and discrimination based on sex or gender. Policy 5-36 and its supporting regulations address other forms of harassment.

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